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Australian Curriculum: Languages

Korean (revised draft)

Validation version for public viewing



AUSTRALIAN CURRICULUM: LANGUAGES – KOREAN

Korean context statement

The place of the Korean culture and language in Australia and in the world

Korean is the language of one of Australia's important neighbours in the Asian region and is spoken by around 80 million people in the Korean Peninsula and worldwide. With the rapidly growing popularity of and interest in the Korean culture across the world, the population of people learning Korean is also fast growing in many countries in Asia, Oceania, the North and South Americas, Europe and Africa. In Australia, Korean is spoken by more than 150,000 people, and the presence of the Korean culture and language, together with Korean brands of high-technology products, is increasingly evident in various sectors of society.

Australia and the Republic of Korea have established and reinforced people-to-people relationships through cultural and educational exchanges over for more than half a century. The first contact between Australia and Korea took place in the late 19th century through Australian missionaries visiting the Korean Peninsula. In the early 20th century, there was a period when contact between the two countries was not possible due to the Japanese colonial rule over Korea. With the end of World War II and Australia's participation in the United Nations (UN) Commissions on Korea (1947) and in the Korean War (1950--53), the two countries formed a strong bond and have established a strong trade partnership. With an increasing awareness of the need to expand the partnership to other sectors, awareness of the need to better understand the country and culture, and to learn the language has also increased as opportunities exchanges and collaborations are expanding to education, science and technology, culture, media, sports, leisure, tourism and community activities. Visitors from Korea, including primary-aged students on study trips, may provide young Australian learners of Korean with opportunities for rich cultural and linguistic experiences.

The place of the Korean language in Australian education

There have been a number of government policy initiatives that have supported the teaching of Korean in Australian education since it was introduced to Australian schools in the early 1990s. During the 1990s, with growing national interest in trade with Asia, the Australian Government introduced the National Asian Languages and Studies in Australian Schools (NALSAS) Strategy. Later, the aims of NALSAS were reignited through the National Asian Languages and Studies in Schools Program, which ran from late 2000s until early 2010s with a renewed economic and strategic focus on Asia, encouraging young Australians to study Korean, one of four targeted Asian languages. In recent years, the commitment of the Australian Government to the teaching and learning of Korean in schools has continued as is evident in documents such as *South Korea: Country Strategy* (Australian Government, Department of Foreign Affairs and Trade, 2013).

With the support of the Australian Government for learning and teaching Korean in Australian schools and growing interests in the Korean culture and opportunities to encounter Koreans and Korean products, there is an increasing demand for Korean language education from the community. Among young learners in Australia, there has been a significant increase in the popularity of the Korean culture, including both traditional and youth/pop culture, as seen in frequent performances of traditional Korean dance and music and in the surge of popularity of K-pop (Korean pop). There is also an increasing awareness of possible career opportunities for those who have attained a high level of proficiency in the Korean language and a sound intercultural understanding.

The nature of Korean language learning

The Korean language has its own alphabetic writing system. *Hangeul* — the modern Korean phonetic alphabet — consists of 24 basic letters, comprising 14 basic consonants and 10 basic vowels. Learning *Hangeul* involves learning how to combine consonants and vowels to produce a syllable in Korean, which corresponds to a syllabic block in its written form. As they learn *Hangeul*, learners also learn about its philosophical, scientific, linguistic and cultural underpinnings, where three elements of vowel letters (ㅇ, ㅡ, ㅣ) symbolise three respective elements in oriental cosmology--heaven, earth and human--and consonant letters symbolise the shapes of the speech organs: lips, teeth, tongue and throat. Students' learning is enhanced by understanding the importance of *Hangeul's* creator, the Great King Sejong, who, in the fifteenth century, believed that his people's wellbeing was directly related to literacy and could be enhanced through the creation of a writing system to represent their spoken language.

Korean is an agglutinative language. Students learn how to agglutinate various particles or suffixes to nominals or verb stems to express a range of grammatical, semantic or pragmatic information. The word order of Korean is subject-object-verb (SOV); however, learners also learn that word order in Korean is flexible as long as the verb-final rule is observed, and that contextually understood elements may be left unexpressed in Korean discourse. Honorifics are one of the important features of Korean. Students learn how to use Korean to express their thoughts with cultural bearing through the systematic use of honorifics and through non-verbal behaviour that corresponds to the chosen honorific. The Korean language easily incorporates words from other languages. Students learn about the Korean culture as well as how to use the language in culturally appropriate ways.

The diversity of learners of Korean

Australian students have multiple, diverse and changing needs that are shaped by different individual, personal and learning histories as well as personal, cultural and language backgrounds. Learners of Korean in Australia can be identified in three major groups: second language learners (learners who are introduced to learning Korean at school); background language learners (learners who may use Korean at home, not necessarily exclusively, and have knowledge of Korean language and culture to varying degrees); and first language learners (learners who have had their primary socialisation as well as initial literacy development in Korean, and use Korean at home as their first language).

The Australian Curriculum: Languages, Foundation to Year 10, for Korean is pitched to second language learners. The curriculum has been developed according to two main learning sequences for these learners: Foundation Year 10, and Years 7--10. Teachers will use the Korean F–10 curriculum to cater for learners of different backgrounds by making appropriate adjustments to differentiate learning experiences for these students.

For students learning Korean for the first time in a school language program, a key component of their learning is to understand the cultural dimension that shapes and is shaped by the language. The curriculum is designed with an intercultural language learning orientation to enable students to participate meaningfully in intercultural experiences, to develop new ways of seeing and being in the world and to understand more about themselves in the process.

AUSTRALIAN CURRICULUM: LANGUAGES

KOREAN FOUNDATION TO YEAR 10 SEQUENCE

Korean (F–10 Sequence) curriculum

Foundation to Year 2

Band description

The nature of the learners

Children enter the early years of schooling with established oracy skills in one or more languages and varying degrees of early literacy capability. For young students, learning typically focuses on their immediate world of family, home, school, friends and neighbourhood. They are learning how to socialise with new people, share with others, and participate in structured routines and activities at school. Typically they have little to no experience of Korean language and culture.

Korean language learning and use

Korean language learning at this stage is focused on developing learners' oral language and familiarising learners with the language through interaction involving enjoyment, imagination and action. Through classroom routines and action-related activities such as games, dancing, songs and chants, they learn and use Korean to socialise with others and explore the primary world around them. Non-verbal expressions, such as miming, movement and gestures are important part of their learning. They begin to hear single words, phrases and short simple texts in Korean, relating them to concrete objects and people seen and known in their immediate environment, to what they feel and do, and to topics about self, home, family, and classroom activities. Children listen to, use and experiment with simple formulaic language for routines such as greetings, introduction and classroom language, and become familiar with meaningful sounds in Korean. With the introduction of *Hangeul*, children become further aware of the relationships between sounds and letters, and between syllables and syllable blocks in Korean speech and script. As their phonological awareness increases, they begin to develop literacy in Korean, identifying simple Korean words in short texts, through activities such as shared/supported reading or sight words games. They start to write *Hangeul* by copying or tracing words, and later co-construct longer texts such as chants and rhymes. Through the repeated use of simple patterns where basic key particles, verb endings and honorific elements are used, children notice that some Korean grammatical elements and rules are different from those of English. As they use simple language patterns with culturally appropriate gestures or body language, they recognise elements of Korean culture, such as politeness embedded in the Korean language and its use, and become aware that there are different ways to communicate using languages other than their own.

Contexts of interaction

The primary context for interaction is the language classroom, with the teacher of Korean language and peers, and they may have some access to Korean-speaking peers in wider school or community settings. Their use of Korean primarily relates to classroom routines and activities, drawing on their interest in play, movement and games and on their curiosity about the world around them.

Texts and resources

Learners have exposure to a variety of spoken, visual and written/digital texts. They listen and respond to teacher talk, and take part in songs, play, stories and simple conversations. Written and digital texts include picture books, wall charts, Big Books and teacher-generated materials such as games, labels, captions and flashcards. Writing development is supported through tracing and copying simple words as sight words and short modelled sentences in texts such as greeting cards or captions and through co-creating shared resources such as word walls or storyboards.

Features of Korean language use

Students become familiar with the sound system of the Korean language, recognising Korean pronunciation being different from that of their own languages. They learn to pronounce syllable blocks as part of sight words, recognising the association between simple vowel and consonant sounds with their corresponding letters. They recognise, use and distinguish simple Korean intonation patterns for statements and questions. They become familiar with and use the pattern of simple basic sentences such as – Q coming at the end, and notice similarities and differences between Korean and English. They begin to develop curiosity about Korea and Korean people and about different ways of making meaning using Korean.

Level of support

Children require rich language input and their learning is supported with the ample provision of scaffolding and language modelling. They require opportunities to build and test hypotheses about the Korean language and culture, to review, recycle and revise them, and to adjust their use of the Korean language and understanding of Korean culture. Attention to diversity in children's learning needs and backgrounds, and to the provision of continuous encouragement, cues, feedback and opportunities for learners to reflect, support these hypothesis building and testing processes. As the main source of target language input, the teacher provides ample models and examples of the Korean language and culture with the support of visual cues and resources such as pictures, realia, objects and charts.

The role of English

While both the teacher and learners are encouraged to use Korean wherever possible, English is used for discussion, reflection, questions and explanations relating to complex ideas or aspects of languages or cultures, and in tasks which involve moving between the two languages, such as bilingually naming objects or images.

Korean (F–10 Sequence) Communicating

Foundation to Year 2 content descriptions	Elaborations
<p>Socialising</p> <p>Interact and socialise with peers and teacher, to greet, introduce themselves and provide basic personal information.</p> <p>[Key concepts: self, family; Key processes: greeting, playing, imitating]</p> <p>LIT, PSC, CCT, ICU</p>	<ul style="list-style-type: none"> greeting the teacher and peers using appropriate expressions and body language, for example, 안녕하세요? 안녕? 만나서 반가워요 introducing themselves using 저는 ...이에요/예요 as a set phrase asking about and expressing likes/dislikes using simple language such as 뭐 좋아해요? 고양이를 좋아해요
<p>Engage in guided group activities and simple exchanges, such as playing games, group singing or dancing, contributing ideas through key words, images, mimes.</p> <p>[Key concepts: play, group; Key processes: singing, chanting, observing, drawing]</p> <p>LIT, PSC, CCT</p>	<ul style="list-style-type: none"> participating in group singing and chanting by singing and performing actions, for example, 가나다 노래, 안녕 노래 making simple requests using ... 주세요 and expressing thanks, 고맙습니다 creating pictures or crafts and providing descriptions of familiar objects or people, for example, 마이클이에요, 코예요 following instructions for language games such as <i>pass the message</i>, 코코코 놀이
<p>Interact in familiar classroom routines and follow simple classroom instructions.</p> <p>[Key concepts: routines, interactions; Key processes: observing, responding]</p> <p>LIT, PSC, CCT</p>	<ul style="list-style-type: none"> using ... 있어요/없어요 and 네/아니요 to interact with the teacher in routine exchanges such as roll call responding with appropriate actions to the teacher's simple instructions such as 따라하세요, 일어나세요, 앉으세요, 인사하세요 asking questions and responding to the teacher and peers by using 뭐예요?이에요/예요 using 안녕하세요?; 안녕히 가세요/계세요, to greet or to take leave
<p>Informing</p> <p>Locate specific words and expressions in simple texts such as signs, titles and captions, using early literacy skills, and use information to complete guided oral and written tasks.</p> <p>[Key concepts: text, meaning; Key processes: locating, noticing, matching]</p> <p>LIT, PSC, CCT, ICT</p>	<ul style="list-style-type: none"> demonstrating early literacy skills by labelling, matching, clicking and dragging, drawing, miming and using actions locating and using information to describe, name, draw and trace, for example, 머리, 손, 발 classifying and categorising information gained from others, such as about favourite foods, for example, 미셸은 피자를 좋아해요. using contextual and visual cues while reading with the teacher, for example, using illustrations and printed/audio narrations when reading big books or digital books

Foundation to Year 2 content descriptions	Elaborations
<p>Share simple information about themselves, known people, everyday objects and places of interest.</p> <p>[Key concepts: self, preference; Key processes: describing, showing]</p> <p>LIT, PSC, CCT</p>	<ul style="list-style-type: none"> reporting on information gathered from friends using simple structures such as ... 좋아해요 and ... 있어요 contributing to a class photo story, for example, writing and reading aloud captions to own photos (저는... 이에요/예요) and aspects of personal information (저는 바나나를 좋아해요; 저는 토끼가 없어요) using simple sentence structures, familiar vocabulary, concrete materials and supporting gestures to talk about self and the immediate environment, for example, 뭐예요? 양이에요. 저는 씨월드를 좋아해요
<p>Creating</p> <p>Participate in chants, choral and shared reading of short imaginative texts in audio-visual, print and digital media such as cartoons, stories or rhymes, and responding through play-acting, illustrating, miming or making short statements.</p> <p>[Key concepts: character, story; Key processes: playing, choral reading]</p> <p>LIT, PSC, CCT, ICT</p>	<ul style="list-style-type: none"> participating in shared reading, sharing opinions and responding to questions about imaginative texts responding to imaginative texts including digital texts such as stories, rhymes and songs through play-acting, illustrating or movement interacting with a character or puppet in an imaginary situation or setting, for example, 안녕하세요?; 저는 미나예요; 만나서 반가워요. making simple evaluative statements about favourite characters in stories, rhymes or songs, for example, ... 좋아해요/싫어해요 re-creating stories, rhymes and songs through mime, dance or drawing with simple captions
<p>Create captions to images for individual presentation and participate in shared performances and imaginative activities using familiar words, phrases and language patterns.</p> <p>[Key concepts: performance; Key processes: drawing, singing, dancing]</p> <p>LIT, PSC, CCT, ICT</p>	<ul style="list-style-type: none"> creating own version of a story by sequencing a series of pictures with captions or by creating a storyboard with labels using modelled language, for example, 안녕하세요?; ...있어요? 네, 있어요 / 아니요, 없어요; 고맙습니다. performing songs, rhymes and action stories using non-verbal forms of expression such as clapping, gestures and facial expressions to support the making of meaning creating and presenting own Big Books, storyboards or digital texts based on imaginary scenarios in familiar contexts, for example, 곰 세 마리

Foundation to Year 2 content descriptions	Elaborations
<p>Translating</p> <p>Translate familiar words and phrases, using visual cues and word lists, explaining the meaning of particular words, gestures and expressions.</p> <p>[Key concepts: similarity, difference; Key processes: noticing]</p> <p>LIT, PSC, CCT, ICU</p>	<ul style="list-style-type: none"> noticing words in Korean and English that have the same meaning, such as 테니스, 컴퓨터, 코알라 and considering why recognising that every language has its own words, sounds and gestures to make meaning using Korean and/or English to name familiar objects and conduct simple conversations, translating when necessary to help others understand sharing and interpreting simple expressions and songs with friends and family, for example, showing them how to sing 학교 중, 생일 노래
<p>Create labels, captions or short statements in Korean and English for the immediate learning environment and for familiar objects or images.</p> <p>[Key concepts: counterpart; Key processes: naming, labelling, matching]</p> <p>LIT, CCT, ICU, ICT</p>	<ul style="list-style-type: none"> creating a bilingual picture dictionary for their classroom use matching Korean and English texts, for example, name tags of friends in Korean and English creating bilingual captions in Korean and English using digital technologies for a photographic display to show parents or others about a class event or experience such as sports day, school camp or pets day
<p>Reflecting</p> <p>Notice aspects of Korean language and culture that are 'new', sharing how interacting in Korean feels different to interacting in own languages.</p> <p>[Key concepts: respect, acceptance; Key processes: noticing, comparing]</p> <p>LIT, CCT, PSC, ICU</p>	<ul style="list-style-type: none"> noticing that there are different ways to greet people in Korean, recognising their similarities and differences to those in their own language and culture familiarising themselves with simple spoken exchanges in Korean, including how to use appropriate gestures, for example, how to bow and make hand gestures when saying 안녕하세요? describing how it feels to use Korean, for example, when singing a song or hearing Korean spoken by others including some Korean words and expressions in English conversation when it feels appropriate (for example, 네, 선생님, 고맙습니다), noticing changes in behaviour or body language when speaking Korean
<p>Recognise themselves as members of different groups, including the Korean class, the school, their family and community, considering their roles within these different groups.</p> <p>[Key concepts: self, role; Key processes: noticing]</p> <p>LIT, CCT, PSC, ICU</p>	<ul style="list-style-type: none"> naming languages they know and are learning, for example, 한국어 making simple statements about themselves, including who they are and their personal preferences, for example, 저는 ...이에요/예요, 저는... 좋아해요/싫어해요 noticing their own use of words, expressions or behaviours that make them who they are, such as using words from different languages, ways of celebrating or talking that may not be familiar to other people

Korean (F–10 Sequence) Understanding

Foundation to Year 2 content descriptions	Elaborations
<p>Systems of language</p> <p>Recognise the sounds of the Korean language and the forms of <i>Hangeul</i> syllable blocks, and understand that the syllable block is the basic unit of writing in Korean, associating individual syllable blocks with their pronunciations.</p> <p>[Key concepts: phonic awareness, meaningfulness, unit of writing; Key processes: recognising, discriminating, mimicking]</p> <p>LIT, CCT</p>	<ul style="list-style-type: none"> differentiating Korean and English sounds, for example, by comparing names in Korean and English (for example, 로버트 versus Robert) categorising names according to their first consonant, for example, 마크, 매튜, 마이클 discriminating between simple vowel and consonant letters in a syllable block recognising the order of strokes in writing syllable blocks
<p>Recognise some basic features of the Korean grammatical system, such as the verb-final rule, the sentence-final -요 , and notice chunks in which a noun or pronoun is combined with a case marker as part of a sentence.</p> <p>[Key concepts: word order, politeness; Key processes: noticing, selecting]</p> <p>LIT, CCT</p>	<ul style="list-style-type: none"> recognising -요 coming at the end of a sentence through its repetitive use in sentences such as 따라하세요 and 안녕하세요? noticing that the Korean copula alternates between two forms (-이에요 and -예요) and using it with own names, for example, 마이클이에요/매튜예요 understanding that 저 is used to refer to the self identifying a structure where a noun or a pronoun is followed by a basic case marker such as -은/는, -이/가 and -을/를 (for example, 저는) as a chunk which has a syntactic function in a sentence understanding how to make a simple question using a basic question word, for example, 뭐 좋아해요?
<p>Notice and use simple vocabulary to identify familiar objects and to describe simple actions, states or qualities in familiar contexts.</p> <p>[Key concepts: word, meaning, name; Key processes: noticing, selecting]</p> <p>LIT, CCT, NUM</p>	<ul style="list-style-type: none"> using basic words for familiar objects, for example, body parts, pets and days of the week in speech, and identifying them as Korean words while listening to and viewing texts where such words are used responding to a simple question using 네/아니요 to express agreement/disagreement using basic verbs with the -어/아요 ending in familiar contexts, for example, 있어요, 없어요, 좋아해요

Foundation to Year 2 content descriptions	Elaborations
<p>Notice and identify different types of simple texts in spoken, written and digital modes used for different purposes in familiar contexts.</p> <p>[Key concepts: text; Key processes: recognising, identifying]</p> <p>LIT, CCT, ICT</p>	<ul style="list-style-type: none"> listening to and viewing different simple types of text in Korean including digital or online texts and recognising that Korean is used for purposes such as songs, chants, dialogues and stories identifying Korean from other languages, for example, in spoken and written texts where Korean is jumbled with other languages
<p>Language variation and change</p> <p>Recognise that there are different words and expressions used by Korean speakers to address and greet people in different contexts and situations.</p> <p>[Key concepts: appropriateness, respect; Key processes: noticing, comparing]</p> <p>LIT, CCT, PSC, ICU</p>	<ul style="list-style-type: none"> noticing differences in greetings and expressions used in different social settings where people of different ages and/or different degrees of familiarity are involved identifying social relationships between people interacting in video clips or cartoons
<p>Recognise that languages change continuously and borrow words from each other.</p> <p>[Key concepts: word- borrowing; Key processes: noticing, selecting]</p> <p>LIT, CCT, ICU</p>	<ul style="list-style-type: none"> recognising loan words originating from other languages, for example, 코알라, 캥거루, 펭귄, 초코렛, 아이스크림 identifying Korean words used in English contexts, for example, <i>Taekwondo</i>, <i>kimchi</i>
<p>Recognise that Korean is one of many languages spoken in multicultural Australia and in the world.</p> <p>[Key concepts: multilingualism, community; Key processes: noticing, naming]</p> <p>LIT, CCT, ICU</p>	<ul style="list-style-type: none"> naming languages they have encountered in their everyday life, for example, the languages of their neighbours or classmates exploring the range of languages spoken in Australia, including Aboriginal languages and Torres Strait Islander languages, Asian languages and world languages

Foundation to Year 2 content descriptions	Elaborations
<p>Role of language and culture</p> <p>Understand that ways people use language reflect their culture, such as where and how they live and what is important to them, finding examples of similarities and differences between Korean and Australian ways of communicating.</p> <p>[Key concepts: language, culture, meaning; Key processes: noticing, making connections]</p> <p>LIT, PSC, CCT, ICU, EU</p>	<ul style="list-style-type: none"> • comparing gestures and body language associated with language use in different cultures, for example, bowing and saying 안녕하세요? when greeting in Korean, and pressing noses (that is, doing <i>Hongi</i>) and saying ‘<i>Kia ora</i>’ when greeting in Maori • exploring the meaning of ‘culture’, how it involves visible elements, such as ways of eating or symbols such as flags, and invisible elements, such as how people live, what they value, and how they think about themselves and others

Foundation to Year 2 Achievement Standard

By the end of Year 2, students interact with peers and teachers through play- and action-related talk. They exchange greetings 안녕하세요? 안녕? and introduce themselves 저는 ...이에요/예요 as a set phrase with gestures. They respond to question cues 뭐예요? by naming objects with single words (눈! 코! 입! 고양이!) or using short simple sentences as set phrases (눈이에요, 고양이에요). They respond to teacher instructions such as 따라 하세요, 일어나세요 by imitating the teacher’s actions or speech, and to the teacher’s simple closed-ended questions using 있어요/없어요 or 네/아니요. They make simple requests ... 주세요 and thank each other or the teacher (고맙습니다) using appropriate language and gestures. They mimic and approximate Korean pronunciation of simple words, read short texts aloud, sing songs and chants, and locate specific words such as names of people or objects. Students present simple information relating to themselves, their friends or everyday objects, using simple words and set phrases, or by drawing, naming and labelling. They create and perform their own simple texts such as chants or rhymes using modelled examples and formulaic language. Students use vocabulary related to their class and home environments. They use the personal pronoun 저, basic particles -은/는, -이/가 and -을/를 as part of formulaic chunks ending with -어/아요 or -이에요/예요 (저는 고양이가 없어요). They match simple Korean and English texts such as friends’ names written in *Hangeul* and English and label pictures of familiar objects in both languages. Students explain aspects of Korean language and culture in everyday language use, such as ways of greeting and thanking, discuss differences or similarities to their own language(s) and culture(s) and explain, how they feel about learning and using the Korean language.

Students know that Korean sounds different to English and that it uses a different script for writing. They understand that the syllable block is the unit of writing and associate individual syllable blocks with their pronunciations. They identify their own names written in Korean using syllable blocks (로버트, 마크) and pronounce them using Korean sounds. Students understand that -요 comes at the end of a sentence and indicates some polite meaning. They understand that 저 is used to refer to self and recognise that when it is followed by -는 it becomes an equivalent to ‘I’. They choose between -이에요 and -예요 when they construct a sentence using a copula (재키예요; 마이클이에요). They know that Korean language is the language of Korea and one of the many languages used in Australia and in the world. Students understand that languages borrow words from each other and that language is used differently in different situations and between different people. They give some examples of differences and similarities between their own and others’ languages and cultures

Years 3 and 4

Band description

The nature of the learners

At this level, children are developing awareness of their social world and membership of various groups, including of the Korean class. They have developed initial literacy in English and this assists to some degree in learning Korean. They benefit from varied, activity-based learning that builds on their interests and capabilities and makes connections with other areas of learning.

Korean language learning and use

Learners interact with peers and the teacher in classroom routines and a variety of classroom activities. They build oral proficiency with provision of rich language input and ample opportunities to rehearse modelled language in communicative activities where grammar, vocabulary and pronunciation are purposefully integrated. They develop understanding of the alphabetic nature of *Hangeul* and read words that consist of syllable blocks with 받침. They exchange simple information, feelings and ideas related to their personal worlds, finding commonalities and acknowledging differences between each other. The language they use and hear is in simple structures and with familiar vocabulary. They follow instructions, respond to questions and read and create short texts on topics relevant to their interests and enjoyment such as family, pets or favourite sports or food, and those drawn from other learning areas. They explore ideas and values important to Korean culture through shared tasks, such as shared reading of Korean folk tales. The language used in routine activities is reused from lesson to lesson in different situations, making connections between what has been learnt and what is to be learnt.

Contexts of interaction

The primary context of interaction in Korean is the classroom, where Korean is used as much as possible. Learners have access to resources and authentic texts in Korean via virtual and digital technology and are encouraged to share their learning at home where possible. They experience authentic Korean language and culture through community activities, for example, with Korean-speaking neighbours or at Korean festivals.

Texts and resources

Learners engage primarily with a variety of teacher-generated materials, stories, games and songs, and with materials produced for young learners of Korean such as interactive computer language games, cards and readers. They may also have access to materials developed for children in Korea, such as television programs, advertisements or web pages, as a means of developing cultural awareness and language experience.

Features of Korean language use

Learners are increasingly aware that the Korean language is used not only in Korea and in the Korean community in Australia but also in many other places around the world. They make connections and comparisons, and look for differences and similarities between Korean and English. They begin to make connections between speech and writing in Korean and understand that Korean is a system that works differently from English. They differentiate sounds of *Hangeul* syllable blocks, and their literacy in *Hangeul* develops with a growing phonological awareness and understanding of *Hangeul* as an alphabetic system. They notice features of key grammatical forms and structures that they use as part of formulaic or set phrases, and understand that they are required elements in Korean sentences in order to make sense. They are increasingly aware that a verb comes at the end of a Korean sentence and use basic common action and descriptive verbs with the informal polite ending -어/아요 and its honorific form -(으)세요 as appropriate. They create short texts using familiar words relating to their expanding interests and basic grammatical forms and structures. They develop understanding that the same word may be used in different meanings according to the context. Through continuous use of Korean with culturally appropriate gestures and

body language, they become increasingly aware of the interdependency of language and culture, and begin to establish their identity as a learner of Korean, mediating between Korean language and culture and the familiar world of their own, exploring and comparing cultural norms embedded in everyday interactions in Korean and in their own languages.

Level of support

The primary support for learners is the teacher of Korean, who provides instruction, explanation, examples, models, reinforcement, encouragement and feedback. Form-focused instructions are integrated into task-based activities for grammar and vocabulary learning. Support also includes material resources such as word lists, pictures, *Hangeul* charts, realia and multimedia resources.

The role of English

Learners use Korean for classroom routines, familiar interactions, and structured learning tasks and for listening to and viewing Korean texts. English is used where appropriate for instruction, explanation and discussion, while learners may move between Korean and English, for example, when they discuss or compare aspects of Korean and English language and culture, or when they create bilingual texts.

Korean (F–10 Sequence) Communicating

Years 3 and 4 content descriptions	Elaborations
<p>Socialising</p> <p>Socialise and build relationships with peers and teacher through the exchange of personal information in relation to self, friends and family members. [Key concepts: friendship, occasions, celebration; Key processes: expressing, sharing]</p> <p>LIT, PSC, CCT, ICU, ICT</p>	<ul style="list-style-type: none"> asking and answering questions relating to personal information about themselves, each other, friends, family members, favourite things and special talents, for example, 누구예요? 몇 살이에요? interacting with each other, for example by using 나도 좋아요; 아, 그래요? as set phrases in action-related exchanges and shared activities such as games, including interactive computer games, role-plays and, composing chants/rhymes exchanging simple correspondence such as notes, invitation or birthday cards in print or digital form
<p>Participate in collaborative tasks and shared experiences such as creating and playing out simple language games or dialogues that involve simple negotiation, or preparing and presenting a group display.</p> <p>[Key concepts: participation, cooperation; Key processes: problem-solving, contributing]</p> <p>LIT, PSC, CCT, ICU</p>	<ul style="list-style-type: none"> asking and responding to questions in group activities such as number games, for example, using 몇이에요? and ...이에요/예요, for example, 삼이에요 to form a group with those who have the same number card negotiating requests using simple Korean expressions, for example, 지우개 있어요?; 아니요, 없어요; 빌려 주세요; 네, 여기 있어요 preparing, rehearsing and conducting public presentations, such as a Korean item for school assembly, or a presentation about a significant cultural event or celebration, for example, <i>Taegeukgi</i>, <i>Taekwondo</i>)

Years 3 and 4 content descriptions	Elaborations
<p>Participate in everyday classroom activities, such as responding to teacher's instructions, attracting attention and asking for repetition.</p> <p>[Key concepts: instructions, respect; Key processes: interacting, expressing]</p> <p>LIT, PSC, CCT</p>	<ul style="list-style-type: none"> getting a turn to ask a question, for example, 질문 있어요 requesting repetition, for example, 다시 해 주세요 following instructions given in Korean, for example, 해 보세요, 들으세요, 쓰세요, 말하세요, 읽으세요 answering teachers' questions, 이게/저게 뭐예요? (given as a set phrase), in a short Korean sentence, for example, 그게 책상이예요 praising or complimenting each other, for example, (아주) 잘 했어요
<p>Informing</p> <p>Identify topics and key points of factual information in short spoken, written, digital and multimodal texts related to familiar contexts, routines and interests.</p> <p>[Key concepts: routines, pastimes; Key processes: selecting, categorising, recording]</p> <p>LIT, PSC, CCT, ICT, NUM</p>	<ul style="list-style-type: none"> gathering information about other people's activities, for example by surveying peers about weekend or daily activities, for example, 주말에 뭐 해요? 수영해요; 오늘 뭐 해요? 학교에 가요. compiling information and reporting it to others, for example, by making a shared class graph showing popular leisure activities listening to short spoken texts with some unfamiliar language, identifying points of information, for example, the name and number on a recorded phone message, the age of a child interviewed obtaining and using factual information from print, digital or multimodal texts related to other learning areas, for example, completing a simple science experiment, naming countries and significant land features, or recording distances using geography skills
<p>Present information gathered from different types of texts relating to people, objects, places and events.</p> <p>[Key concepts: home, school, information; Key processes: organising, informing, presenting]</p> <p>LIT, PSC, CCT, NUM, ICU, ICT</p>	<ul style="list-style-type: none"> reporting on information gathered from sources including online resources such as interviews, surveys or brochures, using different media including those in digital formats such as drawings, posters and captioned photos using simple descriptive language and supporting resources to introduce family members and friends, identifying relationships (우리 엄마예요; 친구예요) and cultural backgrounds (호주 사람이예요; 한국 사람이예요) creating a class profile from information collected from each other, for example creating a chart or database to identify favourite sports, food, or colours, (크리켓, 불고기, 빨간색) presenting information on events or topics of possible interest to Korean children of their own age (for example, 생일, 방학), using multimodal resources and realia support and building vocabulary to describe actions and feelings

Years 3 and 4 content descriptions	Elaborations
<p>Creating</p> <p>Participate in and reflect on imaginative experiences such as digital interactive stories or video clips, identifying characters, main ideas and events, and sharing feelings and ideas by acting out responses or expressing preference or opinions.</p> <p>[Key concepts: character, plot; Key processes: shared reading, performing, recounting]</p> <p>LIT, PSC, CCT, ICT</p>	<ul style="list-style-type: none"> listening to, viewing and reading text in different formats, including digital texts, such as video clips, paintings and stories, for example, Korean traditional tales (해님 달님, 흥부와 놀부) participating in shared reading and responding to questions about characters, ideas and events, for example by illustrating and captioning aspects of the texts playing miming games on characters of imaginative stories experienced. discussing imaginative experiences in short statements about aspects such as characters, settings or events (흥부가 착해요) using movement or actions to reinforce meaning in texts such as television programs, songs or games
<p>Create and perform simple imaginative and expressive spoken and written texts, such as dialogues or collaborative stories, using formulaic expressions and modelled language.</p> <p>[Key concepts: imagination, humour; Key processes: presenting, composing]</p> <p>LIT, PSC, CCT, ICT</p>	<ul style="list-style-type: none"> composing, modifying and completing own versions of skits, chants and songs, with teacher's guidance and scaffolding and the stimulus of different imaginative texts and experiences creating individual imaginative texts such as comics, diary entries and short stories, using modeled language to express own ideas and imagined experience. producing and presenting picture/digital books or short scripted plays or animations that use favourite Korean words and expressions creating and performing alternative versions of stories or action songs, using voice, rhythm and gestures to animate characters, or using support materials such as drawings or story maps to create visual context
<p>Translating</p> <p>Translate simple Korean words and expressions for peers, teachers and family, noticing how they have similar or different meanings when translated to English or other languages.</p> <p>[Key concepts: specificity, commonality, meaning; Key processes: explaining, comparing]</p> <p>LIT, PSC, CCT, ICU</p>	<ul style="list-style-type: none"> noticing different aspects of Korean and English language and culture, such as naming conventions, (for example, 박준호 versus John Smith) and explaining differences such as order and spacing noticing Korean in texts such as signage and labels, and producing their equivalents in English translating Korean texts such as public signs to understand the gist, noticing how meaning changes when translated into English, as in the case of expressions of politeness identifying words that change their meaning according to the context, for example, 집(home /house: 집에 가요, 우리 집이에요), or 있어요 (have .../ there is (are) ... :저는 지우개 있어요; 제니 있어요?)

Years 3 and 4 content descriptions	Elaborations
<p>Create simple bilingual resources for their learning and for the school community. [Key concepts: similarity, difference; Key processes: selecting, relating, describing]</p> <p>LIT, CCT, ICU, ICT</p>	<ul style="list-style-type: none"> producing a parallel bilingual word list by identifying known Korean words or expressions and relating them to English equivalents, and vice versa, noticing that direct translation sometimes does not work preparing descriptions in both Korean and English about familiar topics, using modeled language and choosing vocabulary from word lists, discussing differences in expression between the two languages with the teacher creating bilingual texts for the classroom and the school community using digital technologies (for example, posters, songs and online newsletter items), discussing how to represent meaning in different languages for different audiences
<p>Reflecting</p> <p>Share own experiences of communicating and using language(s), noticing how these are influenced by their own cultures.</p> <p>[Key concepts: open-mindedness, politeness; Key processes: experimenting, reflecting, connecting]</p> <p>LIT, CCT, PSC, ICU</p>	<ul style="list-style-type: none"> reflecting on different ways of naming, greeting and addressing someone (for example, by first name or title, including (non-)use of honorifics and aspects of body language such as eye contact), and on the issue of appropriateness in both Korean and Australian cultures discussing each others' ways of communicating and their appropriateness in Korean or non-Korean context, for example, using 언니/누나 and 오빠/형 for older siblings in Korean versus using their first names in English as terms of address discussing how some Australian terms and expressions might be understood from a Korean perspective, for example, 'bushwalking', 'kick a footy' or 'lamington'
<p>Associate themselves with wider networks, such as clubs, countries or language-speaking communities, and reflect on how being a Korean language user broadens these networks.</p> <p>[Key concepts: membership, profile; Key processes: describing, identifying]</p> <p>LIT, CCT, PSC, ICU</p>	<ul style="list-style-type: none"> listing various groups they belong to and reflecting on themselves as a member of multiple groups appreciating their additional identity as a learner of the Korean language and culture and their expanded role in their own network creating own profile using drawings or labelling to express roles in or memberships of various groups, including their identity as a person knowing more than one language describing themselves as a member of various groups by profiling themselves with drawings of their friends, family, class and school, naming them using 친구, 우리 가족, 우리 반 and 우리 학교

Korean (F–10 Sequence) Understanding

Years 3 and 4 content descriptions	Elaborations
<p>Systems of language</p> <p>Recognise characteristics of Korean pronunciation and intonation patterns, the alphabetical nature of <i>Hangeul</i>, and the structural features of individual syllable blocks including 받침.</p> <p>[Key concepts: sound discrimination, word recognition, syllable, syllable block, 받침, alphabetic system; Key processes: recognising, exploring, experimenting, relating]</p> <p>LIT, CCT</p>	<ul style="list-style-type: none"> learning sets of Korean vowels and consonants discriminating between sounds in Korean, for example, 가/카/까; 다/타/따; 바/빠/파; 사/싸; 자/짜; 내/네; 너/노 experimenting with <i>Hangeul</i> consonants and vowels to construct/deconstruct syllable blocks, for example, ㅈ+ㅏ→차; ㄱ+ㅏ+ㅇ→강; ㅅ+ㅓ→수; ㄱ+ㅓ+ㅁ→곰 identifying how pronunciation and intonation are used in spoken, written and multimodal texts, for example, 좋아요; 아주 좋아요; 좋아요?
<p>Understand and use key grammatical forms and structures such as basic pronouns and case markers and the verb ending -어/아요 in own simple language production, and recognise the honorific function embedded in the pronoun 저 and -(으)세요.</p> <p>[Key concepts: grammar, sentence; Key processes: sequencing, relating, predicting]</p> <p>LIT, CCT</p>	<ul style="list-style-type: none"> constructing sentences with an -어/아요 ending on topics of personal interest in simple structures with support such as scaffolding, modelling or cues and in meaningful contexts, for example, 저는 사과를 먹어요 using -(으)세요 for different types of sentences (such as statements, questions, requests or commands) and recognising the honorific meaning embedded in -세요- using 저 and 나 to refer to self and understanding different contexts where they are used using a structure, a noun or pronoun + a case marker/particle (-은/는, -이/가, -을/를, -에, -도), as a set phrase, for example, 저는, and understanding differences in meanings understanding that 이게, 저게 and 그게 refer to objects without naming and that they are subjects in sentences, for example, 이게 뭐예요? asking simple questions about a person, object or number using a basic question word such as 누구/누가, 무엇/뭐 and 몇, for example, 지금 뭐 해요? 누구예요?

Years 3 and 4 content descriptions	Elaborations
<p>Use vocabulary to describe familiar people, objects and places, and basic routines, including Sino- and pure Korean number words with basic counters, words for colours, names of sports.</p> <p>[Key concepts: meaning, function, objects, people, number systems, action, state, quality; Key processes: identifying, naming, describing, qualifying]</p> <p>LIT, CCT, NUM</p>	<ul style="list-style-type: none"> • using number expressions with appropriate counters, for example, 한 개, 두 마리, 세 명, 아홉 살, 삼학년 • using basic common action and descriptive verbs to describe their daily lives or preferences, for example, 가요, 일어나요, 들어요, 해요, 좋아요, 나빠요, 착해요 • using vocabulary related to school (for example, 학교, 책, 지우개, 친구), home (for example, 집, 가족, 엄마, 아빠), sports and leisure activities (for example, 방학, 수영, 캠핑) • using vocabulary to describe familiar objects or people, for example, 빨간색 가방 • using some adverbs as part of formulaic language, for example, 지금/오늘/주말에 뭐 해요? 아주 잘 했어요
<p>Recognise differences in language features and text structures in different types of texts, including those in digital form, used in familiar contexts.</p> <p>[Key concepts: language features, mode, purpose; Key processes: observing patterns, distinguishing]</p> <p>LIT, CCT, ICT</p>	<ul style="list-style-type: none"> • identifying familiar text types in different modes and using them in activities such as converting dialogues to chants • recognising language features typically associated with particular texts, for example, the use of imperatives in games • noticing differences between written and spoken texts (for example, comparing a written story with a spoken version), or comparing how texts within the same mode can differ, for example, a birthday card and an email message
<p>Language variation and change</p> <p>Build understanding of the variability of language use in Korean, for example in relation to the age and relationship of participants.</p> <p>[Key concepts: relationships, age; Key processes: identifying, routinising]</p> <p>LIT, CCT, PSC, ICU</p>	<ul style="list-style-type: none"> • greeting and taking part appropriately in familiar situations, for example with peers and with the teacher, identifying differences of contexts and addressees, for example, 안녕?; 안녕하세요?; 안녕히 가세요/계세요; 잘 가/있어 • recognising the appropriateness of gestures to accompany language when addressing teachers, friends or visitors to school

Years 3 and 4 content descriptions	Elaborations
<p>Understand that languages change over time and influence each other through contact and cultural exchanges.</p> <p>[Key concepts: language change, influence; Key processes: observing, identifying, discussing]</p> <p>LIT, CCT, ICU</p>	<ul style="list-style-type: none"> viewing images of the original version of 훈민정음 and recognising that some letters in the original are not used in modern Korean, for example, •, ㅎ, △ reflecting on and discussing which languages Korean might have influenced and might have been influenced by over time, for example Chinese, Japanese, English, French and Italian
<p>Reflect on and share how they feel differently when using Korean and when using own language(s), recognising cultural elements that may cause different feelings.</p> <p>[Key concepts: culture, identity, attitudes; Key processes: identifying, comparing, reflecting]</p> <p>LIT, CCT, ICU</p>	<ul style="list-style-type: none"> reflecting on contexts where cultural elements are embedded in language use in Korean (for example, bowing when saying 안녕하세요?), and comparing this with equivalent contexts and ways of using language in English recognising that 우리 means 'my' when used with certain words for example, 우리 가족, 우리 나라, and discussing their feelings about such use
<p><i>Role of language and culture</i></p> <p>Compare and reflect on different ways of using language in everyday situations in Korean, Australian and other cultures, sharing ideas about possible reasons for the differences and variations.</p> <p>[Key concepts: difference, expression, importance; Key processes: identifying, distinguishing, connecting]</p> <p>LIT, PSC, CCT, ICU, EU</p>	<ul style="list-style-type: none"> recognising the importance of politeness explicitly expressed in Korean and comparing this with English, for example, 만나서 반가워요 versus 'Nice to meet you' understanding that language carries information about the people who use it and that common expressions often reflect cultural values important to that language community reflecting on individual words which may be interpreted differently by people who don't know Korean culture, for example, 우리 집, 우리 선생님 identifying non-verbal expressions taken for granted in communication in different cultures, for example, eye contact, bowing, nodding, pointing

Years 3 and 4 Achievement Standard

By the end of Year 4, students use Korean to interact in classroom routines, action-related talk and play with teachers and peers. They exchange personal information relating to aspects such as age or interests, using simple questions and short statements as set phrases (몇 살이에요? 아홉 살이에요; ...이/가 좋아요? 네, 좋아요). They use formulaic language to express rapport with others (아, 그래요? 나도 좋아요). Students respond to instructions for familiar classroom routines and activities with required actions (해 보세요, 들으세요, 읽으세요), and to simple questions (이게 뭐예요? 누구예요? 몇이에요? 오늘 뭐 해요?) with set phrases ending in -이에요/예요 or -어/아요 (책상이에요; 벤이에요; 구예요; 학교에 가요). They ask for repetition (다시 해 주세요) and for a turn to ask a question (질문 있어요), and negotiate requests using simple language (... 있어요?; 네, 있어요/아니요, 없어요; 빌려 주세요; 여기 있어요). Students identify key words or topics from simple oral, visual and written texts, using cues such as context, graphics, familiar vocabulary and language features to support understanding. They respond using formulaic language. They present simple information in texts such as lists or tables. They create and perform their own texts, such as chants, cartoons or skits, with the support of modelled language and word lists. Students approximate the sounds, rhythms and intonations of spoken Korean, and write familiar words in *Hangeul* with some accuracy. They create simple sentences in their speech and writing, using basic case markers (-은/는, -이/가, -을/를, -에) and a particle -도 as an inseparable part of a formulaic structure: a noun/pronoun + a case marker/particle (저는 ..., 집에 ..., 나도 ...). They use common action verbs and descriptive verbs (such as 가다, 일어나다, 듣다, 좋다) as part of formulaic expressions ending in -어/아요, or their honorific form -(으)세요, varying intonation contours for statements, questions (with or without a question word), requests or commands. They ask simple questions about people, objects or numbers, using question words such as 누구/누가, 무엇/뭐 and 몇. They use contractions of demonstrative pronouns and -이 (이게, 저게 and 그제), as formulaic chunks, and vocabulary related to school (such as 학교, 책, 지우개), home (such as 집, 엄마, 아빠) and sports and leisure activities (such as 방학, 수영, 크리켓). They use vocabulary for major colours (빨간색, 파란색, ...) and number expressions, choosing between pure Korean and Sino-Korean number systems up to 10 as appropriate, using counters to describe ages (아홉 살), school years (사 학년) and numbers of objects (한 개), animals (두 마리), or people (세 명). Students match known Korean words or expressions with their English equivalents and create simple bilingual texts such as labels for familiar objects, with the support of word lists. They understand that meaning may change through translation across languages and exemplify words that could be translated differently according to context (such as 집: house/home; ... 있어요: I have .../there is (are) ...). They discuss different social networks they belong to, such as clubs or language-speaking communities, and compare their past and current intercultural capability with reference to the experience of learning Korean.

Students understand that not all meaningful sounds in the English language are meaningful in Korean and vice versa. They discriminate between sounds in Korean which are not distinguished in English or other languages such as /ㄱ/ vs. /ㅋ/ vs. /ㄲ/ or /ㄴ/ vs. /ㄹ/, and associate the pronunciation of simple words with their script. Students differentiate statements from questions according to intonation. They recognise the alphabetic nature of *Hangeul* and understand that syllable blocks are combined together to form a word in written script. They understand that Korean word order differs from English, and that Korean and English grammatical systems have some different elements. They identify differences in some aspects of language use such as naming conventions or ways of addressing people. They know that politeness is important in using Korean and select the appropriate form of language to acknowledge age and social relationships when greeting (안녕? versus 안녕하세요?; 안녕히 가세요/안녕히 계세요 versus 잘 가/잘 있어). They discuss aspects of language use in both Korean and English which people from other cultures might or might not regard as appropriate, such as ways of greeting or (not) making eye contact during interactions

Years 5 and 6

Band description

The nature of the learners

At this level, students are widening their social networks, experiences and communication repertoires in both their first language and Korean. They continue to need guidance and participate in structured, collaborative tasks that both recycle and extend language. Students are gaining greater independence and becoming more conscious of their peers and social context. They are gaining greater awareness of the world around them. They are noticing additional similarities and differences between Korean language and culture and their own.

Korean language learning and use

Learners increasingly use Korean for a range of everyday interactions and in classroom activities to communicate with the teacher and peers. They share ideas and opinions on a range of topics related to personal interests and wellbeing and those drawn from other learning areas through collaborative and shared tasks. They make simple arrangements and transactions, organise and present information and create performances on real or imaginative experiences with support of scaffolding and modelled language. They express, reason or elaborate on opinions using language in complex structures as set phrases. As they build their competence in Korean, learners comprehend and produce short texts such as songs, video clips, role-plays, skits and stories, using simple structures and familiar vocabulary. With increasing literacy in *Hangeul*, learners make connections between spoken and written forms of Korean and begin to read and write short texts in *Hangeul*. They apply spacing and spelling rules to their reading and writing with increasing grammatical and phonological awareness. They develop metalinguistic knowledge of basic forms and structures and of honorification in Korean, and use it with their knowledge of grammar and vocabulary to predict meaning of unfamiliar language.

Contexts of interaction

Learners interact in Korean with each other and the teacher, and may communicate with peers in Korea using technology. Tasks at this level are typically collaborative, structured and sometimes competitive, such as games, class displays and performances. Korean traditional games such as *yut nori* that involve interactive and spontaneous language use, collaborative problem-solving procedures, collective decision-makings and physical movements are integrated into tasks. Learners may notice use of Korean in the media and wider community and have access to Korean speakers and cultural resources through the use of ICT.

Texts and resources

Learners engage with a range of published texts in print and digital forms such as readers, stories, songs and computer-based language learning materials, as well as those prepared by the teacher of Korean, including language exercises, games and presentations. Learners may have additional access to Korean language and culture resources through texts created for the Korean community, such as websites, television programs and music or video clips.

Features of Korean language use

Learners expand their knowledge of Korean vocabulary, grammar and honorific elements. They are aware of some patterns of sound changes at syllable boundaries, such as 연음법칙, 비음화 and 구개음화 in familiar words and expressions. They express past tense and use some verb phrases in complex structures as set phrases. They are increasingly familiar with verb-final sentence structures, and basic case markers and particles, noticing the importance of grammatical elements such as particles or suffixes rather than word order in making sense of Korean sentences. They use a range of vocabulary including basic common descriptive and action verbs, number words with counters, basic adverbs and simple negations. They develop a metalanguage for describing aspects of the Korean language and how it works. Learners are increasingly aware of the relationship between language and culture, and of the dynamic nature of language. They explore the relationship between language and identity and how attitudes are shaped by cultural perspectives and revealed through language, and consider their own cultural and communicative behaviours.

Level of support

While learners are gradually gaining independence in learning, they still need ongoing support, including explicit instruction, structured modelling and scaffolding with stimulus materials. Task activities incorporate implicit form-focused language learning approaches and examples of texts. Learners start using dictionaries with teacher support and have access to word charts, vocabulary lists and electronic and print reference resources.

The role of English

Korean is the primary language for classroom routines and language learning tasks with English in a supporting role. While it is encouraged to use as much Korean for discussion, reflection and explanation and for the content drawn from other learning areas as possible, the use of English for these aspects of learning activities ensures the continued development of learners' knowledge base and intercultural capability. The language of response varies according to task demands, with Korean used primarily for communicating in structured and supported tasks and for familiar interactions, and English for open-ended, comparative tasks and discussions that develop understanding of language and culture.

Korean (F–10 Sequence) Communicating

Years 5 and 6 content descriptions	Elaborations
<p>Socialising</p> <p>Describe people, places, objects and everyday routines relating to school and home environments; express feelings and share interests and preferences.</p> <p>[Key concepts: routine, interests, leisure; Key processes: describing, corresponding, interacting]</p> <p>LIT, PSC, CCT, ICU, ICT</p>	<ul style="list-style-type: none"> exchanging experiences of everyday life and leisure activities using -해요/했어요 as a chunk, for example, 오늘 한국어를 공부해요 / 어제 영어를 공부했어요 sharing experiences and feelings, such as weekend activities and likes/dislikes using 나도 ... -어/아요 and 나도 ... -았/었어요 as set phrases, for example, 나도 좋아요/좋았어요, 나도 한국어를 공부해요/공부했어요 interacting via different modes of communication including class blogs or wikis to exchange personal information and to express opinions, for example, ...어때요/어땠어요? recounting experiences with family and friends in speaking and writing, for example, in conversations, diaries or blogs (토요일에 저는 친구하고 쇼핑했어요. 제니하고 웨스트필드에 갔어요...)

Years 5 and 6 content descriptions	Elaborations
<p>Collaborate in group tasks and shared experiences that involve making collective arrangements, such as making decisions or suggestions in group games, or creating and performing a role play that involves simple transactional exchanges.</p> <p>[Key concepts: task, organisation; Key processes: planning, organising, decision-making]</p> <p>LIT, PSC, CCT, ICT</p>	<ul style="list-style-type: none"> making collaborative decisions and arrangements using Korean in traditional Korean games either in online or offline mode, for example, playing 윷놀이 (<i>yut nori</i>) counting (하나, 둘,...), ordering (첫 번째, 두 번째, ...), numbering (일, 이, 삼, ...) and using other expressions in Korean to decide on the movement of markers creating and performing role plays such as simulating simple transactions that involve asking for or giving prices or asking for goods or services, for example, 얼마예요?; 오천 원이에요; 아이스크림 한 개 주세요 allocating and swapping roles in group games or simulated transactional exchanges.
<p>Interact in classroom activities such as creating and following shared class rules and procedures, expressing opinions and asking for permission or clarification.</p> <p>[Key concepts: interaction, politeness; Key processes: requesting, clarifying]</p> <p>LIT, PSC, CCT</p>	<ul style="list-style-type: none"> expressing opinions using set phrases such as 저는 ...이/가 맞는/틀린 것 같아요, for example, 저는 미나가 맞는 것 같아요 asking for permission using ...에 가도 돼요? as a set phrase, for example, 화장실에 가도 돼요? asking for clarification, for example, ...이/가 한국어로 뭐예요? giving advice and reminders to peers, for example, 빨리/천천히 해요; 숙제 했어요?
<p>Informing</p> <p>Listen to, view and read texts for specific information drawn from a range of sources relating to social and cultural worlds in different times, places and communities, and to different learning areas.</p> <p>[Key concepts: lifestyle, event, environment; Key processes: collating, comparing, tabulating]</p> <p>LIT, PSC, CCT, ICT, ICU, NUM</p>	<ul style="list-style-type: none"> identifying information in texts such as advertisements, conversations, brochures and announcements, and sharing this information with others in another format, for example, presenting a chart of favourite television programs or computer games reading texts and extracting key points about an issue or topic (such as weather, types of activities for young people, daily routines), and discussing information with peers, for example 날씨가 어때요? 비가 와요; 언제 만나요? 내일 두 시에 만나요 reading, viewing and listening to texts to collect information about concepts related to other learning areas such as the Arts, Humanities and Science identifying and comparing perspectives represented in spoken and written informational texts, for example, 누가 썼어요/말했어요? ... 이/가 맞는 것 같아요? 왜 맞아요?

Years 5 and 6 content descriptions	Elaborations
<p>Convey ideas and information in different modes to suit particular audiences and contexts on subjects of interest to young people.</p> <p>[Key concepts: content, audience, purpose; Key processes: describing, reporting, using digital tools]</p> <p>LIT, PSC, CCT, ICT, ICU</p>	<ul style="list-style-type: none"> • creating a website for a contact group of Korean students, posting information on own interests and experiences, for example, 방학, 친구, 운동, 미디어 , and using resources such as sound, visuals or graphics to highlight elements which may be unfamiliar to Korean students • constructing a visual, digital or narrative profile of the local community for people arriving from overseas, collecting information from public and community texts such as fliers, newsletters, advertisements and brochures • creating a video clip to present information or ideas to a particular audience, such as a virtual tour of the school or classroom for exchange student groups • creating an interactive display or performance to inform younger children of the benefits of learning Korean
<p>Creating</p> <p>Share responses to a range of imaginative texts in different forms including digital texts by expressing opinions and feelings about key ideas, characters and actions, making connections with own experience and feelings.</p> <p>[Key concepts: fact, fiction; Key process: expressing, describing, explaining]</p> <p>LIT, PSC, CCT, ICT</p>	<ul style="list-style-type: none"> • listening to and viewing texts in various modes including those in digital mode (for example, performances, game shows and artwork), sharing opinions or feelings about them using expressions such as ... 어때요?; 좋아요/좋았어요; 재미있어요/재미있었어요 • producing storyboards to represent key events in different types of imaginative texts, including captions or word bubbles to capture moods or feelings, for example, 무서워요; 행복해요; 이상해요 • asking about and providing reasons for feelings and opinions using 왜요? and 왜냐하면 ... as set phrases • responding to questions about characters, events or effects in different types of imaginative texts such as puppet shows, stories and films, using modelled language to express reactions, for example, 용감해요, 예뻐요, 슬퍼요, 아파요 • comparing favourite characters in stories, plays or cartoons, listing words or expressions associated with their personality (...은/는 착해요, 예뻐요, 멋있어요, 무서워요, 이상해요, ...)and explaining how they can relate to them (저는 ...이/가 좋아요, 싫어요, ...).

Years 5 and 6 content descriptions	Elaborations
<p>Compose and perform creative texts such as skits, songs, raps or video clips, based on a stimulus concept or theme, sharing them face-to-face and online.</p> <p>[Key concepts: imagination, expression; Key processes: performing, creating]</p> <p>LIT, PSC, CCT, ICT</p>	<ul style="list-style-type: none"> • composing texts for own and others' enjoyment and interest, for example, a description of an imaginary character, animal or event • creating texts to share with others face-to-face or online, for example, a commercial for a new product, a short film or rap, or a poster for an imagined event • creating and performing alternative versions of known songs or raps by creating lyrics to their tunes with support of language model or scaffolding • creating a poem, rap or song, experimenting with rhyme and rhythm, for example, writing a shape poem, an acrostic poem or 삼행시
<p>Translating</p> <p>Translate simple texts such as captions, story titles or simple instructions for peers, family and community, identifying words and expressions that may not readily correspond across languages, and expanding descriptions or giving examples where necessary to clarify meaning.</p> <p>[Key concepts: correspondence, interpretation; Key processes: selecting, interpreting, translating]</p> <p>LIT, PSC, CCT, ICU</p>	<ul style="list-style-type: none"> • creating Korean versions of Australian school signs and notices, considering why some words or expressions require freer translation than others, for example, the sports oval, the tuck shop, the office • identifying words in Korean and English that cannot be readily translated, clarifying meanings for such words by providing examples, explanations or additional information, for example, 벼 ('rice as a crop'), 쌀 ('rice as raw grains'), 밥 ('cooked rice / meals') • interpreting Korean expressions in familiar texts such as greeting cards or story titles that do not translate easily into English, for example, 생신 축하합니다, considering how these expressions reflect aspects of Korean language or culture
<p>Create bilingual texts and resources such as signs, notices, captions, displays, websites or word banks, for own learning and share them in the school community and with learners of Korean in the virtual community.</p> <p>[Key concepts: bilingualism; Key processes: translating, comparing, modifying]</p> <p>LIT, CCT, ICU, ICT</p>	<ul style="list-style-type: none"> • creating bilingual texts for digital or multimodal resources for the community, such as a virtual tour for school with signs, notices, labels and short comments in Korean and English, for example, 조용히 하세요 ('Be quiet'), 도서관 ('Library') • creating parallel lists of informal Korean and English expressions for everyday interactions with friends and family in print and digital modes. • composing bilingual texts such as posters for class or school assembly performances, events or displays, for example, 10월 3일 개천절 • constructing and co-maintaining a bilingual website with a sister-school or contact group of young learners of English in a Korean-speaking community

Years 5 and 6 content descriptions	Elaborations
<p>Reflecting</p> <p>Examine their perceptions of and reactions on Korean culture embedded in the language, and reflect on the relationship between language and culture.</p> <p>[Key concepts: etiquette, reaction, assumption; Key processes: comparing, describing, reflecting]</p> <p>LIT, CCT, PSC, ICU</p>	<ul style="list-style-type: none"> finding examples of the significance of gestures across cultures, noticing own (dis-)comfort with these, for example, (not) making eye contact when talking to older people comparing interactions between Korean speakers and interactions in similar Australian contexts by observing them in their immediate environments or from resources such as video clips, films (for example, students and teachers, or people interacting on the street or shops, identifying who bows at the beginning and end of the interaction, who uses -요 at the end of sentences or how they shake hands) recognising and exploring cultural aspects embedded in or accompanying language use, for example, the use of honorifics and different terms of address noticing the impact of their own assumptions about Korean people and culture when engaging with texts, and considering what assumptions Koreans might hold about Australian people and culture
<p>Explore connections between aspects of identity such as nationality, ethnicity and language use, considering how these are related to culture and own identity, and to learning Korean language and culture.</p> <p>[Key concepts: sense of belonging, identity; Key processes: comparing, relating, reflecting]</p> <p>LIT, CCT, PSC, ICU</p>	<ul style="list-style-type: none"> experiencing aspects of traditional Korean culture, for example, trying on traditional costumes (한복) or conducting traditional performances (for example, 사물놀이), and commenting on the experience, for example, 한복이 멋있어요; 한복을 입어 보세요; 사물놀이가 재미있어요, comparing their experiences of Korean culture with their own culture(s), making connections between them reflecting on their individual cultural experiences and relating these to the enrichment of their sense of identity considering whether learning and using Korean impacts on their sense of identity either in or out of the classroom

Korean (F–10 Sequence) Understanding

Years 5 and 6 content descriptions	Elaborations
<p>Systems of language</p> <p>Understand the relationships between letters and sounds, and between intonation and punctuation/printing conventions in Korean, applying this understanding to own speech, reading and writing.</p> <p>[Key concepts: pronunciation, spelling, punctuation, correspondence; Key processes: recognising, analysing, relating, predicting]</p> <p>LIT, CCT</p>	<ul style="list-style-type: none">• pronouncing words following basic pronunciation rules, for example, 한국어 [항구거], 같이 [가치], 감사합니다 [감사합니다]• using basic punctuation in writing, including a question mark (?) for questions and a full stop (.) for other types of sentences• recognising spacing and spelling rules in reading and writing, for example, 소라가 방에 있어요 versus 소라 가방에 있어요• comparing spacing and spelling rules in Korean with such rules in English and other known languages

Years 5 and 6 content descriptions	Elaborations
<p>Understand and use aspects of the Korean grammatical system such as verb conjugations, suffixes, some particles, basic conjunctions and the honorific system, building a metalanguage to talk about basic grammatical features in Korean.</p> <p>[Key concepts: grammatical rules, grammatical terminology, forms, functions, speech levels; Key processes: classifying, applying, explaining, distinguishing]</p> <p>LIT, CCT</p>	<ul style="list-style-type: none"> • expressing simple events occurring in the past using -었/았-, for example, 캔버라에 살았어요 • making simple negation using 안 and 못, for example, 비가 안 와요, 김치를 못 먹었어요 • expressing events occurring in sequence by using: • conjunctive adverbs such as 그리고 at the beginning of the second of two sentences, for example, 밥을 먹어요. 그리고 운동해요 • a conjunctive suffix in a coordinative structure -고, for example, 밥을 먹고 운동해요 • using particles -하고 (as a meaning of ‘together with’) and -에서, for example, 친구하고 쇼핑했어요, 학교에서 공부해요 • using a structure, a noun + -(으)로, as a set phrase and understanding the meaning of the particle - (으)로, for example, 펜으로 쓰세요. 한국어로 뭐예요? • using the complex structures -(으)니/는 것 같다 and -도 되다 in their -어/아요 forms to express opinions and give/request permission, for example, 맞는 것 같아요; 가도 돼요? • using question words to ask about reasons and prices in set phrases, 왜요? and 얼마예요? and asking about states, feelings or opinions using 어때요, for example, 영화가 어땠어요? • recognising the formal polite ending -ㅂ/습니다 and the intimate ending -어/아, 해, and understanding the different contexts where different levels of politeness and formality are indicated by verb endings, for example, 미안합니다/미안해요/미안해 • recognising how syntactic functions are realised differently in simple sentences in Korean and English, for example, ‘저는 [subject] 사과를 [object] 먹어요 [verb]’ versus ‘I [subject] eat [verb] an apple [object]’

Years 5 and 6 content descriptions	Elaborations
<p>Use honorific and qualifying words in appropriate contexts and relationships, vocabulary to express time and a range of counters for different items such as currency, time, paper, coffee/tea, books, trees and flowers.</p> <p>[Key concepts: honorification, time, descriptive/action verbs, context; Key processes: predicting, applying, relating]</p> <p>LIT, CCT, NUM</p>	<ul style="list-style-type: none"> • using vocabulary to describe basic activities in school and home environments including leisure activities using common verbs, such as 공부해요, 쇼핑해요, 운동해요, 먹어요, 살아요..., and nouns such as names of basic facilities (방, 교실, 화장실..) and of the days of the week (월요일, 화요일...) • describing emotions, feelings or viewpoints using basic descriptive verbs, for example, 재미있어요, 무서워요, 행복해요, 이상해요, 용감해요, 예뻐요, 슬퍼요, 맞아요/틀려요, 싫어요, 아파요, 멋있어요 • describing the weather using 날씨가 좋아요/나빠요 or 비가 와요 as set phrases • using basic words specifically related to everyday life of Koreans, for example, 밥, 김치 • using basic adverbs to qualify what is being talked about, for example, 빨리, 천천히, 조용히 (빨리 하세요) and to indicate time using 어제, 오늘 and 내일 • using basic honorific/humble words appropriately for peers or adults, for example, 생신, 계세요, 저 • using counters with numbers in two systems (장, 잔, 권, 그루, 송이, 원, 시, 분, 번째,...) and Arabic numerals with appropriate pronunciations, for example, 책 세 권, 10살, 6학년, 7시
<p>Identify and use distinctive features of different types of spoken and written texts in Korean, such as greetings and ways of signing off in a letter.</p> <p>[Key concepts: genre, structure, audience; Key processes: comparing, connecting, applying]</p> <p>LIT, CCT, ICT</p>	<ul style="list-style-type: none"> • identifying the functions of parts of simple discourse such as letters/cards of invitation, for example, ...에게/께 ('to' in salutation) and ...(으)로부터/올림 ('from' in closing), and comparing them with English • identifying the purpose, context and intended audience of a range of familiar texts, for example, phone messages, sports reports, take-away food orders • recognising differences between spoken and written texts, noting that some types of text such as emails or text messages combine elements of each
<p>Language variation and change</p> <p>Recognise that variables such as age and personal and social relationships impact on language use in Korean, considering similar variations in language use in English and other languages represented in the classroom.</p> <p>[Key concepts: social distance/affinity, cross-cultural differences; Key processes: identifying, analysing, reflecting]</p> <p>LIT, CCT, PSC, ICU</p>	<ul style="list-style-type: none"> • recognising social relationships between participants in interactions through their language use, for example, 미안합니다/미안해요/미안해 • reflecting on how such differences are expressed in own and other cultures and languages • analysing how the language of texts such as invitations and greeting cards can vary depending on the occasion and the degree of closeness of the relationship between people

Years 5 and 6 content descriptions	Elaborations
<p>Recognise the dynamic nature of languages and cultures, and the changing and influential relationships that exist between languages.</p> <p>[Key concepts: language contact, change; Key processes: collecting data, identifying, connecting, reflecting]</p> <p>LIT, CCT, ICU</p>	<ul style="list-style-type: none"> listening to and viewing stories on the creation of <i>Hangeul</i> and reflecting on the background/rationale for its creation 세종대왕; 홍익인간; •천, 一지, 一인 sharing knowledge of some historical aspects of own languages, including Australian English and Aboriginal languages, for example, koala/<i>gula</i>, kangaroo/<i>gangurru</i> identifying Korean words used in Australia and sharing own experience of using/encountering them, for example, 비빔밥 (bibimbab), 아리랑 (arirang) matching Korean loan words from English and other languages, and exploring their origins, for example, 피아노 (piano), 피자 (pizza), 케밥 (kebab)
<p>Investigate how language can be used to influence people, ideas and the understanding of cultures. [Key concepts: perceptions, influence; Key processes: comparing, explaining, predicting, reflecting]</p> <p>LIT, CCT, ICU</p>	<ul style="list-style-type: none"> exploring various ways language is used to influence perceptions of people, through verbal interactions, for example, using polite language or slang, or other means of communicating, for example, fashion or graphic designs experimenting with spoken and written Korean to enhance and explore others' perception of Korea and Korean, for example, by designing art work using Korean letters/expressions and by predicting and reflecting on responses
<p>Role of language and culture</p> <p>Explore how beliefs and value systems are reflected in everyday language use by comparing ways of communicating across cultures.</p> <p>[Key concepts: diversity, beliefs, attitudes; Key processes: examining connections, comparing, describing, reflecting]</p> <p>LIT, PSC, CCT, ICU, EU</p>	<ul style="list-style-type: none"> understanding the significance of social conventions and cultural concepts, for example, 잘 먹겠습니다, 잘 먹었습니다 reflecting on diverse interpretations of everyday language use in Korean, for example, possible interpretations of such phrases as 어디 가요? and 밥 먹었어요? as either greetings or genuine questions depending on the context reflecting on and comparing culturally embedded meanings of equivalent proverbs in Korean and English, providing possible reasons for the differences in expression of the same meaning, for example, 식은 죽 먹기 versus 'piece of cake'

Years 5 and 6 Achievement Standard

By the end of Year 6, students engage in classroom interactions to carry out collaborative tasks, to exchange information and to express feelings and ideas related to specific contexts, personal interests and daily routines at home and at school. They ask and answer questions with appropriate intonation and gestures, changing sounds on syllable boundaries in a word as appropriate (한국어 [항구거], 같이 [가치], 감사합니다 [감사합니다]). They use mostly simple structures for a range of functions, including making simple arrangements and conducting simple transactions (아이스크림 한 개 주세요. 얼마예요? 오천 원이에요), and some complex structures such as -도 되다 and -(으)ㄴ/는 것 같다 as set phrases to ask for permission (화장실에 가도 돼요?) and to offer their own opinions (저는 ...이/가 맞는/틀린 것 같아요). They use particles -(으)로, -하고 and

-에서 as part of a set phrase (a noun/pronoun + particle) to indicate instrument (with/in ..., 연필로 쓰세요, 한국어로 뭐예요?), accompaniment (together with ... , 친구하고 쇼핑했어요) and location (at/in ..., 학교에서 공부해요). They describe two events occurring in sequence, such as daily routines, using two sentences with a 그리고 at the beginning of the second sentence or the -고 coordination (밥을 먹어요. 그리고 운동해요; 밥을 먹고 운동해요), and past experiences using a suffix -었/았 - (캠버라에 살았어요). They negate statements (안 가요, 못 먹었어요) and construct questions about reasons, prices and opinions/feelings, using 왜요? 얼마예요? and 어때요?/어뻐요? as set phrases (영화가 어뻐요?). They use descriptive language (예뻐요, 멋있어요) and qualifying and time adverbs (such as 빨리, 천천히; 어제, 오늘, 내일). Students describe amounts of familiar items, including currency and time, using number words from either the pure Korean or the Sino-Korean number system in their appropriate forms, with a range of counters (such as 장, 잔, 권, 그루, 송이, 원, and 시) and in appropriate word order (책 세 권). They pronounce Arabic numerals appropriately according to the accompanying counters (10살, 6학년). Students locate specific information in a range of familiar spoken, written and digital texts, identifying familiar vocabulary and grammatical features to support understanding. They use simple and formulaic language with the support of structured models and scaffolding to create short texts with familiar structures and features, such as instructions, short descriptions, dialogues or skits. Students translate texts between Korean and English in familiar formats, such as captions, short titles or instructions, and create their own simple bilingual texts such as signs, titles or notices, using known words and expressions. They provide additional information or explanations for words or expressions that have no equivalents in the other language or cannot be readily translated, such as 벼 versus rice as a crop, 쌀 versus rice as raw grains and 밥 versus cooked rice or meal. They identify aspects of Korean language in which Korean culture is embedded, such as politeness embedded in -(으)세요.

Students recognise differences between spoken and written forms of Korean, understand that there are rules that govern pronunciation and writing using *Hangeul* syllable blocks, and associate spoken forms of known words with their written forms. They understand that verbs change their forms for different grammatical meanings and functions, and recognise suffixes such as -었/았 - and -고 as grammatical elements that effect such changes. They recognise the topic/subject and the object in simple sentences and how word order in Korean is different to English; and use basic metalinguistic terms such as word order, subject, object and verb. Students identify distinctive features of commonly-used types of text, such as greetings at the beginning and closing of TV shows and different forms of beginning and ending letters (...에게/께; (으)로부터/올림), and relate them to distinctive purposes, intended audiences and social contexts of texts. Students understand that language use varies according to context, age and social relationships, and that age is a particularly important variable in determining the level of politeness and formality in Korean (for example, 미안합니다 vs. 미안해요 vs. 미안해). They understand that both spoken and written forms of language change over time and recognise how *Hangeul* was initially created and continues to change. They understand that languages borrow words with culture-specific meanings from each other and identify both Korean words borrowed from English and other languages (for example, 피아노, 케밥) and Korean words used in Australia (for example, 비빔밥, bibimbab; 아리랑, arirang). They provide relevant comments on how language is used to influence people's perceptions (such as in advertisements or campaigns), and identify their own ways of thinking about Korean associations such as brand names (for example, those of electronics or cars). They compare gestures or body languages involved in communication using Korean and other languages and identify similarities and differences across cultures. They recognise that direct translation of some terms and expressions that reflect cultural practices is not possible (such as 잘 먹겠습니다/잘 먹었습니다, 식은 죽 먹기) and determine whether equivalents to such terms or expressions exist in their own languages.

Years 7 and 8

Band description

The nature of the learners

These years represent a transition to secondary school and students in this pathway are continuing to study Korean, bringing with them a capability to communicate with some assistance about their immediate world and Korea. They have experience in analysing the major features of the language system and in considering intercultural exchanges and their role in these.

Korean language learning and use

Learners use Korean for classroom interactions and transactions in a variety of tasks in different modes that involve both spoken and written Korean. They have additional opportunities to use Korean by a purposeful integration of the use of virtual communication. They present, explain, and compare information, opinions or ideas, on their current interests or topics drawn from other learning areas, practising language forms and developing cultural understanding, working both independently and collaboratively. They use primarily modelled and rehearsed language for planning, problem-solving, decision-making and reflecting, with increasing personal and original use of vocabulary, and experiment with known grammatical forms and structures to use them with increasing independence in familiar and unfamiliar contexts. They explore and reflect on their own and others' intercultural perspectives and practices.

Contexts of interaction

The primary context for interaction remains the Korean language class; however, there may be opportunities for interacting with peers in Korea and with other learners of Korean, for example, through technology or sister school relationships. Learners may have additional access to Korean speakers through media and community events and resources.

Texts and resources

Learners work with a broad range of texts and resources specifically designed for learning Korean in school contexts, such as textbooks, readers, videos and online materials including those developed for computer-supported collaborative learning. They may also access authentic materials created in Korean for general audience within Korea as well as in international contexts, with subtitles as necessary, such as songs, stories, films, websites, advertisements and magazines.

Features of Korean language use

Learners expand their range of vocabulary to domains beyond their personal interests. They use a range of grammatical forms and structures to convey more complex relationships between ideas and events, developing awareness of how language structures and features build up textural features. They use descriptive and expressive language including onomatopoeic and mimetic words to create expressive effects and interests. They pronounce sounds at syllable boundaries with increasing accuracy applying relevant Korean pronunciation rules. They are increasingly aware of connections between language and culture, noticing, for example, politeness expressed in cultural practices as well as embedded in Korean grammar and vocabulary systems, and the choices of polite language determined by the age and social relationships. They reflect on how language changes with social cultural changes and on their own language and culture. They have increasing awareness of their identity as user of two or more languages and reflect on the impact of intercultural experiences on identity-shaping.

Level of support

Learners require continued scaffolding, modelling and material support particularly at the paragraph and entire text level for written language and for developing fluency and accuracy in spoken language. Explicit instruction of grammatical features and modelling will be effective for their development of metalanguage use and expansion of

metalinguistic knowledge of Korean. Learners are encouraged to be autonomous and to self-monitor in task-based activities integrated with implicit form-focused learning approach. Learners continue to use dictionaries under teacher support with increasing independence and to access word lists, charts and examples to enrich their receptive and productive language use.

The role of English

Korean is increasingly used at this level for classroom interactions and routines, for task participation and structured discussions, and encouraged to be used for learning new content drawn from other learning areas as long as its conceptual demand and complexity is within their linguistic scope in Korean. English continues to be used for more complex elements of instruction and explanations, and for more substantive discussion, analysis and reflection in relation to abstract concepts. Learners continue to develop a metalanguage for thinking and talking about language, culture and identity and the experience of learning Korean.

Korean (F–10 Sequence) Communicating

Years 7 and 8 content descriptions	Elaborations
<p>Socialising</p> <p>Initiate and sustain interactions with peers and adults by seeking and offering ideas, expressing thoughts and feelings and making connections across different areas of interest.</p> <p>[Key concepts: respect, significance, experience; Key processes: exchanging, connecting, explaining, using communication strategies]</p> <p>LIT, PSC, CCT, ICU, ICT</p>	<ul style="list-style-type: none"> • initiating conversations by using expressions such as 지금 뭐 해요?, 어디 가요? and 어제 ...봤어요? as appropriate according to context and participants, and developing conversations on topics of mutual interest • exchanging information and opinions about various topics such as family, friends, teachers, subjects, entertainment, sport and leisure, travelling, for example, 왜 한국어를 배워요? 한국어는 과학적이예요. 그리고 배우기가 쉬워요 • expressing hopes and feelings, describing personal plans (for example, plans for school holidays), giving reasons or background information, for example, 소리가 좋아서 한국어를 배웠어요; 방학 때 뭐 할 거예요? 한국에 갈 거예요; 시험이 끝나서 기분이 좋아요 • using communication strategies such as asking for clarification or repetition, or giving feedback to indicate concession/acceptance/satisfaction, for example, 무슨 뜻이에요?; 다시 말해 주세요; 괜찮아요 • communicating with peers via on-line correspondence or social networking to seek or share information or ideas on social, cultural or environmental issues, for example, 한국에서 보통 쓰레기를 어떻게 버려요? 한강에서 언제나 물놀이를 할 수 있어요? 방학 때 뭐 해요? 가끔 서핑을 해요. • recounting significant events, special occasions and milestones, for example, 지난 주말에 학교 캠프에 갔어요, 거기에서.....

Years 7 and 8 content descriptions	Elaborations
<p>Taking action in collaborative tasks, activities and experiences which involve negotiation, making arrangements, problem-solving and shared transactions.</p> <p>[Key concepts: collaboration, priority, alternatives; Key processes: planning, discussing, negotiating]</p> <p>LIT, PSC, CCT, ICT, NUM, ICU</p>	<ul style="list-style-type: none"> expressing preferences for plans, comparing and contrasting alternatives (for example, 사물놀이를 할 거예요. 그런데 팽과리가 없어요. 어떻게 해요?...; 저는 금요일에 소풍 가는 것이 더 좋아요, 금요일에 못 가면 ...) making plans and decisions with others, for example, arranging a birthday party or class excursion (소라의 생일 파티에서 무엇을 할까요? 춤도 추고 노래도 불러요. 한국 노래를 할 줄 알아요? 네, 할 줄 알아요. 그러면 한 번 해 보세요) agreeing or disagreeing with others' opinions or suggestions, for example, 좋은 생각이에요, 글썄요, 별로... 그 생각에 동의해요/동의하지 않아요 responding to invitations by accepting, declining, and giving excuses, for example, 네, 참석하겠어요; 미안하지만 바빠서 못 가요. participating in transactions and negotiations, such as purchasing food, clothing, souvenirs or transport (for example, 이 모자가 얼마예요? 조금 작아요. 더 큰 모자를 보여 주세요.), and maintaining the interaction (for example, 기념품이 너무 비싸요. 너무 비싸면 조금 싼 것을 사세요) planning and participating in learning experiences that combine linguistic and cultural elements (for example, an excursion to a Korean restaurant, exhibition, festival or performance), rehearsing language forms, structures, vocabulary and behaviours, for example, 한국 식당에 갈까요?; 이 식당에서 뭐가 제일 맛있어요?; 순두부 찌개와 불고기가 맛있어요; 뭐 드릴까요? 순두부 찌개 하나 주세요; 맛있었어요? 네, 아주 맛있었어요. 그렇지만 조금 매웠어요 asking for, giving and following directions to real or virtual locations (for example, 병원에 어떻게 가요?; 쪽/곧장/왼쪽/오른쪽으로 가세요; 버스를 타고 세 정거장을 가세요; 서울역에서 갈아타세요), using electronic information devices, apps, street maps or directories seeking and offering opinions in collaborative decision-making in class activities such as playing (electronic) games, for example, playing 윗놀이 (어떻게 할까요? 말을 세 칸 움직여요/옮겨요)
<p>Participate in classroom interactions and exchanges, such as giving and following instructions, clarifying meanings, explaining and describing actions and reflecting on responses.</p> <p>[Key concepts: responsibility, mindful learning, exchange; Key processes: eliciting, monitoring, reflecting]</p> <p>LIT, PSC, CCT</p>	<ul style="list-style-type: none"> inviting people to give opinions or suggestions 어떻게 생각해요? 무엇을 먼저 이야기할까요? expressing opinions using reflective language as set phrases, for example, 제 생각에는 ..., 아마 ..., 글썄요, ...-인 것 같아요 indicating/checking understanding or non-understanding (알겠어요/모르겠어요 (?)) and clarifying instructions or specific meanings (다시 설명해 주세요, 무슨 뜻이에요?) giving and following instructions, and asking and responding to questions relating to aspects of learning activities, for example, 아직 쓰지 마세요, 숙제를 언제까지 해요/내요? 어디에서 정보를 찾아요?

Years 7 and 8 content descriptions	Elaborations
<p>Informing</p> <p>Identify, classify and compare information and ideas obtained from spoken, written, print or digital texts relating to topics such as local or global communities.</p> <p>[Key concepts: information, data; Key processes: classifying, summarising, evaluating]</p> <p>LIT, PSC, CCT, ICT, NUM, ICU</p>	<ul style="list-style-type: none"> identifying context, purpose and audience of texts such as advertisements, signs, announcements and recipes gathering facts independently and collaboratively about events or people and report information to others, by accessing simple texts from sources such as magazines, interviews, announcements and websites, for example, drawing a timeline to show a sequence of events or to profile a famous Korean, or person from their country of origin listening to, viewing and reading texts that reflect different aspects of Korean culture, art, history or geography, noting key words, specialised terms or points of information to be reused when sharing the information in print and digital forms such as class magazines or web postings analysing and summarising information from texts such as television programs, reports, interviews, video clips, documentaries and social networks, using tools such as tables, concept maps and charts to organise and order information and inform others of findings comparing details from a range of texts about special occasions and ceremonies, and discussing culture-specific terms and representations
<p>Present oral and written reports, summaries and comparisons of information obtained from a range of Korean texts in different modes.</p> <p>[Key concepts: leisure, travel; Key processes: summarising, reporting, using multimedia presentation technology]</p> <p>LIT, PSC, CCT, ICT, ICU, NUM</p>	<ul style="list-style-type: none"> classifying information gathered from different print and electronic sources and creating flow charts, tabulations, posters or cartoons to be used in advertisements, notices and instructions in print and digital formats creating texts such as notices, brochures and posters to inform others about issues and upcoming events such as Korean cultural performances or class excursions, for example, 소풍 날짜, 장소, 시간, 준비물 organising information for a Korean audience, for example, creating a presentation to explain sport and leisure activities (씨름, 태권도, 축구, ...) or a video recording of a cooking demonstration reporting on own and others' experiences of events such as a school camp, a holiday or concert, or playing a new computer game

Years 7 and 8 content descriptions	Elaborations
<p>Creating</p> <p>Compare ways in which people, places and experiences are represented in different imaginative and expressive texts, drawing on own interpretations, those of peers and personal experiences.</p> <p>[Key concepts: expression, imagination, humour; Key processes: expressing, comparing, analysing, reflecting]</p> <p>LIT, PSC, CCT, ICU, ICT</p>	<ul style="list-style-type: none"> expressing personal opinions about ideas in Korean texts in various modes such as stories, excerpts from films, paintings, songs or video clips, for example, ...이/가 착한 사람인 것 같아요; 노래가 정말 아름다워요/슬퍼요/신나요 stating personal preferences about characters, attitudes and events in texts (for example, using 제가 가장 좋아하는/싫어하는 ... as a set phrase), including spoken and written comments on reactions, for example, 크리스는 자주 농담을 잘해요, 그래서 재미있어요. reflecting on ways people, places and experiences are expressed in the imaginative texts, and comparing them with those expressed in own and peers' work and in the work of artists or authors encountered in other key learning areas such as art, English or history, for example, 아리랑, <i>Waltzing Matilda</i> comparing key messages and beliefs from Korean and Australian texts such as 단군신화, The Creation or Dreaming stories, fables, myths and legends comparing contemporary Korean and Australian music popular among young people by listening to music stations, viewing video clips by reading print or on-line music magazines, identifying similarities and differences in expressions, themes and styles of performance
<p>Create and present imaginative texts including digital and interactive texts to entertain others, involving imagined characters and contexts.</p> <p>[Key concepts: imagination, amusement, expressive language; Key processes: character and context building, creating]</p> <p>LIT, PSC, CCT, ICT</p>	<ul style="list-style-type: none"> creating stories with self as the main character in imaginative settings in the past, future or virtual reality, incorporating communicative styles and social behaviours observed in Korean texts (for example, 저는 화성에서 왔어요. ... , 지구에 정들었어요) illustrating imaginative stories in visual forms such as cartoons or captioned photo stories producing performances to present imaginative stories, for example, role-plays, skits, raps, using expressive language for sounds and shapes/movements (똑똑, 찹병 찹병, 꼴꼴, ...) creating alternative versions of stories such as Korean tales or film script with a new character and an alternative ending.

Years 7 and 8 content descriptions	Elaborations
<p>Translating</p> <p>Compare own translation of texts with others', discussing differences and possible reasons and alternatives, and reflecting on how to make connections between meanings in different languages.</p> <p>[Key concepts: culture, equivalence; Key processes: mediating, interpreting, translating]</p> <p>LIT, PSC, CCT, ICU, ICT</p>	<ul style="list-style-type: none"> translating existing texts or texts produced by self and others into Korean and English, experimenting with unknown words or expressions, using and evaluating translation resources such as web-based translation tools and print and digital dictionaries translating texts, identifying culture-specific vocabulary (for example, 세배하다, 성묘하다, 추석) and expressions (for example, 새해 복 많이 받으세요, 그림의 떡), discussing the translation process (such as possible reasons for equivalence/non-equivalence), choosing 'best fit' words or omitting words paraphrasing or annotating words or expressions where equivalence is not possible, discussing their original meanings and how to convey them (for example, 정들었어요, mufti day) comparing different versions of translations, reflecting on the differences in translation of the same text and discussing possible reasons for such differences
<p>Create texts in Korean and English on same themes or events in different modes, such as digital photo stories, short video clips or cartoons, and provide subtitles, captions or commentaries in either language to assist meaning.</p> <p>[Key concepts: equivalence, culture; Key processes: identifying, explaining, designing]</p> <p>LIT, CCT, ICU, ICT</p>	<ul style="list-style-type: none"> creating subtitles, captions or commentaries for texts such as brochures, slide show presentations or video clips that inform the school community of aspects of Korean culture, (such as dining at a Korean home, shopping at a market, attending a ceremony, giving a gift) producing texts in both Korean and English on community events such as posters or advertisements in print or multimedia format, for example, to promote a concert or an interview with a celebrity for a teen radio station creating texts such as songs or dialogues in multimedia format in either Korean or English with subtitles displayed in the language (for example, English) which is not the language used as the medium (for example, Korean).

Years 7 and 8 content descriptions	Elaborations
<p>Reflecting</p> <p>Reflect on the experience of using Korean to communicate in different social situations and on their individual responses to differences in language use, discussing challenges and rewards involved in intercultural interactions.</p> <p>[Key concepts: social context, comfort/discomfort, intercultural communication; Key processes: monitoring, analysing, adjusting]</p> <p>LIT, CCT, PSC, ICU, ICT</p>	<ul style="list-style-type: none"> • experiencing authentic or virtual interaction where Korean language and culture are involved, for example, face-to-face interaction with community members through an excursion or at Korean festivals, web-chatting, ePal, social networking • experimenting with Korean gestures and body language, and considering which will or will not be incorporated into own interactions when communicating in Korean, for example, using both hands when giving something to older people or beckoning downwards to signal others to come • noticing the use of Korean expressions of fillers (such as 어, 음, 저...) and exclamations (어머나!, 아이고! 진짜!) and deciding whether or not to adopt them in own language use • making appropriate language choices with awareness of social situations, for example, using 선생님 as an address term when communicating with an older person to show respect, and not overly using 너/당신 to refer to the communication partner nor 그/그녀 to refer to the third party. • reflecting on how own cultural etiquette and behaviour may be interpreted when interacting with Korean, noticing own body language and modifying gestures, such as beckoning with the palm facing upwards or downwards, rubbing hands or making direct eye contact when talking to older people • discussing elements of successful intercultural communication when using Korean or other languages, for example, awareness of differences, flexibility, and respect for other perspectives and traditions
<p>Create spoken, written or multimodal texts that reflect significant experiences related to the experience of learning Korean language and culture.</p> <p>[Key concepts: identity, significance, perspective; Key processes: explaining, discussing, reflecting]</p> <p>LIT, CCT, PSC, ICU, ICT</p>	<ul style="list-style-type: none"> • mapping their own linguistic and cultural profiles, for example, by creating a chart/timeline/web profile to highlight formative elements such as family languages, key relationships and intercultural experiences • describing their significant past encounters with Korean language and culture involving people, places and events, and the influence these encounters have had in shaping own identity, recording their experiences by, for example, keeping a digital/online journal in blogs or wikis • reflecting on own identity, relating it to own past experience involving Korean language and culture, and appreciating others' experience as having impact on their identity • sharing and comparing, face-to-face and online, cultural and intercultural experiences and language capabilities, and exchanging views on the benefits of speaking more than one language, such as having a larger vocabulary to draw on, new insights and perspectives, and opportunities for new experiences

Korean (F–10 Sequence) Understanding

Years 7 and 8 content descriptions	Elaborations
<p>Systems of language</p> <p>Use appropriate pronunciation rules and writing conventions to produce and read short texts in Korean that include some less familiar language.</p> <p>[Key concepts: system, rules, patterns; Key processes: inferring, analysing, applying rules]</p> <p>LIT, CCT</p>	<ul style="list-style-type: none"> • applying pronunciation rules and writing conventions to reading and writing, inferring meanings of less familiar texts provided in Korean, for example, 먹고 [떡꼬], 어떻게 [어떠케], 축하합니다 [추카합니다] • experimenting with pronunciation of less familiar texts • comparing how loan words from English are written in <i>Hangeul</i> and pronounced in Korean with how their original counterparts in English are written and pronounced, for example, 테니스 versus ‘tennis’, 포크 versus ‘fork’ • writing texts, applying spacing rules in Korean

Years 7 and 8 content descriptions	Elaborations
<p>Understand and use grammatical forms and structures, such as suffixes for tense, honorifics and polite style marking, auxiliary verbs and particles, using appropriate metalanguage to identify or explain forms, structures and parts of speech.</p> <p>[Key concepts: parts of speech, grammatical structures, syntactic relationship, honorifics; Key processes: applying rules, categorising, explaining]</p> <p>LIT, CCT</p>	<ul style="list-style-type: none"> • extending the use of case markers and particles to express the genitive case (소라의 생일이에요), a time frame (아침부터 저녁까지 서핑했어요), the instrument (색연필로 그림을 그려요) and the direction (왼쪽으로 가세요), and to connect nouns (불고기와 김치를 먹어요), • learning how to qualify nouns by adding a suffix -(으)ㄴ- to preceding qualifying words, for example, 좋은 생각, 착한 사람 • expressing future plans using -(으)ㄴ 거예요, for example, 한국에 갈 거예요, • expressing intention or conjecture using -겠-, for example, 파티에 참석하겠어요, 비가 오겠어요 • asking for or offering suggestions using -(으)ㄴ까요? for example, 무엇을 살까요? 이 책을 읽을까요? • connecting clauses using conjunctive suffixes such as -어/아서, -지만, -(으)면 to express events or ideas in different relationships • identifying time references expressed by forms and structures of verbs such as -았/았- and -(으)ㄴ 거예요, and learning how to use them in two-clause sentences, for example, 김치가 맛있었지만 조금 짠어요; 학교에 가서 공부할 거예요 • using basic complex structures such as -어/아 주다, -고 있다, -(으)ㄴ 줄 알다, -(으)ㄴ 수 있다 and -어/아 보다 as set phrases in their -어/아요 form to express complex ideas, for example, 보여 주세요, 자고 있어요, 할 줄 알아요, 먹을 수 있어요, 읽어 보세요 • learning how to construct noun phrases out of verbs using a suffix -기 and using it with case markers or particles, for example, 한국어를 배우기가 쉬워요, • extending the use of honorifics to basic particles and words, for example, 할머니께 선물을 드렸어요; 할아버지, 진지 드세요 • understanding and developing metalanguage for parts of speech relating to grammatical functions such as naming (학교, 연필), referring to people or objects (나/저, 이것/저것/그것), qualifying things (예쁜 꽃) and expressing actions, states or qualities (먹어요, 좋아요) • comparing how the case of a noun or pronoun is identified in Korean and English sentences, for example, 저는 사과를 먹어요 versus 'I eat apples'

Understand and use some words and expressions that reflect Korean culture, noticing those that require additional explanation to convey their original meaning in translation.

[Key concepts: culture specific words, idioms, expressiveness; Key processes: predicting, applying, selecting]

LIT, CCT, ICU

- using a range of nouns to describe aspects of everyday life at home and school environments and of topics of interest, such as names of subjects (과학, 수학...) and sports/games including traditional Korean sports/games (축구, 야구, 씨름, 윷놀이...), nouns related to activities such as excursions or school camp (소풍, 캠프, 낚시, 장소, 시간, 준비물...) and those related to transactions outside the home and school (가게, 식당, 병원...)
- using a range of action/descriptive verbs commonly used in basic interpersonal and transactional interactions including those for more complex activities (바빠요, 싸요, 비싸요, 자요, 타요, 사요, 갈아타세요)
- using vocabulary to express some abstract ideas (for example, 과학적, 정보, 동의해요), or describe issues relating to technology, those drawn from other learning areas or environmental issues (for example, 인터넷, 쓰레기, 지구, 화성)
- naming some popular Korean food, for example, 순두부 찌개, 불고기, and major cities or landmarks in Korea, for example, 서울, 한강, 서울역
- identifying commonly used culture-specific words and expressions in Korean, and understanding the cultural backgrounds of such words/expressions, for example, names of festival days (명절) and their associated vocabulary or expressions, for example: 설날, 세배(하다), 떡국, 새해 복 많이 받으세요, 윷놀이, ...; 단오, 그네뛰기, ...; 추석, 성묘(하다), 송편,...
- using a range of descriptive verbs to express emotions, sensory qualities or impressions (for example, 아름다워요, 신나요, 매워요, 짜요, 아파요, ...) including idiomatic phrases (기분이 좋아요) and those closely related to the Korean view of life and human relationships (정들었어요)
- identifying and using basic onomatopoeic and mimetic expressions in Korean (for example, 문을 푹푹 두드려요; 비가 주룩주룩 와요), and translating such words, providing additional explanations to make meanings closer to the original
- comparing Korean and English as to how expressiveness is realised in the form of language, for example by translating into English sentences such as 침병침병 물놀이를 해요, 아기가 쿵쿵 자요.
- indicating comparative quality using 더 or 제일/가장, for example, 저는 더 큰 가방이 필요해요, 저는 불고기가 가장/제일 좋아요
- using adverbs to:
 - emphasise or mitigate the quality expressed, for example, 너무, 조금, 정말
 - add temporal quality to the event expressed, for example, 벌써, 아직
 - indicate frequency, for example, 가끔, 보통, 자주, 언제나

Years 7 and 8 content descriptions	Elaborations
	<ul style="list-style-type: none"> • indicate directions, for example, 쪽, 곧장 • add some specificity to time words using 지난 or 다음 (지난 주말에... 다음 월요일에...) • using location nouns such as 앞, 뒤, 위 아래, 옆, 왼쪽, 오른쪽 • using question words such as 언제, 어디서, 어떻게, 어느, and 무슨 to obtain specific information • using humble/honorific words such as 드려요, 드세요, 진지 • recognising fillers (such as 아, 음, 저...) and exclamations (such as 어머니!, 아이고! 진짜!)
<p>Examine grammatical structures and features and vocabulary in a range of personal, informative and imaginative texts in spoken and written modes, noticing how these contribute to textual cohesion, and compose short texts for different purposes considering cultural aspects involved.</p> <p>[Key concepts: coherence, cohesion, text conventions; Key processes: describing, analysing, experimenting]</p> <p>LIT, CCT, ICT, ICU</p>	<ul style="list-style-type: none"> • experimenting with language appropriate to particular text types in audio-visual, print or digital/online media, such as descriptive language in documentaries, reflective language in diaries and journal entries, and persuasive language in advertisements • creating short texts, developing ideas coherently and using basic cohesive devices such as: • consistent use of the informal polite sentence ender -어/아요 throughout the text consisting of multiple sentences • agreement of honorific elements such as honorific particles, words and suffixes in a sentence and throughout the text • basic conjunctive adverbs (for example, 그리고, 그러나, 그런데, 그렇지만, 그러면) and suffixes (for example, -고, -어/아서, -지만, -(으)면) • analysing forms, features and purposes of texts, such as how texts are organised in terms of layout, sequencing of ideas, headings and stylistic devices
<p>Language variation and change</p> <p>Explore how language use varies according to context, purpose audience and mode of delivery, and how language choices, such as shifting from a formal style to informal style, may signal (intended) changes in social settings, reflecting on how relationships are developed through language.</p> <p>[Key concepts: context, negotiation, interrelationship; Key processes: comparing, connecting, reflecting]</p> <p>LIT, CCT, PSC, ICU, ICT</p>	<ul style="list-style-type: none"> • identifying linguistic/textual features used in different types of text, for example, different degrees of formality and flexibility expressed in conversations, speeches, letters, emails and electronic text messages • recognising how language use, such as the level of politeness, reflects the intention of the speaker or author and impacts on the further development of relationships, for example, switching from a polite style to an intimate style (저를 좋아해요?; 나 좋아해?) • comparing language structures in Korean and English and how these are used to create affinity or distance, for example, the use of 반말 or colloquial language • comparing elements of communication such as body language, use of personal space and silence in different cultural contexts and exchanges

Years 7 and 8 content descriptions	Elaborations
<p>Explore and reflect on the impact of social, cultural and intercultural changes such as globalisation and new technologies on Korean as a language of local, international and virtual communication and on their own individual use of language.</p> <p>[Key concepts: globalisation, influence, digital media; Key processes: researching, explaining, reflecting]</p> <p>LIT, CCT, ICU, ICT</p>	<ul style="list-style-type: none"> examining how the creation of <i>Hangeul</i> has impacted on the common people's lives in a kingdom the fifteenth century Korea, and discussing the role of script in aspects of culture and everyday life exploring how globalisation has accelerated the use of English words and expressions in Korean language use, and discussing the advantages/disadvantages of these influences on languages, such as using technological terminology (for example, 인터넷, 키워드), or mixing Korean and English as lyrics in contemporary Korean popular music examining how acronyms or short forms of words are used in Korean and in English (for example, 쌤, 여친, 남친, ASAP, RSVP), and discussing how these forms reflect people's changing lifestyles reflecting on changes in their own language(s), identifying new terms and behaviours that they have adopted to use with changes in technology and social media, and on how they have become part of everyday language used in different modes (for example, handwritten notes using language for electronic messaging, acronyms or emoticons replacing whole words or phrases)
<p>Explore the power and influence of language in local and global contexts. [Key concepts: social power, context; Key processes: analysing, explaining, recounting, reflecting]</p> <p>LIT, CCT, ICU, PSC</p>	<ul style="list-style-type: none"> investigating examples of the social power of language, drawing on other key learning areas such as history, social studies and other languages and arts reflecting on and sharing experiences where language has played a vital role in their daily life, such as improving or maintaining social relationships (for example, giving praise, persuading) recognising the importance of a writing system suitable for its oral language in transmitting culture within its community and across time
<p><i>Role of language and culture</i></p> <p>Analyse how beliefs and value systems are reflected in language use and communicative behaviours, and reflect on how what is considered normal in communication varies across cultures.</p> <p>[Key concepts: norms, beliefs, value system; Key processes: analysing, interpreting, reflecting]</p> <p>LIT, PSC, CCT, ICU, EU</p>	<ul style="list-style-type: none"> investigating cultural and historical backgrounds underlying culturally appropriate body language, gestures and verbal expressions in Korean and other languages; reflecting on and discussing differences across cultures investigating and using language associated with significant cultural practices and events or celebrations, for example, 설날, 단오, 추석, 한글날 discussing attitudes towards diversity and difference, including the use of stereotypes and generalisations, and considering how these affect communication reflecting on own cultural identities and how they are expressed differently in different settings such as home, school and other social domains, considering how these might be interpreted and responded to by people from different cultures

Years 7 and 8 Achievement Standard

By the end of Year 8, students use written and spoken Korean to interact with teachers, peers and others, and to exchange ideas, experiences and interests. They pronounce polysyllabic words such as 먹고 [떡꼬] and 어떻게 [어떠케], applying relevant pronunciation rules with some accuracy. When interacting, they initiate conversations (지금 뭐 해요? 어디 가요?), and ask and respond to questions (왜 한국어를 배워요? 방학 때 뭐 할 거예요?). Students clarify answers or instructions (무슨 뜻이에요? 다시 말해 주세요) and ask for and give opinions (어떻게 생각해요? 제 생각에는...; ...인 것 같아요). They describe plans (한국에 갈 거예요) and ask for suggestions (무엇을 할까요?). They locate and evaluate factual information in texts and create informational and imaginative texts (such as charts, instructions, stories and role-plays) in multimodal or conventional formats. Students explain reasons for actions and show contrasts between feelings or facts, using suffixes 어/아서 and -지만 to connect clauses (소라가 좋아서 한국어를 배웠어요; 모자가 예쁘지만 너무 작아요). They use honorific words or particles such as 진지, 주무시다, 드리다 and -게 as appropriate, and use some basic onomatopoeic and mimetic words such as 푹푹 and 콜콜 to create expressive effects and engage the interest of an audience. Students use cohesive devices, for example, conjunctions (such as 그리고, 그래서, 그러나, 그런데, -고, -어/아서, -지만), adverbs of frequency (such as 가끔, 보통, 자주, 언제나), time (벌써, 아직) and direction (such as 쪽, 곧장), and agreement among honorific elements, both at sentence level (할머니께 꽃을 드려요) and text level by consistently using the -어/아요 sentence-final ending. They use a range of case markers, including -의, and particles such as ...-부터 and ...-까지 to indicate time frames and -에 attached to location nouns (위, 안) to indicate relative locations (책상 위에..., 상자 안에...). Students use some complex structures in verb phrases such as -어/아 주다, -고 있다, - (으)르 줄 알다, - (으)르 수 있다 and -어/아 보다 as set phrases. They form questions using a range of question words such as 언제, 어디, 어떻게, 어느 and 무슨 and qualify nouns by adding a suffix -(으)ㄴ to preceding descriptive verbs (착한 사람). Students write loan words from English in *Hangeul* and compare their original pronunciation and how they are pronounced as loan words in Korean (테니스, 포크). They translate across languages, paraphrasing or annotating words or expressions where equivalence is not possible, such as 정들었어요, 세배 or 'mufti day'. They recount their reactions to intercultural experiences, describing and reflecting on aspects that do or do not fit with their own sense of identity.

Students understand that Korean has a grammatical system that involves elements such as case markers, particles, suffixes and verb endings, and that these relate to nouns and verbs for their grammatical functions in a sentence. They understand that Korean has an honorific system that works at both grammar and word levels, and that politeness and respect are important aspects of Korean language and culture. Students recognise how syllable-final consonants (받침) are pronounced differently and are influenced by the sound of neighbouring letters (축하합니다 [추카합니다]). They differentiate between oral and written forms of words, and apply spelling conventions and spacing rules in their writing. Students explain how word order in Korean differs from English and use a metalanguage to identify common features such as nouns, verbs, cases and subject-object-verb/subject-verb-object constructions. Students identify and reproduce characteristic grammatical features in familiar texts such as emails, stories and dialogues. They understand that language use and choices of linguistic features, such as the use of polite forms, vary according to the context. They recognise Korean as a language for local, international and virtual communication and understand that, like other languages, it continuously changes as society and culture change, impacted by globalisation and new technologies. Students understand that cultural values and ideas are embedded in language and communicative behaviours. They illustrate examples from their own language(s) and cultural behaviour(s) which may be interpreted differently from other cultural perspectives and provide such possible interpretations.

Years 9 and 10

Band description

The nature of the learners

At this level, students bring existing knowledge of Korean language and culture and a range of learning strategies to their learning. They are increasingly aware of the world beyond their own and are engaging with youth-related and social and environmental issues. They require continued guidance and mentoring, but are increasingly independent

in terms of analysis, reflection and monitoring of their language learning and intercultural experiences. They are considering future pathways and options, including how Korean could be part of these.

Korean language learning and use

Learners engage with more complex language with greater control of language. They use a range of forms and structures, and richer and more sophisticated vocabulary to perform tasks individually and collaboratively, to access and exchange information on broader topics and abstract concepts, and to create, interpret and analyse a wider range of texts. They express feelings, emotions and opinions more precisely using a variety of expressive and descriptive language in imaginative and creative experiences. They are more confident in communicating in Korean in both familiar and some unfamiliar contexts with a greater understanding of the variability of language use, making appropriate language choices and adjustments. With an increasing command of *Hangeul*, learners interact with members of the virtual community of Korean speakers and learners worldwide, sharing their understanding of Korean culture and language as well as of their own. They understand that language varies and changes, and engage in and reflect on intercultural experiences.

Contexts of interaction

Learners interact with the teacher and peers, and may have access to members of Korean-speaking communities via online technologies including some computer-mediated communication tools. They may also encounter Korean in the wider community, such as in the media, film or cultural festivals, community events, guest speakers, exchange teachers/assistants or in-country travel.

Texts and resources

Learners use an extensive range of texts designed for Korean language learning such as textbooks, teacher-generated materials and online resources. Learning is enriched by exposure to authentic materials designed for or generated by young Korean speakers, such as video clips, songs, stories, articles, magazine features, television programs or advertisements. Authentic Korean-community resources provide opportunities to extend learners' experience of learning the language and culture. Texts may include additional materials that students have sourced on their own to support their learning or to pursue personal interests in Korean language and culture.

Features of Korean language use

Learners extend their grammatical knowledge to a range of particles, conjunctive suffixes and complex phrasal and sentential structures. Their vocabulary range expands to abstract words and some specialised vocabulary drawn from other learning areas or areas of interest in the wider context. With an increasing knowledge and control of language structures and features and vocabulary, including those with honorific elements, they recognise, analyse and construct different types of texts for different audiences and purposes. They interpret, create, evaluate and perform in individual and collaborative tasks that involve planning, problem-solving, decision-making, or informing or entertaining others. They make inferences from their knowledge of the Korean language and culture to understand unfamiliar content and consolidate their awareness of language variation and its connection with identity. They move between Korean and English, translating, discussing, analysing and comparing the languages using a metalanguage, applying metalinguistic knowledge and taking intercultural perspectives as a user of two (or more) languages. Learners have an increasing understanding of language learning as a cultural, social and linguistic process. They examine their own and others' communicative practices and understand the concept of mutual responsibility for intercultural exchanges.

Level of support

While learners are increasingly less reliant on the teacher for support during communicative interactions, continued support and provision of rich language input from the teacher is required for their sustained learning of Korean. The teacher provides implicit and sometimes explicit modelling and scaffolding in meaningful contexts. Learners

require explicit instruction and explanation to understand highly complex structures and functions of grammatical items and meanings of highly abstract and/or culture-specific vocabulary. Provision of opportunities to discuss, clarify, practise and apply their knowledge is critical in consolidating their acquired knowledge and skills and in enhancing learner autonomy. They may self-monitor their learning by keeping record of critical and constructive teacher feedback, peer support and self-review (for example, through portfolios, peer reviews, e-journaling, online discussion forums). They continue to access word lists, graphic organisers and modelled texts, and the teacher provides precise guidance for using dictionaries particularly with dictionary forms of verbs.

The role of English

Learners and the teachers use Korean as the primary medium of interaction in both language-oriented and most content-oriented tasks. English is used for substantive discussion, explanation and analysis requiring them to deal with a conceptual demand which is too far beyond their level of competence in Korean, for example, analysing highly abstract and complex concepts embedded in linguistic structures/cultural practices.

Korean (F–10 Sequence) Communicating

Years 9 and 10 content descriptions	Elaborations
<p>Socialising</p> <p>Initiate, sustain and extend interactions with each other and with other familiar and less familiar people, for example, by seeking and giving advice, discussing aspirations, relationships and social and cultural issues, exchanging and reflecting on different ideas.</p> <p>[Key concepts: youth, diversity, perspectives; Key processes: developing relationships, proposing, discussing]</p> <p>LIT, PSC, CCT, ICU, ICT</p>	<ul style="list-style-type: none"> • asking for and providing specific information in sustained interactions, for example, 언제 한국에 가 봤어요? 작년 여름에 갔다 왔어요, 그 때 한국은 여름이 아니고 겨울이었어요, ...; 크리스마스 안 보이는데요? 아마 크리켓을 하고 있을 거예요 ... • following up own and others' responses by elaborating on and extending the topic, for example, 누구하고 같이 갔어요? 가족하고 함께 갔어요; 거기에서 뭐 했어요? 왜 저 가수를 좋아해요? 노래도 잘하고 멋있잖아요 ... • sharing ideas and making suggestions relating to own and others' experiences, for example, 한강에서 축제를 한다고 해요. 여러분도 한번 축제에 가 보세요. • participating in exchanges, using communication strategies such as showing empathy, down-toning or indirectly expressing disagreement, for example, 그렇지요?; 좋았겠어요; 아마; 글썄요; 그런가요?; 아닌 것 같은데요 • corresponding with peers by using telephone/video calls, SMS or computer-mediated communication tools to build relationships and share views on aspects of teenage life, such as friends, responsibilities, interests, aspirations and topical issues, for example, 함께 한국에 가면 재미있을 것 같아요; 왜 숙제를 못 했어요?; 축구를 하느라고 숙제를 못 했어요; 공부하느라고 바쁜 척 했어요; 주말에 음악을 들으면서 책을 읽었어요; 비행기를 기다리는 동안에 인터넷을 했어요

Years 9 and 10 content descriptions	Elaborations
<p>Arrange and manage shared activities such as problem-solving and different types of transactions, adopting different roles to present diverse views and perspectives.</p> <p>[Key concepts: roles, perspectives, shared responsibility; Key processes: persuading, commenting, evaluating]</p> <p>LIT, PSC, CCT, ICT, ICU, EU</p>	<ul style="list-style-type: none"> • solving problems by explaining discoveries and results, discussing ideas, suggesting a range of options with specific information such as roles of participants, locations, time, methods and reasons, for example, 한국에 갔더니 아름다운 산이 아주 많았어요. 다음에 갈 때 같이 갑시다; 언제 ... -겠어요?; 누가 ... -(으)르래요?; 어떻게 ... -(으)르계획이에요?; 왜 그렇게 생각해요? 어디에서 ...-(으)면 좋을까요?; 선생님께 여쭙 봅시다 • planning and negotiating collaboratively in scenarios or events related to travelling or living in Korea, such as, living with a host family, seeking medical treatment, or using transport, for example, 안녕히 주무세요/잘 자; 팔을 다쳤는데 병원에 가야 할까요?; 지하철을 타면 5시까지 도착할 수 있을 거예요 • comparing the quality of goods and taking action, for example, 이것이 저것보다 훨씬 더 신선해요. 그러니까 이것을 사요; 기차가 버스보다 더 편리하니까 기차로 가요 • making complaints and recommendations, for example, 그 식당은 친절하지 않으니까 가지 맙시다 • sharing experiences and transactions, for example, 주말에 영화를 같이 보러 갈래요?; 무슨 영화가 좋아요?; 영화가 몇 시에 시작해요?; 입장권이 얼마 정도 해요?; 비행기표를 겨우 샀어요; 하마터면 부산에 가지 못할 뻔했어요, • planning shared events or activities, using online and digital forms of communication such as emails, chat forums and community websites, for example, intercultural components of 호주 한국 국제 영화제, 한국 문화원, 관광명소, 자매학교 • presenting views and perspectives at real or simulated forums, protests or rallies to raise awareness of environmental, social or ethical issues such as 쓰레기 분리수거, 청소년 실업 문제, 환경보호 캠페인, 절약, 낭비, 지구 온난화, using language, for example, 쓰레기 분리수거에 대해서...; 청소년 실업 문제가 심각하다고 합니다 ...;호주에는 여름에 비가 자주 오지 않기 때문에 물을 아껴야 해요; 물을 절약하는 방법은...; 에너지를 낭비하면...; 깨끗한 환경 ... • transacting for goods and services, considering concepts such as value, availability, competition and ethics, for example, 세 시 전에 출발하는 버스가 있어요?; 환경보호 캠페인에 참가하고 싶은데 누구한테 연락해야 해요?

<p>Use interactional language to elicit, offer, negotiate, report, and reflect and elaborate on opinions and ideas.</p> <p>[Key concepts: opinions, reflection, metalanguage; Key processes: justifying, elaborating, reflecting]</p> <p>LIT, PSC, CCT</p>	<ul style="list-style-type: none"> • participating in class discussion by: • expressing own opinion such as agreement or disagreement with others, for example, 저는 민수가 맞다고 생각해요; 저는 정답이 4번이라고 생각했어요 • eliciting and reflecting on others' opinions , for example, 왜 그렇게 생각해요?; 어떻게 그렇게 되었어요?; 정말 그럴까요?; 아, 그렇군요 • interacting in class activities such as games or events, by taking turns, expressing agreement/disagreement, giving encouragement/praise or critique, for example, 내 차례예요; 누가 먼저 하는 거예요?; 그건 아닌 것 같아요; 잘 할 수 있을 거예요 • discussing language and language learning using metalanguage, for example, 단어, 명사, 동사, 줄임말, 높임말/경어, 문장
<p>Informing</p> <p>Analyse, interpret and integrate information gathered from diverse sources relating to areas of interest to adolescents or young adults, making connections with own and each other's experience and with other learning areas.</p> <p>[Key concepts: representation, cultural literacy; Key processes: analysing, synthesising, evaluating]</p> <p>LIT, PSC, CCT, ICT, ICU</p>	<ul style="list-style-type: none"> • understanding gist and identifying keywords to extract specific information, by scanning through texts from various sources in conventional, digital or multimodal formats such as articles, reports or podcasts on topics such as pop culture, youth employment, the environment and world sports, or those related to other learning areas • distinguishing between fact and opinion in texts such as articles and reports, using critical literacy skills to recognise bias, for example, identifying the author, audience and purpose of the text • analysing and interpreting collected information by summarising, sequencing and prioritising, considering audience, purposes and context, for example, 한국에는 태풍이 오고, 호주에는 사이클론이 와요/웁니다. 태풍은 ..., 사이클론은 ... • obtaining information in order to debate issues of interest such as the environment, expectations of teenagers, and the generation gap, using persuasive or evaluative language, for example, 나는 ... 믿어요/확신해요; 이것은 분명히 ...이에요/예요; 그렇지만...; 정말 ... -(으)니까요? • investigating aspects of Korean culture to determine a particular course of action, for example, providing a Korean exchange student with a suitable placement, or a group of Korean visitors with a suitable menu, or selecting an appropriate time of the year for a visit to Korea

<p>Construct and present texts in varied styles and formats to convey ideas or information in spoken, written and digital modes to particular audiences in ways that take into account own perspectives and intended purpose.</p> <p>[Key concepts: society, environment, media; Key processes: constructing, persuading, interconnecting, using computer-mediated communication tools]</p> <p>LIT, PSC, CCT, ICT, ICU, NUM</p>	<ul style="list-style-type: none"> • producing texts for different types of audience (for example, classmates, parents, peers on social-networking websites, possible future employers), and for different purposes and in different contexts (for example, school, community, social clubs, part-time jobs), to convey own ideas and interpretation of particular texts, using oral, print, multimodal and digital media such as blogs, letters, instructions, articles, podcasts and speeches • creating informative texts such as posters, brochures and web pages, for example, a brochure promoting a holiday destination, a poster for a doctor’s surgery encouraging healthy eating, a web page reviewing new music releases • writing persuasive texts such as blogs, tweets and posts to persuade or convince others, for example, on global warming (지구온난화), attending to the audience and context, for example, 우리 모두 생각해 봅시다. 지구온난화를 막지 못하면 지구가 죽습니다. 북극과 남극의 빙하가 녹고, 자연이 파괴됩니다. 그러므로... 우리가 먼저 지구 온난화를 막아야 합니다 ... • combining modes of presentation such as displays, videos or music to explore social and cultural themes, for example, 다문화사회
<p>Creating</p> <p>Review and respond to different types of creative texts in different modes including digital texts, identifying aspects of the language and culture that help to create emotional and imaginative effects.</p> <p>[Key concepts: emotions, moral, values; Key processes: interpreting, reflecting, discussing]</p> <p>LIT, PSC, CCT, ICU, EU, ICT</p>	<ul style="list-style-type: none"> • listening to, reading and viewing imaginative texts, such as short stories, films, poetry, raps and songs, and: • identifying emotional aspects of the texts that are specific to Korean language and culture, for example, the use of expressive language and the description of animals • critically reflecting on and sharing own responses with others • reading texts including those in digital and online modes such as extracts from a biography or diary for enjoyment and to gain insights into other people’s experiences and perspectives • modifying existing texts, for example, creating an alternative ending, introducing a new character, changing the setting or adding a major event, or providing a video clip to accompany and reinforce the meaning expressed in song lyrics • creating texts to parody existing texts and to explore a range of genres, for example, re-creating a music clip or advertisement • identifying and responding to key messages and values in traditional texts such as 민요, (for example, 아리랑, 강강술래), 설화 (for example, 심청전, 흥부전), or dialogues in 탈춤, and considering their relevance in modern times • discussing how texts such as films, plays and songs portray social issues (such as conflict in relationships or poverty) and values (such as honesty and humility)

<p>Create and present imaginative texts face-to-face and online to express ideas through characters, events or settings, making connections between past, present and future, and between reality and imagination; compare each other's imaginative texts presented in different modes taking different perspectives.</p> <p>[Key concepts: creativity, entertainment; Key processes: expressing, projecting, entertaining]</p> <p>LIT, PSC, CCT, ICT</p>	<ul style="list-style-type: none"> • creating various types of texts including those in digital and online forms such as stories, songs, chants, or scripts for role-plays or skits, considering main characters, themes, settings and/or plots, for different types of audience, for example, young learners of Korean or parents of peers • creating and presenting texts in various forms, such as digital stories or performances that reflect significant Korean or Australian events or histories (for example, 한글날, 개천절, Australia Day, Anzac Day, National Sorry Day) • creating and acting out imaginary characters in contexts that involve possible intercultural circumstances drawing on resources such as news reports or feature articles • critiquing own and others' presentations, taking the perspectives of authors and performers (for example, 내가 애나라면 더 큰 소리로 말하겠어요)
<p>Translating</p> <p>Translate texts for different audiences and contexts, and reflect on how cultural values, attitudes, assumptions and world views are differently encoded in languages.</p> <p>[Key concepts: equivalence, values, representation; Key processes: reflecting, interpreting, comparing]</p> <p>LIT, PSC, CCT, ICU, EU, ICT</p>	<ul style="list-style-type: none"> • translating short texts and excerpts from a range of informative and literary texts, identifying cultural elements and reflecting on how they are encoded in common words or expressions, for example, the use of family terms, titles and terms of address, and the way of answering negative questions and of using 가다/오다 from a perspective different from that involved in using 'go/come' (나하고 같이 갈래요? 쌤하고 같이 올래요? 지금 가요! 제니가 지금 와요!), and providing additional explanation, information or exemplification • translating texts that contain cultural elements, for example, old sayings or proverbs, considering how differently cultural values or culture-specific concepts are embedded in texts in different languages to represent same/similar ideas or practices, for example, 호랑이도 제 말하면 온다 (speak of the devil), 소 잃고 외양간 고친다 (shut the barn door after the horse has bolted) • translating texts such as advertisements, songs or film extracts, including those in online or digital form, examining the appropriateness of translation for specified audiences and contexts • comparing own translation with others', noticing similarities and differences, and reflecting on why interpretations may vary

<p>Create bilingual texts that reflect aspects of Australian culture (for example, Christmas celebrations) for Korean-speaking audiences in the school and wider community including virtual communities, reflecting on how meaning can be conveyed effectively.</p> <p>[Key concepts: representation, critical and cultural literacy; Key processes: adjusting, referencing, reflecting]</p> <p>LIT, CCT, ICU, ICT</p>	<ul style="list-style-type: none"> • creating captions or commentaries using Korean or English to accompany texts produced in English or Korean such as song lyrics, video clips and film extracts, exchanging and comparing own bilingual texts with peers', discussing which version better fits the original version and why • producing public texts for different contexts in both Korean and English such as brochures, advertisements or leaflets, for example, for Korean exchange students to Australia or for student visitors to Korea on a study tour, and reflecting on the process of working in both languages • creating bilingual texts such as video clips with subtitles explaining Australian cultural practices, for example, bushwalking, New Year's Eve celebrations, the Melbourne Cup
<p>Reflecting</p> <p>Examine and modify own cultural assumptions and practices, taking responsibility for language use and choices, and recognising the significance of shared responsibility and mutual effort in intercultural communication.</p> <p>[Key concepts: reciprocity, reflective literacy; Key processes: reflecting, adapting, taking responsibility]</p> <p>LIT, CCT, PSC, ICU, ICT</p>	<ul style="list-style-type: none"> • reflecting on own engagement in communication with Koreans and how their language use was perceived by self, and making adjustments to own Korean language use, for example, to feel comfortable with some silence during conversation; to be indirect when making refusals, (saying 잘 모르겠는데요, 글썄요); to speak in a rather monotone without being negative; to use address terms infrequently during conversation • reflecting on aspects of own experiences of intercultural communication, such as possible causes of breakdowns or breakthroughs in communication, repair and recovery strategies, and responses to and insights gained through interactions • considering ways to improve intercultural understanding and acting on them, for example, by keeping a record (for example, journal, log, posting on forum) of memorable incidents involving intercultural interactions • recounting own experiences of intercultural language use in oral or written forms, for example, speeches or essays, reflecting on concepts such as 'culture', 'attitudes', 'assumptions' and 'values' • comparing understandings of the relationship between language, culture and identity, using symbols, graphic representations, images and metaphors to represent how the relationship works • discussing how intercultural communication involves being flexible, responsive and open to alternative ways of communicating, for example, responding to different levels of emotionality or confrontation in debate, or different levels of respect in casual exchanges or service encounters

<p>Investigate different aspects of their personal sense of identity, considering how learning and experiencing Korean language and culture have (or have not) changed own sense of identity, views or attitudes.</p> <p>[Key concepts: identity, values, attitudes; Key processes: analysing, evaluating, reflecting]</p> <p>LIT, CCT, PSC, ICU, ICT</p>	<ul style="list-style-type: none"> • producing an autobiography in various formats such as articles, photo stories with captions, digital stories or short films, including important episodes related to the experience of learning Korean language and culture that have impacted on their identity and attitudes • composing a 'cultural ID profile' to exchange with Korean-speaking friends, making decisions about what points of information will be of most interest • sharing with others, views and opinions on the ongoing influence of Korean language learning, relating it to own aspirations and ambitions, for example, composing a self-portrait with reference to Korean language and culture after 10 years • reflecting on own cultural identity in terms of family background, community relationships and contact with languages, (including contact with Korean and other languages and cultures), tracking changes over time or context
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Korean (F–10 Sequence) Understanding

Years 9 and 10 content descriptions	Elaborations
<p><i>Systems of language</i></p> <p>Apply features and rules of Korean pronunciation and <i>Hangeul</i> to understanding and producing a range of texts for different audiences and purposes.</p> <p>[Key concepts: phonological rules, fluency, accuracy; Key processes: applying, analysing, synthesising]</p> <p>LIT, CCT</p>	<ul style="list-style-type: none"> • using Korean pronunciation and spelling rules for listening to and reading authentic texts and producing own written and oral texts • knowing when to pause in complex sentences with embedded clauses • understanding that there are variations in Korean pronunciation across people from different regions of Korea but that spelling follows standardised rules • writing in <i>Hangeul</i> independently, observing writing conventions and rules

Understand how grammatical elements, such as particles and suffixes, impact on higher levels of grammar, such as tense, mood, honorification, speech level and formality, and on meaning-making from the phrasal level to that of the entire text.

[Key concepts: complex structures, modality, irregularity, topicality; Key processes: applying rules, analysing, manipulating]

LIT, CCT

- understanding and using the dictionary form of action and descriptive verbs -다, for example, to identify the meaningful part or to look up unknown verbs in a dictionary (가다, 오다, 하다, 먹다, 들다, 듣다, 읽다, 덮다, 예쁘다, ...)
- using a range of case markers and particles, including honorific forms as applicable, for appropriate grammatical functions, for example, -께, -한테/에게, -한테서/에게서, -께서, -(으)로, -보다, -만, -마다
- understanding that -은/는 is a topic marker, using it to highlight, emphasise or contrast, for example, 한국에는 태풍이 오고 호주에는 사이클론이 와요. 태풍은 ..., 사이클론은 ...
- learning how to connect a noun-modifying clause to the noun modified, by using suffixes -(으)ㄴ, -는, or -(으)ㄹ appropriately, for example, 거기에서 노래하는 사람이 누구예요?; 제가 어제 본 영화는 정말 슬펐어요; 언제 갈 계획이에요?; 날씨가 좋은 날에 바비큐를 해요; 재미있을 것 같아요
- using complex verb structures for negation, for example, -지 않다, -지 못하다
- using negative questions and answering appropriately, for example, 그 영화를 안 봤어요/보지 않았어요? 아니요, 봤어요 / 네, 안 봤어요/보지 않았어요; 김치를 못 먹어요/먹지 못해요? 아니요, 먹어요/ 네, 못 먹어요/먹지 못해요; 숙제가 없어요? 아니요, 있어요 / 네, 없어요
- understanding the concept of speech levels in Korean and using sentence-final verb endings in three speech levels: -ㅂ/습니다, -ㅂ/읍시다 (formal polite), -어/아요 (informal polite), and -어/아 (intimate)
- analysing the structure of complex verb phrases and expanding their use, understanding how meanings are added to the main verb, such as, desire, likelihood, shift of actions, designation, habits, pretence (as if...) and verge (almost...), for example, 알고 싶어요, 비가 올 것 같아요, 갔다 왔어요, 보러 가요, 조깅을 하곤 했어요, 바쁜 척 했어요, 가지 못할 뻔했어요
- reporting speech or thought using -다고/-(이)라고, for example, 맞다고 생각해요, 4 번이라고 생각해요; 한국에서 가장 큰 축제라고 해요
- connecting ideas in different relationships using a range of conjunctive suffixes, noting the different tense expressions in the two connected clauses, for example:
 - -다가: 학교에 가다가 친구를 만났어요: 학교에 갔다가 친구를 만났어요
 - -(으)니까: 비가 올 것 같으니까 우산을 가지고 가세요
 - -(으)ㄴ/는데: 생각을 많이 해 봤는데 아직 잘 모르겠어
 - -느라고: 축구를 하느라고 숙제를 못 했어요
 - -더니: 한국에 갔더니 아름다운 산이 아주 많았어요
 - -(으)면서: 소리가 음악을 들으면서 책을 읽고 있어요

Years 9 and 10 content descriptions	Elaborations
	<ul style="list-style-type: none"> • -다면: 한국에 간다면 제주도에 가 보고 싶어요 • using the structures: a verb stem + -기 때문에 and a noun + 에 대해서 appropriately, for example, 비가 자주 오지 않기 때문에 물을 아껴야 해요; 쓰레기 분리수거에 대해서 이야기해 봅시다 • understanding the function and meaning of a range of defective nouns (불완전 명사, for example, 동안, 때, 땀, 것/거, 척, ...) used in complex structures, and using them appropriately: ... 노래하는 동안(에) ...; ... 한국에 갈 때(에) ...; 비행기를 못 탈 뻔했어요; 학교에 갔을 거예요; 바쁜 척 했어요 • using a range of sentence enders and understanding their differences in meaning and appropriateness to the context, for example, -잖아요, -(으)래요, -(으)르까요, -(으)버시다, -(으)니/는데요, -지요

DRAFT

Understand and use vocabulary that conveys abstract ideas and establishes register and style for specific audiences.

[Key concepts: vocabulary choice, register, style; Key processes: predicting, applying, inferring]

LIT, CCT, ICU

- using a range of common nouns and verbs to describe activities and phenomena taking place in home, school and wider context, such as transport, networking, festivals, weather, seasons, nature, transactions, for example, 여행, 기차, 비행기,..., 축제, 축제, 음악, 산, 강, 호수..., 여름, 겨울, ..., 영화, 입장권, 표, ..., 차례, 소리, 바쁘다, 아끼다, 출다, 덩다, ..., 많다, 적다, ..., 연락하다, 편리하다, 친절하다, 다치다, 시작하다, 출발하다, 도착하다, 참가하다, 기다리다
- using abstract nouns and verbs associated with abstract or complex concepts, processes, attitudes, for example, 방법, 문제, 계획(하다), 신선하다, 생각하다, 심각하다, 생기다, 되다, 그렇다, 믿다, 확신하다
- using a range of descriptive verbs to express qualities of people, animals or nature, such as character, appearance or scenery, including some complex personal attributes, for example, 착하다, 부지런하다, 게으르다, 참을성이 있다, 정직하다, 깨끗하다
- using specialised vocabulary drawn from other learning areas or broader topics of interest such as social or environmental issues, including some highly abstract words, special terminology, some loanwords from English and some figurative use of common words (for example, '지구가 죽는다'): 지구, 북극/남극, 빙하, 환경, 자연, 태풍, 사이클론, 캠페인, 에너지, 청소년, 실업, 녹다, 보호(하다), 절약(하다), 낭비(하다), 파괴되다, '쓰레기 분리수거', '환경보호', '지구 온난화', '다문화 사회'
- learning some well-known Korean geographical names (for example, 부산, 제주도)
- identifying Korean names of some folk genres such as 민요, 설화 or 탈춤, and some titles of Korean folk songs or folk tales such as 아리랑, 강강술래, 심청전 or 흥부전
- learning some procedural vocabulary relating to some aspects of everyday life such as operating appliances or cooking instant food, for example, 국수, 국물, 정도 (for example, 4분 정도) 냄비, 끓이다, 넣다, 붓다, 젓다
- using reflective/sympathetic words or phrases to signal empathy, down-toning or indirect disagreement, or just as a pause filler, for example, 그렇지요?; 좋았겠어요; 아마; 글썄요; 그런가요?; 아닌 것 같은데요
- expanding and using honorific vocabulary, for example, 주무시다, 여쭙 보다
- expanding the range and use of adverbs, for example, 훨씬, 함께, 겨우, 아마, 한번, 모두, 분명히, 하마터면
- expanding the use of temporal vocabulary, including 작년, 올해, 내년, ... 전/후
- learning vocabulary for metalanguage, for example, 단어, 명사, 동사, 줄임말, 높임말/존대말, 문장
- inferring meanings of unknown words or expressions from information available from the text or context

Years 9 and 10 content descriptions	Elaborations
<p>Analyse and compose different types of texts in spoken and written modes for different purposes such as information exchange, social and cultural interaction or sharing imaginative experiences, using appropriate linguistic, textual and cultural elements</p> <p>[Key concepts: style, register, perspectives; Key processes: analysing, correlating, composing]</p> <p>LIT, CCT, ICU, ICT</p>	<ul style="list-style-type: none"> identifying register used in Korean texts, for example in recipes, such as formal sentence enders for statements (-버/습니다) and commands (-십시오), vocabulary used (국수, 국물, 냄비, 끓이십시오) to determine audience, purpose and context examining cohesive devices used in Korean texts such as consistency in speech levels and honorific elements, conjunctors (-지만, -(으)니까, -어/아서, ...), conjunctive adverbs (그러니까, 하지만, 그러므로, ..) and ellipsis, and their appropriateness for Korean discourse creating own texts in Korean including those in digital or online forms for particular audiences and purposes in particular contexts, for example, to introduce Korean food culture to parents invited to the Korean evening, using a range of appropriate discourse devices for coherence and cohesion including appropriate vocabulary comparing and contrasting the structures of a variety of authentic texts in Korean and English, exploring how the audience, purpose and context are considered differently in each language
<p>Language variation and change</p> <p>Examine variations and expectations reflected in Korean language that relate to roles, relationships and contexts of interactions, considering how and why these differ from interactions in English or in other languages represented in the classroom.</p> <p>[Key concepts: cultural expectations, intercultural literacy; Key processes: examining, reflecting, explaining]</p> <p>LIT, CCT, PSC, ICU</p>	<ul style="list-style-type: none"> using language, body language and gestures in culturally appropriate ways, identifying and reflecting on expected roles in contexts specific to Korean or Australian culture discussing possible consequences resulting from language use related to different cultures, reflecting on how Korean ways of thinking and world views are reflected in Korean language by analysing texts such as old sayings, axioms, idioms and lyrics of songs, for example, 호랑이도 제 말하면 온다, 김칫국부터 마신다, 빈 수레가 요란하다, 아리랑 reflecting on English old sayings, axioms, idioms and lyrics of songs that could be possible equivalents to Korean examples, and discussing how ways of thinking and world views are reflected in different ways around the same ideas/phenomena in different cultures and languages

Years 9 and 10 content descriptions	Elaborations
<p>Reflect on the dynamic and ecological nature of language that interacts with constantly changing environments such as contact with different languages and cultures and changing socio-cultural circumstances in local and global contexts, identifying and illustrating examples from Korean language forms and uses.</p> <p>[Key concepts: exchange, change, variation, integration; Key processes: comparing, analysing, reflecting]</p> <p>LIT, CCT, ICU, ICT</p>	<ul style="list-style-type: none"> exploring how Korean language has changed over time, for example by viewing Korean dramas in historical settings and those in contemporary settings and comparing the language used between people in comparable relationships such as between family members examining possible influences on language change in Korean, such as exposure to other languages, contexts of use and the development of digital technology comparing spoken and written texts (for example, spoken and print advertisements, face-to-face conversations and emails) to understand how mode relates to linguistic structures and features, and how this affects meaning understanding that languages incorporate other languages into their systems and examining how this takes place in Korean, for example as <i>조강해요, 온라인으로...</i>
<p>Explore how language shapes thoughts and world views and mobilises action.</p> <p>[Key concepts: world views, thoughts, conceptualisation, perspectives; Key processes: analysing, reflecting, explaining]</p> <p>LIT, CCT, ICU</p>	<ul style="list-style-type: none"> collecting examples that show the reciprocal relationship between language and culture, drawing on areas of interest including other key learning areas comparing and discussing the examples collected and relating them to Korean language and culture, for example, how the creation of <i>Hangeul</i> in the fifteenth century has continued to impact on Korean language and culture up until the present time reflecting on how world views of a culture are reflected in and shaped by the way people use everyday language, for example, different ways to answer negative questions between Korean and English (<i>숙제를 안 했어요? 아니요, 했어요 / 네, 안 했어요</i>), or different perspectives involved in the use of <i>가다/오다</i> and <i>go/come</i> (<i>파티에 갈 거예요. 나하고 같이 가겠어요?; 빨리 올래요? 지금 가요!</i>) understanding how language influences people's actions and beliefs, for example by analysing language used in community appeals in response to natural disasters

Years 9 and 10 content descriptions	Elaborations
<p>Role of language and culture</p> <p>Understand that language and culture are interrelated and reflect on how they shape and are shaped by each other.</p> <p>[Key concepts: intercultural understanding, reciprocity, intercultural literacy; Key processes: critiquing, evaluating, reflecting]</p> <p>LIT, PSC, CCT, ICU, EU</p>	<ul style="list-style-type: none"> recognising that language and culture are intertwined in texts and together convey cultural perspectives, concepts and values analysing how the Korean language may reflect cultural perspectives and values such as collectivism, harmony, humility and the importance of ties between family members, for example, a range of kinship terms extending to remote relations, using kinship terms rather than first names to address members of the family and norms such as showing deference and saving face, for example, 네, 괜찮아요 investigating the origins of particular expressions or words, developing awareness of the origins of meanings and how these may or may not change over time reflecting on own experiences of moving between cultures in the school, local and virtual communities and on their different roles played in different intercultural exchanges as a learner and user of Korean recognising the historical, political and cultural functions and values of language, researching how the Korean language played a role in maintaining the Korean people's culture and everyday life under the cultural and linguistic oppression during the early 19th century colonial period and how Korean culture and language lived it out, flourish and are recognised in the contemporary world

Years 9 and 10 Achievement Standard

By the end of Year 10, students use written and spoken Korean to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use Korean to access and exchange information on a broad range of social, cultural and environmental issues of interest to young people, such as youth culture, global warming or technology. They initiate, sustain and extend spoken and written exchanges in interactions and transactions by asking and responding to open-ended questions, eliciting opinions (어떻게 생각해요?; 어디에서 ...-(으)면 좋을까요?), requesting elaboration (왜 ...을/를 좋아해요?; 어떻게 그렇게 되었어요?) and providing their own opinions (저는 민수가 맞다고 생각해요; 저는 4번이라고 생각했어요) and information when requested. They use nonverbal communication strategies such as facial expressions, gestures, pausing or pitching, and give verbal feedback expressing empathy, down-toning, acknowledging or expressing indirect disagreement using reflective language (such as 그렇지요?; 좋았겠어요; 아파; 글썄요; 아, 그렇군요; 아닌 것 같은데요; 정말 그럴까요?...). They make suggestions in relation to topics of conversation (여러분도 한번 한국에 가 보세요) and consider options, using a range of suffixes and complex/idiomatic structures indicating the future in verb phrases (such as -겠-, -(으)르래요, -(으)르 계획이에요, -(으)르 거예요, -(으)면 좋을까요?). They make decisions comparing options using ...보다 더... and providing reasons for decisions (기차가 버스보다 더 편리하니까 기차로 가요). Students locate and evaluate information from a range of sources, and analyse, interpret and integrate information from diverse perspectives. They create informative and imaginative texts, using a range of case markers, including honorific forms, particles and verb phrases in complex structures (such as -지 않다/못하다, -(으)르 뻔하다, -(으)르/는/(으)르것 같다, -러 가다) and describing two related ideas or events in different relationships connecting two clauses in a sentence (비가 올 것 같으니까 우산을 가져 가세요; 저기에서 노래하는 사람이 누구예요?). They use a range of abstract words, selecting vocabulary suitable for the target audience, purpose and context. They maintain the cohesiveness of the text by keeping consistency in terms of politeness levels and honorific elements, and by using cohesive devices such as conjunctors (such as -(으)니까, -다가, -(으)르/는데, -(으)면서), conjunctive adverbs (such as 하지만, 그러므로, 그러니까) and ellipsis. Students translate and create bilingual

texts across Korean and English, providing and comparing alternative versions, discussing how to interpret and convey embedded meanings in culture-specific terms or expressions that are language-specific. They discuss and compare their intercultural experiences, referencing their current and past senses of identity, views and attitudes in relation to their ways of using language.

Students understand that spoken and written Korean vary and are modified according to contexts, audiences and purposes. They exemplify such adjustments (for example, changes to pitch or speed of speech, use of contractions or 반말, choice of vocabulary, and level of politeness and formality), explaining possible reasons for particular adjustments. They describe how languages change and borrow from, build upon and blend with each other, giving examples in relation to Korean and languages such as English, Chinese and Japanese that share social, cultural and historical relationships. They understand the power of language to influence ways of thinking, views of the world and human relationships. Students use metalanguage to explain aspects of the Korean language such as tense, suffix, honorification, adverb, modification, speech level (반말, 높임말), politeness. They assess their own language use and cultural practices from multicultural perspectives and discuss the meaning and impact of multiculturalism from various perspectives.

Australian Curriculum: Languages – Korean – Foundation to Year 10 Sequence

Scope and Sequence

Communicating							
Using language for communicative purposes in interpreting, creating and exchanging meaning							
Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Socialising	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action	Socialising and interacting	Interact and socialise with peers and teacher, to greet, introduce themselves and provide basic personal information	Socialise and build relationships with peers and teacher through the exchange of personal information in relation to self, friends and family members	Describe people, places, objects and everyday routines relating to school and home environments; express feelings and share interests and preferences	Initiate and sustain interactions with peers and adults by seeking and offering ideas, expressing thoughts and feelings and making connections across different areas of interest	Initiate, sustain and extend interactions with each other and with other familiar and less familiar people, for example, by seeking and giving advice, discussing aspirations, relationships and social and cultural issues, exchanging and reflecting on different ideas
		Taking action and transacting	Engage in guided group activities and simple exchanges, such as playing games, group singing or dancing, contributing ideas through key words, images, mimes	Participate in collaborative tasks and shared experiences such as creating and playing out simple language games or dialogues that involve simple negotiation, or preparing and presenting a group display	Collaborate in group tasks and shared experiences that involve making collective arrangements, such as making decisions or suggestions in group games, or creating and performing a role play that involves simple transactional exchanges	Taking action in collaborative tasks, activities and experiences which involve negotiation, making arrangements, problem-solving and shared transactions	Arrange and manage shared activities such as problem-solving and different types of transactions, adopting different roles to present diverse views and perspectives

Communicating

Using language for communicative purposes in interpreting, creating and exchanging meaning

Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
		Building classroom language	Interact in familiar classroom routines and follow simple classroom instructions	Participate in everyday classroom activities, such as responding to teacher's instructions, attracting attention and asking for repetition	Interact in classroom activities such as creating and following shared class rules and procedures, expressing opinions and asking for permission or clarification	Participate in classroom interactions and exchanges, such as giving and following instructions, clarifying meanings, explaining and describing actions and reflecting on responses	Use interactional language to elicit, offer, negotiate, report, and reflect and elaborate on opinions and ideas
Informing	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge	Obtaining and using information	Locate specific words and expressions in simple texts such as signs, titles and captions, using early literacy skills, and use information to complete guided oral and written tasks	Identify topics and key points of factual information in short spoken, written, digital and multimodal texts related to familiar contexts, routines and interests	Listen to, view and read texts for specific information drawn from a range of sources relating to social and cultural worlds in different times, places and communities, and to different learning areas	Identify, classify and compare information and ideas obtained from spoken, written, print or digital texts relating to topics such as local or global communities	Analyse, interpret and integrate information gathered from diverse sources relating to adolescents or young adults, making connections with own and each other's experience and with other learning areas
		Conveying and presenting information	Share simple information about themselves, known people, everyday objects and places of interest	Present information gathered from different types of texts relating to people, objects, places and events	Convey ideas and information in different modes to suit particular audiences and contexts on subjects of interest to young people	Present oral and written reports, summaries and comparisons of information obtained from a range of Korean texts in different modes	Construct and present texts in varied styles and formats to convey ideas or information in spoken, written and digital modes to particular audiences in ways that take into account own

Communicating

Using language for communicative purposes in interpreting, creating and exchanging meaning

Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
							perspectives and intended purpose
Creating	Engaging with imaginative experience by participating in responding to and creating a range of texts, such as stories, songs, drama and music	Participating in and responding to imaginative experience	Participate in chants, choral and shared reading of short imaginative texts such as cartoons, stories or rhymes, and responding through play-acting, illustrating, miming or making short statements	Participate in and reflect on imaginative experiences such as interactive stories or video clips, identifying characters, main ideas and events, and sharing feelings and ideas by acting out responses or expressing preference or opinions	Share responses to a range of imaginative texts in different forms by expressing opinions and feelings about key ideas, characters and actions, making connections with own experience and feelings	Compare ways in which people, places and experiences are represented in different imaginative and expressive texts, drawing on own interpretations, those of peers and personal experiences	Review and respond to different types of creative texts in different modes including digital texts, identifying aspects of the language and culture that help to create emotional and imaginative effects
		Creating and expressing imaginative experience	Create captions to images for individual presentation and participate in shared performances and imaginative activities using familiar words, phrases and language patterns	Create and perform simple imaginative and expressive spoken and written texts, such as dialogues or collaborative stories, using formulaic expressions and modelled language	Compose and perform creative texts such as skits, songs, raps or video clips, based on a stimulus concept or theme, sharing them face-to-face and online	Create and present imaginative texts to entertain others, involving imagined characters and contexts	Create and present imaginative texts face-to-face and online to express ideas through characters, events or settings, making connections between past, present and future, and between reality and imagination; compare each other's imaginative texts presented in different modes taking different perspectives

Communicating

Using language for communicative purposes in interpreting, creating and exchanging meaning

Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Translating	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others	Translating and interpreting	Translate familiar words and phrases, using visual cues and word lists, explaining the meaning of particular words, gestures and expressions	Translate simple Korean words and expressions for peers, teachers and family, noticing how they have similar or different meanings when translated to English or other languages	Translate simple texts such as captions, story titles or simple instructions for peers, family and community, identifying words and expressions that may not readily correspond across languages, and expanding descriptions or giving examples where necessary to clarify meaning	Compare own translation of texts with others', discussing differences and possible reasons and alternatives, and reflecting on how to make connections between meanings in different languages	Translate texts for different audiences and contexts, and reflect on how cultural values, attitudes, assumptions and world views are differently encoded in languages
		Creating bilingual texts	Create labels, captions or short statements in Korean and English for the immediate learning environment and for familiar objects or images	Create simple bilingual resources for their learning and for the school community	Create bilingual texts and resources such as signs, notices, captions, displays, websites or word banks, for own learning and share them in the school community and with learners of Korean in the virtual community	Create texts in Korean and English on same themes or events in different modes, such as photo stories, short video clips or cartoons, and provide subtitles, captions or commentaries in either language to assist meaning	Create bilingual texts that reflect aspects of Australian culture (for example, Christmas celebrations) for Korean-speaking audiences in the school and wider community including virtual communities, reflecting on how meaning can be conveyed effectively

Communicating

Using language for communicative purposes in interpreting, creating and exchanging meaning

Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Reflecting	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity	Reflecting on the experience of intercultural communication	Notice aspects of Korean language and culture that are 'new', sharing how interacting in Korean feels different to interacting in own languages	Share own experiences of communicating and using language(s), noticing how these are influenced by their own cultures	Examine their perceptions of and reactions on Korean culture embedded in the language, and reflect on the relationship between language and culture	Reflect on the experience of using Korean to communicate in different social situations and on their individual responses to differences in language use, discussing challenges and rewards involved in intercultural interactions	Examine and modify own cultural assumptions and practices, taking responsibility for language use and choices, and recognising the significance of shared responsibility and mutual effort in intercultural communication
		Reflecting on self as language user and how identity is shaped by interaction	Recognise themselves as members of different groups, including the Korean class, the school, their family and community, considering their roles within these different groups	Associate themselves with wider networks, such as clubs, countries or language-speaking communities, and reflect on how being a Korean language user broadens these networks	Explore connections between aspects of identity such as nationality, ethnicity and language use, considering how these are related to culture and own identity, and to learning Korean language and culture	Create spoken, written or multimodal texts that reflect significant experiences related to the experience of learning Korean language and culture	Investigate different aspects of their personal sense of identity, considering how learning and experiencing Korean language and culture have (or have not) changed own sense of identity, views or attitudes

Understanding

Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Systems of language	Understanding the language system, including sound, writing, grammar and text	Sound and writing systems	Recognise the sounds of the Korean language and the forms of Hangeul syllable blocks, and understand that the syllable block is the basic unit of writing in Korean, associating individual syllable blocks with their pronunciations	Recognise characteristics of Korean pronunciation and intonation patterns, the alphabetical nature of <i>Hangeul</i> , and the structural features of individual syllable blocks including 받침	Understand the relationships between letters and sounds, and between intonation and punctuation/printing conventions in Korean, applying this understanding to own speech, reading and writing	Use appropriate pronunciation rules and writing conventions to produce and read short texts in Korean that include some less familiar language	Apply features and rules of Korean pronunciation and Hangeul to understanding and producing a range of texts for different audiences and purposes
		Grammatical system	Recognise some basic features of the Korean grammatical system, such as the verb-final rule, the sentence-final -요, and notice chunks in which a noun or pronoun is combined with a case marker as part of a sentence	Understand and use key grammatical forms and structures such as basic pronouns and case markers and the verb ending -어/아요 in own simple language production, and recognise the honorific function embedded in the pronoun 저 and -(으)세요	Understand and use aspects of the Korean grammatical system such as verb conjugations, suffixes, some particles, basic conjunctions and the honorific system, building a metalanguage to talk about basic grammatical features in Korean	Understand and use grammatical forms and structures, such as suffixes for tense, honorifics and polite style marking, auxiliary verbs and particles, using appropriate metalanguage to identify or explain forms, structures and parts of speech	Understand how grammatical elements, such as particles and suffixes, impact on higher levels of grammar, such as tense, mood, honorification, speech level and formality, and on meaning-making from the phrasal level to that of the entire text

Understanding

Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
		Vocabulary knowledge	Notice and use simple vocabulary to identify familiar objects or and to describe simple actions, states or qualities in familiar contexts	Use vocabulary to describe familiar people, objects and places, and basic routines, including Sino- and pure Korean number words with basic counters, words for colours, names of sports	Use honorific and qualifying words in appropriate contexts and relationships, vocabulary to express time and a range of counters for different items such as currency, time, paper, coffee/tea, books, trees and flowers	Understand and use some words and expressions that reflect Korean culture, noticing those that require additional explanation to convey their original meaning in translation	Understand and use vocabulary that conveys abstract ideas and establishes register and style for specific audiences
		Text structure and organisation	Notice and identify different types of simple texts used for different purposes in familiar contexts	Recognise differences in language features and text structures in different types of texts, including those in digital form, used in familiar contexts	Identify and use distinctive features of different types of spoken and written texts in Korean, such as greetings and ways of signing off in a letter [Key concepts: genre, structure, audience; Key processes: comparing, connecting, applying]	Examine grammatical structures and features and vocabulary in a range of personal, informative and imaginative texts in spoken and written modes, noticing how these contribute to textual cohesion, and compose short texts for different purposes considering cultural aspects involved	Analyse and compose different types of texts in spoken and written modes for different purposes such as information exchange, social and cultural interaction or sharing imaginative experiences, using appropriate linguistic, textual and cultural elements

Understanding

Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Language variation and change	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place	Language variation in practice	Recognise that there are different words and expressions used by Korean speakers to address and greet people in different contexts and situations	Build understanding of the variability of language use in Korean, for example in relation to the age and relationship of participants	Recognise that variables such as age and personal and social relationships impact on language use in Korean, comparing to similar variations in language use in English and other languages represented in the classroom	Explore how language use varies according to context, purpose audience and mode of delivery, and how language choices, such as shifting from a formal style to informal style, may signal (intended) changes in social settings, reflecting on how relationships are developed through language	Examine variations and expectations reflected in Korean language that relate to roles, relationships and contexts of interactions, considering how and why these differ from interactions in English or in other languages represented in the classroom
		Language change	Recognise that languages change continuously and borrow words from each other	Understand that languages change over time and influence each other through contact and cultural exchanges	Recognise the dynamic nature of languages and cultures, and the changing and influential relationships that exist between languages	Explore and reflect on the impact of social, cultural and intercultural changes such as globalisation and new technologies on Korean as a language of local, international and virtual communication and on their own individual use of language	Reflect on the dynamic and ecological nature of language that interacts with constantly changing environments such as contact with different languages and cultures and changing socio-cultural circumstances in local and global contexts, identifying and illustrating examples from Korean language forms and uses

Understanding

Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.

Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
		The nature, function and power of language	Recognise that Korean is one of many languages spoken in multicultural Australia and in the world	Reflect on and share how they feel differently when using Korean and when using own language(s), recognising cultural elements that may cause different feelings	Investigate how language can be used to influence people, ideas and the understanding of cultures	Explore the power and influence of language in local and global contexts	Explore how language shapes thoughts and world views and mobilises action
Role of language and culture	Analysing and understanding the role of language and culture in the exchange of meaning	Analysing language and culture in intercultural exchange	Understand that ways people use language reflect their culture, such as where and how they live and what is important to them, finding examples of similarities and differences between Korean and Australian ways of communicating	Compare and reflect on different ways of using language in everyday situations in Korean, Australian and other cultures, sharing ideas about possible reasons for the differences and variations	Explore how beliefs and value systems are reflected in everyday language use by comparing ways of communicating across cultures	Analyse how beliefs and value systems are reflected in language use and communicative behaviours, and reflect on how what is considered normal in communication varies across cultures	Understand that language and culture are interrelated and reflect on how they shape and are shaped by each other

AUSTRALIAN CURRICULUM: LANGUAGES - KOREAN YEARS 7 TO 10 (Year 7 Entry) SEQUENCE

Korean Years 7 to 10 (Year 7 Entry) Sequence Curriculum

Years 7 and 8

Band description

The nature of the learners

Students are beginning their study of Korean and typically have had little prior exposure to the language and associated cultures. Many will have learnt an additional language in primary school, some have proficiency in different home languages and bring existing language learning strategies and intercultural awareness to the new experience of learning Korean. Students' textual knowledge developed through English literacy learning supports the development of literacy in Korean. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive. Students may need encouragement to take risks in learning a new language at this stage of social development and to consider issues of how the experience impacts on the sense of 'norms' associated with their first language and culture.

Korean language learning and use

Learners use Korean in a range of classroom interactions and learning activities, communicating with the teacher and each other. They listen to, read, create and present texts on topics of interests including those drawn from other learning areas in different formats and modes, practising language forms and using modelled language with support from the teacher. Drawing on their literacy in their first language, learners understand that the Korean language is a linguistic and cultural system different from their own. They learn *Hangeul*, experimenting with syllable blocks and their pronunciations, and connecting sounds and letters in the Korean language. Literacy development in Korean at this stage enables learners to access and use texts in different modes and to explore and experiment with Korean with increasing independence. They use familiar vocabulary and basic forms and structures including some honorific elements, recognising how communicating in Korean is different from communicating in their own languages. They recognise that language use varies according to audiences, purposes and contexts, developing cultural knowledge and intercultural awareness. Through interactional routines where cultural appropriateness is embedded (for example, the teacher's consistent use of the informal polite sentence ender -어/아요 for instruction), students learn how to establish cultural appropriateness through language. They reflect on their experience as Korean language learners and users and explore how language and culture influence each other. They develop metalanguage for discussing aspects of Korean language and culture and for comparing them with those of English.

Contexts of interaction

The Korean classroom is the primary context for language and culture experience, with some access, both face-to-face and digital, to a broader Korean-speaking network in the school and in the community such as peers, teacher assistants or community members. ICT resources such as emails, online chats or wikis provide access to additional authentic experiences of Korean language and culture, connecting learners' social worlds with those of Korean-speaking peers and the wider Korean community in Australia and worldwide. They may also access Korean-language events or resources in the community, such as interschool activities, film festivals or cultural performances.

Texts and resources

Learners are engaged with a range of texts designed for language learning such as textbooks, audio-recordings, teacher-generated materials and online resources including computer-based language learning materials, and authentic texts such as advertisements, greeting cards, songs, stories and notices, including those in digital form. Some authentic texts will be used for discussing and analysing cultural aspects and language use, for example, conversations, comic strips, excerpts from films (with subtitles) and television programs.

Features of Korean language use

Learners become familiar with the sounds of Korean and approximate pronunciation of Korean syllables in words and short phrase, noting meaningful sounds in Korean and their differences from English sounds. They are introduced to *Hangeul*, recognising its alphabetical nature and different shapes of vowel and consonant letters. They construct syllable blocks and combine them to write words, associating them with their corresponding spoken forms and noting the position of 받침 in syllable blocks. They become familiar with verb-final word order and use the -어/아요 ending at the end of sentence-final verbs recognising that it signals the end of a sentence with politeness embedded. They understand and apply basic elements of Korean grammar including major case markers and particles, informal polite verb endings, word order, pronouns, question words and descriptive and action verbs. They use a range of familiar vocabulary including numbers in two number systems with appropriate counters and infer meanings of some unfamiliar vocabulary from context. They recognise and use honorific elements in Korean grammar and vocabulary. They create their own texts consisting of short sentences in simple structures with some complex verb phrases introduced as set phrases. They understand meanings of culture-specific words or expressions and appropriately use basic expressions closely related to everyday life.

Level of support

Learning Korean as a new language at this level is supported by the provision of rich and varied language input in meaningful context. As the main source of target language input, the teacher of Korean provides a language- and culture-rich environment by giving ample language models and examples. Tasks are designed to be challenging but achievable independently or through pair or group work and to give students structured opportunities for practising and understanding the new language. Learners will require explicit instruction and explanation of grammatical system and features in order to be able to discuss, clarify and analyse the language and to compare it with English. Continuous scaffolding and feedback from focus-on-form approach during interaction support learners to revise and monitor their language. Support material and resources include word lists, visual organisers, images, audio recordings and dictionaries (used with teacher support). Learners require regular opportunities to monitor and evaluate their language and culture learning.

The role of English

Learners are encouraged to use as much Korean as possible for classroom routines and interactions, structured learning tasks and language experimentation and practice. English is the main medium for instruction, discussion, explanation, comparison, analysis and reflection, but Korean may be used wherever it is possible to integrate language components they have acquired, for example, to get students' attention, to signal transition of topics or to check understanding. Learners develop a metalanguage for thinking and talking about language, culture and identity, and about their experience of learning and using Korean.

Korean (7–10 Sequence) Communicating

Years 7 and 8 content descriptions	Elaborations
<p>Socialising</p> <p>Interact with peers and teachers, using appropriate language and gestures to exchange greetings, wishes, and information about self, family and friends, routines, events, leisure activities, interests, likes and dislikes.</p> <p>[Key concepts: self, family, friendship, pastimes; Key processes: interacting, describing, expressing]</p> <p>LIT, PSC, CCT</p>	<ul style="list-style-type: none"> greeting and farewelling others, introducing themselves, expressing states of wellbeing, appreciation and wishes, using informal polite language appropriate for familiar interlocutors, for example, 안녕하세요?; 저는 ...예요/이에요; 만나서 반가워요; 12살이에요; 7학년이에요; 안녕히 가세요/계세요 describing friends, family members or pets, for example, 동생이 귀여워요, 눈이 커요, 앵무새가 예뻐요, 날개가 빨간색이에요 describing routines, likes/dislikes, events and leisure activities, for example, 6시에 일어나요; 주말에 뭐해요? 바비큐를 해요; 무슨 운동/음식을 좋아해요? 크리켓을/불고기를 좋아해요
<p>Participate in collaborative activities such as group presentations and performances that involve planning, making arrangements, negotiating and transacting, using different modes of communication. [Key concepts: activity, politeness, cooperation; Key processes: planning and managing tasks, role-playing]</p> <p>LIT, PSC, CCT, ICT, NUM</p>	<ul style="list-style-type: none"> planning and making decisions on details and information in organising events, such as day, time, place, activity and participants, for example, 같이 가요, 언제/어디에서 만나요? 누가 해요? negotiating arrangement, indicating modality, such as desire, possibility/capability, through the formulaic use of auxiliary verbs such as -고 싶어요 and -(으)ㄴ 수 있어요, for example, 무엇을 하고 싶어요? 영화를 보고 싶어요; 할 수 있어요; 주말에 갈 수 있어요 making arrangements and decisions using text types such as memos, emails, letters or text messages participating in real and simulated familiar transactions, such as ordering/purchasing food using the basic -어/아요 or -(으)세요 form, for example, 아이스크림 하나 주세요, 여기 있어요, 고맙습니다, 감사합니다

Years 7 and 8 content descriptions	Elaborations
<p>Engage in routine classroom interactions and activities, developing language for a range of basic classroom functions and processes. [Key concepts: instructions, roles, routines; Key processes: participating, interacting, responding]</p> <p>LIT, PSC, CCT</p>	<ul style="list-style-type: none"> • asking and responding to questions, for example, 이것/저것이 뭐예요? ...예요/이에요. 알아요, 몰라요, 네, 아니요, 맞아요, 틀려요 • asking how to say something in Korean or English, for example, 영어/한국어로 뭐예요? • expressing opinions using formulaic phrases such as 제 생각에는/으로는 ...이/가 맞아요, for example, 제 생각에는/으로는 민수가 맞아요 • giving and following instructions and commands such as 일어나세요, 앉으세요, 쓰세요, 보세요, 들으세요, 따라하세요, 빨리 하세요 • interacting in classroom routines such as responding to the teacher during roll calls, for example, ... 있어요? 네, (여기) 있어요; 아니요, 없어요; ... 이/가 안 왔어요
<p>Informing</p> <p>Identify and classify factual information obtained from a range of spoken, written, digital and multimodal texts encountered in the media and in public spaces.</p> <p>[Key concepts: information, leisure, special occasions; Key processes: classifying, sequencing, comprehending]</p> <p>LIT, CCT, ICT, NUM, ICU, PSC</p>	<ul style="list-style-type: none"> • identifying context, purpose and audience of texts such as advertisements, signs, notices and brochures, recognising features of language use in different types of text • locating, classifying and summarising data such as results of class surveys or factual information from notices, timetables and announcements, presenting findings to others, for example, in a digital visual presentation, poster or wall chart • reading and viewing a range of texts (for example, promotional brochures and signs, websites and cards) to obtain and compile information about Korean places, lifestyles and practices • gathering information, collaboratively or independently, about people, times and activities, and using the information in new ways, for example, creating a timeline, diary or timetable to show a sequence of activities

Years 7 and 8 content descriptions	Elaborations
<p>Present ideas and information obtained from different sources by listing, tabulating, sequencing or charting information.</p> <p>[Key concepts: community, lifestyle, event; Key processes: describing, composing, informing, using multimedia presentation technology]</p> <p>LIT; ICT; CCT; PSC; ICU</p>	<ul style="list-style-type: none"> reporting, orally and in writing, on events in their immediate environments or personal worlds, such as a school/community event, celebration, excursion, or the arrival of a new student, for example, 토니가 아주 재미있어요, 토니는 김치를 안/못 먹어요 presenting in the form of graphs or tables information collected from surveys, for example, results from a class survey about likes and dislikes, leisure activities or diets creating texts to present information or ideas to a particular audience, for example, to advertise an event, create a virtual tour of the school or report on a favourite band or type of music describing and classifying aspects of Australian culture for a Korean audience, for example, food/diet, daily life, significant places or cultural practices.
<p>Creating</p> <p>Participate in imaginative experiences by listening to, viewing and reading texts, including online or digital texts, such as songs, stories and cartoons, sharing feelings, responses and ideas about aspects such as characters, settings and plots/events.</p> <p>[Key concepts: plot, character, message; Key processes: identifying, relating, describing]</p> <p>LIT, PSC, CCT, ICT</p>	<ul style="list-style-type: none"> listening to and reading texts including those in online or digital form such as dialogues, cartoons, comics and stories, taking note of key words or expressions and of language features such as characters' use of the informal polite verb ending -어/아요 identifying and describing characters, settings, events and key ideas in texts, asking each other questions such as, 여기는 학교예요, 누구예요? 어디예요? 무엇을 하고 있어요? 왜요? expressing opinions about characters or settings in imaginative texts, using '... 같아요', for example, 뭐예요? / 뭐 같아요? 호랑이 같아요 inventing a new aspect of a text, such as a new character, plot, object, perspective or an alternative ending

Years 7 and 8 content descriptions	Elaborations
<p>Create and perform songs, skits, chants and video clips that express imagined experiences or events.</p> <p>[Key concepts: imagination, mode, genre; Key processes: creating, experimenting, presenting]</p> <p>LIT, PSC, CCT, ICT</p>	<ul style="list-style-type: none"> • composing and participating in dialogues and imagined interactions, explaining the relationships between characters and contexts in a short drama or skit, rap or poem for example, 여우야, 여우야, 뭐 하니? / 여우님, 여우님, 뭐 해요? • creating stories in different modes such as a video clips or digital photo stories based on imaginary characters, places and events • creating texts to entertain others, for example, a comic strip or Big Book for younger students, a role-play or imagined exchange to present to parents, or a poem for an online newsletter or magazine • designing texts for real or imagined special occasions and imaginative games, such as greeting cards (for example, using 환영합니다; 축하합니다, 초대합니다), or board/electronic games (for example, using ideas from 윷놀이)
<p>Translating</p> <p>Translate simple idiomatic phrases and short texts such as labels, signs or short dialogues from Korean to English and vice versa, explaining perceived differences in meaning between the two versions.</p> <p>[Key concepts: equivalence; Key processes: translating, comparing, explaining]</p> <p>LIT, PSC, CCT, ICU, ICT</p>	<ul style="list-style-type: none"> • translating and interpreting personal texts collaboratively and with teacher support, noticing similarities and differences in language use and considering why these might exist, for example, 민수가 키가 커요, 착해요, 입어요/써요 • translating public signs or notices from Korean to English and English to Korean, comparing meanings and considering how effective the translations are and why • learning to use bilingual dictionaries and electronic translation tools, identifying issues such as multiple meanings of words, the need to consider context and to understand that meaning goes beyond the literal, for example, 우리 집, 써요 (to wear/write/use/be bitter)

Years 7 and 8 content descriptions	Elaborations
<p>Create bilingual texts that refer to experiences, objects or events commonly encountered in both Australian and Korean contexts, considering how easily words or expressions translate and why some are more difficult than others.</p> <p>[Key concepts: audience, comprehensibility; Key processes: interpreting, comparing, explaining]</p> <p>LIT, CCT, ICU, ICT</p>	<ul style="list-style-type: none"> • creating bilingual resources such as picture dictionaries or photo stories, including those in digital form, with bilingual captions and labels, for example, comparing photos of Korean and Australian classrooms for exchange students to each country and highlighting differences in the arrangement of furniture and wall displays • designing bilingual signage, for example, names of school facilities for school maps (화장실, 매점, 교실, 음악실, 수영장, ...), explaining how well the translated labels represent the attributes of their designated items • creating and using bilingual texts, including those in digital form, for specific audiences (for example, a Big Book or game for young learners of Korean, invitations to a class event or posters for a performance), noticing how meanings need to be tailored to take account of intended audience and cultural perspectives
<p>Reflecting</p> <p>Engage with Korean speakers and resources in the school and wider community through various media, including online technologies, noticing how interaction involves culture as well as language.</p> <p>[Key concepts: intercultural exchange, language, culture; Key processes: identifying, relating, describing]</p> <p>LIT, CCT, PSC, ICU, NUM, ICT</p>	<ul style="list-style-type: none"> • observing interactions between Korean speakers in different contexts in their immediate environments or from resources such as video clips or films, noticing cultural aspects and recording their similarities and differences in interactions in similar contexts in their own culture(s) • describing in spoken or written mode, using digital technologies, a significant person relating to Korea or Korean language whom they have encountered, discussing their personal qualities, why that person is important to them, and how they are similar to or different from that person, for example, 저도 ... -고 싶어요. 요리를 잘해요. 가수가 되고 싶어요. 나에게 중요해요 • creating timelines of their lives, including visual representations, to show significant past encounters with Korean language and culture (and other languages and cultures that have shaped their thinking) • describing and sharing encounters with Korean culture (for example, 설날, 한복, 세배, 첫돌, 연날리기), comparing them to traditional games, festivals or celebrations in their own culture, and reflecting on how these connections are important to their identity • participating in guided discussion of the nature and role of 'culture' and its relationship with language, with reference to Korean, English and other known languages

Years 7 and 8 content descriptions	Elaborations
<p>Reflect on own identity, including identity as a user and learner of Korean, comparing observations made about experiences over time.</p> <p>[Key concepts: self, profile, identity; Key processes: noticing, comparing, discussing]</p> <p>LIT, CCT, PSC, ICU, EU, ICT</p>	<ul style="list-style-type: none"> • talking about own identities in terms of cultural background and personal and social experience, using declarative and descriptive statements, for example, 저는 중국계 호주 사람이에요; (저는) 한국어하고 스페인어를 해요; (저는) ... 회원이에요. • preparing a class profile, in digital or online form, to exchange with Korean-speaking students, showing cultural backgrounds, languages used in the home, interests and values, and using resources such as photos, captions, quotes and symbols • discussing how cultural aspects embedded in or accompanying Korean language use might be perceived differently in different cultures, for example, politeness, terms of address, and gestures such as bowing when greeting older people, using fingers when counting, or pointing with the index finger • sharing feelings and ideas on the reciprocal benefits of learning and knowing each other's language and culture for example, mutual understanding and friendship between themselves and peers from a Korean background

Korean (7–10 Sequence) Understanding

Years 7 and 8 content descriptions	Elaborations
<p>Systems of language</p> <p>Recognise features of the Korean sound and writing systems including <i>Hangeul</i>, making connections between spoken and written Korean texts.</p> <p>[Key concepts: sound discrimination, alphabetic system, syllable, syllable block, 받침; Key processes: identifying, distinguishing, relating]</p> <p>LIT, CCT</p>	<ul style="list-style-type: none"> • listening to and reproducing the sounds of Korean, noticing sound-symbol correspondence, for example, in consonants (발 versus 팔, 갈, versus 칼), in diphthongs transcribed as combinations of vowel letters (반가워요, 와요, 왜, 의사, 가위) and in tense consonants transcribed by double consonant letters (살 versus 쌀, 자요 versus 짜요, 고리, versus 꼬리, 방 versus 빵) • recognising the differences in intonation between statements, questions, requests and commands, for example, 가요; 가요?; 가요! • constructing syllable blocks in different shapes, where a consonant and a vertical vowel are positioned side by side (for example, 가), a horizontal vowel is positioned underneath a consonant (for example, 누), or a consonant or a consonant cluster is added as a syllable-final consonant (받침) under the first two types of syllable blocks, for example, 각, 눈, 닭 • combining syllable blocks to write a word, and applying spacing rules (띄어쓰기) and basic phonological rules (for example, 친구가 교실에서 책을 읽어요) when reading and writing

Years 7 and 8 content descriptions	Elaborations
<p>Understand and use aspects of the Korean grammatical system to form simple sentence structures, and identify features that are either specific to Korean or similar to English.</p> <p>[Key concepts: grammatical rules, grammatical terminology, forms, functions, syntactic relationship, honorifics; Key processes: understanding, applying, comparing, explaining]</p> <p>LIT, CCT</p>	<ul style="list-style-type: none"> referring to self and things using first person pronouns (저, 제, 나, 내, 우리) or demonstrative pronouns (이것, 저것, 그것) using basic particles to mark case and other basic functions of nouns in a sentence, for example, -이/가, -을/를, -은/는, -에, -에서, -하고 using basic verbs including copula (-이에요/예요) to describe state/quality or action in present or past tenses with the informal polite ending -어/아요 (for example, 좋아요, 예뻐요, 재미있어요/재미있었어요, 먹어요/먹었어요, 가요/갔어요), including some set phrases with auxiliary verbs such as -고 싶어요, -(으)ㄴ 수 있어요 and -고 있어요, for example, 수영할 수 있어요 understanding that descriptive verbs in Korean grammar have functions similar to adjectives in English (describing qualities or states and modifying nouns) but that they also behave like verbs in a sentence (conjugating and being used as the main verb) using question words to make questions, for example, 누구, 무엇, 언제, 어디, 어떻게, 왜, 몇, 무슨, 어느 using some honorific words and suffixes (for example, 드세요, 선생님, 일어나세요) and humble forms (저/제) as part of formulaic expressions using simple sentence structures in the subject-object-verb order to make statements or ask questions producing a sentence without a subject/object, which can be retrieved or inferred from context, for example, 지금 뭐 해요? 공부해요 using simple negation, placing 안 or 못 before a verb (for example, 안 가요, 못 해요) and replacing copula (-예요/이에요) with its negative form (-이/가 아니예요) comparing word order in Korean and English, such as the verb-final rule and how to count objects, for example, 사과 한 개 versus 'one apple'

Recognise and use vocabulary relating to familiar environments and activities such as home, school, daily routines, leisure activities and cultural celebrations.

[Key concepts: meaning, function, number systems, descriptive/ action verbs; Key processes: identifying, naming, describing, qualifying]

LIT, CCT, NUM, ICU

- discriminating between content words (words that have more to do with meaning, such as 나무 or 예뻐요) and function words (words that have less to do with meaning and more to do with functions/systems, such as -이/가)
- identifying family members using basic kinship terms (어머니, 아버지, 동생, 언니, 오빠, 형) and others in school environments (선생님, 학생, 친구)
- learning vocabulary to describe people, animals or objects, for example, names of body parts (눈, 코, 입, 머리, 날개...) and colours (빨간색, 노란색, 갈색...)
- identifying familiar things, pets/animals, activities, and places, using basic common nouns (운동, 수영, 축구, 요리, 음식, 사과, 오렌지, 집, 동물원, 공원, 영화, 코알라, 캥거루, 고양이, 강아지, 토끼, 호랑이, 여우...) including some words for Korean food (밥, 불고기, 김치, ...) and loan words from English (바비큐, 아이스크림, 크리켓, 텔레비전, 쇼핑, 컴퓨터, 조깅, ...)
- identifying objects and facilities in school environment (책, 책상, 화장실, 매점, 교실, 음악실, 수영장,...), known languages (한국어, 영어, 아보리진어, 스페인어, 중국어, ..) and countries they are spoken in (한국, 호주, 스페인, 중국..)
- using common descriptive/action verbs to describe qualities/states (좋아요, 예뻐요, 재미있어요, 재미없어요, 키가 커요/작아요, 착해요, 귀여워요, 맛있어요, 맛없어요, 맛아요, 틀려요) and actions (가요, 먹어요, , 좋아해요, 공부해요, 일어나요, 알아요. 몰라요, 주세요, 앉으세요, 보세요, 들으세요, 쓰세요, 따라하세요, 미세요, 당기세요), including some abstract words such as 중요해요
- qualifying actions or states/qualities using basic adverbs (아주, 잘, 같이, 빨리, 천천히)
- marking time using time vocabulary 어제, 오늘, 내일, 주말, -요일 (월요일, ...)
- referring to what is being talked about using 이/ 그/ 저 (이 사과가 맛있어요), 이것/저것/그것 (이것이 영어로 뭐예요?) or 여기/저기/거기 when referring to a place (여기가 우리 집이에요)

Years 7 and 8 content descriptions	Elaborations
	<ul style="list-style-type: none"> • using numbers in Korean are expressed in two different systems for different things (하나, 둘, 셋, ... versus 일, 이, 삼, ...) • using basic counters and Arabic numerals with appropriate pronunciations, for example, 사과 한 개, 학생 세 명, 11 살, 7 학년 • using basic honorific/humble words appropriately, for example, 저, 선생님, 생신 • using idiomatic expressions for greeting, farewelling, for some learning activities and everyday interactions, for example, 안녕하세요? 만나서 반가워요, 안녕히 가세요/계세요, 감사합니다, 감사합니다, 환영합니다, 생일 축하합니다, ...같아요, ...계 ...사람 (중국계 호주 사람), ... 회원이에요. • recognising some words related to celebrations, festivals or traditions in Korea, for example, 설날, 세배, 첫돌, 연날리기, 한복 • recognising some specialised vocabulary, for example, 안전띠, 구명 조끼, 비상구, ...
<p>Recognise textual structures and features characteristic of familiar personal, informational and imaginative texts, noticing how they contribute to the making of particular meaning.</p> <p>[Key concepts: genre, audience, structure; Key processes: identifying, sequencing, comparing]</p> <p>LIT, CCT, ICT</p>	<ul style="list-style-type: none"> • identifying the purpose, intended audience and key language features of short texts such as road signs or instructions, for example, 천천히; 미세요/당기세요 • identifying text-type conventions from familiar types of text such as letters, emails, or greeting/invitation cards, and comparing them with English, for example, salutations, the order of elements in an address, and format of the date, for example, ...에게, ...로부터, 4월 3일 금요일. • understanding how to create textual cohesion, using elements such as conjunctions to sequence and link ideas and maintain the flow of expression, for example, 그리고, 그러나, and making politeness levels consistent in a text through the use of the -어/아요 ending across sentences. • listening, viewing and reading for gist, context and purpose, drawing on knowledge of types of text, context and language features to predict and confirm meaning, for example, the use of imperative verb forms -(으)세요 and specialised vocabulary in an in-flight safety demonstration (안전띠, 구명 조끼, 비상구, 산소마스크, ...)

Years 7 and 8 content descriptions	Elaborations
<p>Language variation and change</p> <p>Recognise that Korean language use varies according to contexts, situations and relationships.</p> <p>[Key concepts: context, variation; Key processes: recognising, collecting, analysing] LIT, CCT, PSC, ICT, ICU</p>	<ul style="list-style-type: none"> identifying and discussing patterns in language use associated with gender, age, social status or purpose observing differences in communication that are informal and formal (for example, 안녕하세요? versus 안녕하십니까?)collecting and analysing samples of language from texts such as video clips or print/electronic forms of communication to explore differences in communicative style and expression between social groups in Korean and Australian cultures
<p>Understand the dynamic nature of Korean and other languages.</p> <p>[Key concepts: language contact, word- borrowing, globalisation; Key processes: observing, identifying, classifying] LIT, CCT, ICU</p>	<ul style="list-style-type: none"> viewing images of the original version of 훈민정음 and recognising that some letters in the original are not used in modern Korean script, for example •, ㅍ, ㅑ identifying loan words in Korean borrowed from other languages, for example, 텔레비전, 쇼핑, 컴퓨터 identifying hybrid -하다 verbs where a loan word (noun) and -하다 are conjoined to behave as a verb, for example, 쇼핑해요, 조깅해요 identifying words which have similar meanings and pronunciation across different languages, reflecting on the possible origins of such words and their associated cultures
<p>Explore how language use and communicative practices can influence people’s lives, thoughts and perceptions.</p> <p>[Key concepts: perceptions, influence; Key processes: mapping, distinguishing, comparing] LIT, CCT, ICU, PSC, ICT</p>	<ul style="list-style-type: none"> identifying examples of language use that show membership of a particular social group, for example, slang, accents, jargon observing how differently abbreviated forms in multimedia and social media are accepted in Korean and English, for example, ‘ASAP’, ‘RSVP’, 쌤, 여친, 남친 examining the presence of Korean language and culture in the Australian linguistic landscape (for example, signage, food, art and music, local newspapers, television or radio), and reflecting on how this is perceived by other cultural groups in Australia

Years 7 and 8 content descriptions	Elaborations
<p>Role of language and culture</p> <p>Identify beliefs, attitudes and value systems reflected in their own everyday language use in English, other languages and Korean, comparing ways of communicating across cultures.</p> <p>[Key concepts: culture, language, interdependence; Key processes: identifying, analysing, making connections]</p> <p>LIT, PSC, CCT, ICU, EU</p>	<ul style="list-style-type: none"> identifying non-verbal expressions taken for granted in communication in different cultures, for example, the use/non-use of eye contact, bowing, nodding, pointing reflecting on individual words which may be interpreted differently by people who do not know Korean culture, for example, 우리 집, 우리 선생님 discussing, questioning and explaining understanding of other cultures including Korean to others non-judgmentally, for example, without stereotyping understanding the significance of social conventions and cultural concepts, for example, 잘 먹겠습니다, 잘 먹었습니다 exploring how politeness is expressed differently in Korean and English

Years 7 and 8 Achievement Standard

By the end of Year 8, students use Korean to interact with each other and teachers in classroom routines and activities, exchanging greetings, wishes, experiences, interests and information. They approximate different sounds and intonation patterns of Korean during spoken interaction, and construct and combine *Hangeul* syllable blocks appropriately to write words and sentences. They greet each other using formulaic language (안녕하세요? 만나서 반가워요; 안녕히 가세요/계세요) and exchange basic personal information. They ask and respond to simple questions using an -이에요/예요 or -어/아요 verb ending appropriately (13살이에요; 이것/저것이 뭐예요?; 뭐(무엇을) 해요?; 수영해요). They maintain interaction by using mostly formulaic expressions or set phrases to give simple feedback (알아요/ 몰라요, 네/아니요, 맞아요/틀려요) and to offer their own opinions (제 생각에는/으로는 ...이/가 맞아요). Students give and follow simple instructions such as 일어나세요, 앉으세요, ... , make simple arrangements (같이 가요, 언제 만나요?) and engage in transactions such as making and responding to polite requests (아이스크림 주세요). They negotiate wishes and express possibility or capability using set phrases (...-고 싶어요, ...-(으)러 수 있어요). Students use familiar vocabulary to describe familiar objects, people, pets, routines and contexts (such as 책, 사과, 빨간색, 아버지, 어머니, 고양이, 월요일, 화요일, ..., 주말, 학교, 집) and appropriate grammatical elements such as basic case markers and particles (-은/는, -이/가, -을/를, -에, -에서, -하고, and the instrumental -(으)로) in simple sentences. They describe present and past events (영화가 재미있어요; 영화가 재미있었어요) and express aspects of action or appearance in set phrases (...-고 있어요, ... 같아요). They ask questions using a range of question words, and make negations by using 안/못 for common verbs and by replacing copula ...이에요/예요 with a set phrase ...이/가 아니예요. They describe quality or state (좋아요, 예뻐요, 재미있어요/재미없어요, 커요/작아요, 맛있어요/맛없어요) and action (가요, 먹어요, 좋아해요, 공부해요), and use a suffix -였/았- for past events (갔어요). Students refer to themselves using different forms of first person pronouns (저, 제, 나, 내, 우리) appropriately and refer to objects using pronouns 이것, 저것 or 그것 according to the context. They use some honorific words and suffixes as part of formulaic expressions (드세요, 선생님). They express numbers using pure Korean and Sino-Korean number systems, basic counters and Arabic numerals with appropriate pronunciations, in appropriate word order (사과 한 개, 학생 세 명, 12살, 8 학년). They create texts using modelled sentence structures, formulaic expressions and set phrases. They build text cohesion by using basic qualifying adverbs (아주, 잘, 빨리, 같이), time adverbs (어제, 오늘) and basic conjunctive adverbs (그리고, 그러나) and by maintaining consistency in the use of polite verb endings and honorific elements. Students translate texts, predicting meanings by relying on knowledge of their first language, of textual features and of key words, including loan words from English. They

Draft Australian Curriculum: Languages – Korean

create simple bilingual texts (such as labels or captions on photo stories), identifying culture-embedded language such as *우리* used in the context where it means ‘my’ in English (*우리 집, 우리 선생님*). They compare their experiences of learning and using Korean, discussing how the experience of learning Korean has broadened their intercultural perspectives and understanding of other cultures.

Students understand that Korean is used not only in Korea and in the Korean community in Australia but also in the global context. They understand that languages and cultures change through contact and give examples of Korean words known and used in other languages, loan words in contemporary Korean borrowed from English, and words with similar meanings or pronunciation across languages such as Korean, Chinese, Japanese and some European languages. They understand that Korean has its own alphabetic system for script (*Hangeul*) and that it was created to correspond to the Korean sound system. They understand that Korean has its own rules for pronunciation, for writing *Hangeul*, for grammar and for text organisation, and use metalanguage to explain basic features of Korean and English. They recognise that politeness is expressed explicitly and systematically through grammar and vocabulary in Korean and that the age and social relationships of participants in interactions are important in determining the level of politeness. They understand that both the spoken and written forms of a language change over time, differentiating between older and modern versions of *Hangeul* script. They understand that language and culture are closely related to each other and that Korean language reflects ways of thinking and behaving associated with Korean people and their life styles. They adjust their language use to suit situations and contexts and use non-verbal elements such as hand gestures or use of eye-contact in culturally appropriate ways when using Korean

Years 9 and 10

Band description

The nature of the learners

Students have prior experience of learning Korean and bring a range of capabilities, strategies and knowledge that can be applied to new learning. They are expanding the range and nature of their learning experiences and of the contexts within which they communicate with others. They have a growing awareness of the wider world, including the diversity of languages, cultures and forms of intercultural communication. They are considering future pathways and prospects, including how Korean may feature in these.

Korean language learning and use

Learners use Korean with increasing confidence to communicate and interact, within familiar and some unfamiliar contexts. They access and exchange information, express feelings and opinions, participate in imaginative and creative experiences and basic transactions relating to everyday life, and compose, interpret and analyse texts in different formats and modes, drawing on their prior knowledge, personal experience and other curriculum areas. They write texts in *Hangeul* for different audiences and purposes, using modelled and rehearsed language, gradually gaining independence. They perform tasks that involve both spoken and written Korean independently and in collaboration with peers, and access and interact with the virtual community of Korean speakers and learners worldwide. They are increasingly aware of the nature of language learning as a cultural, social and linguistic process, understand that language varies and changes, and engage in and reflect on intercultural experiences. They develop a metalanguage for comparing and contrasting aspects of language and culture. They reflect on their own linguistic and cultural practices from intercultural perspectives.

Contexts of interaction

The language classroom is the main context of interaction for learning and using Korean, involving interactions with teacher, peers, a wide range of texts and resources. They may interact with some additional people such as teacher assistants, exchange students, visitors to school or members of the wider community or peers in Korea encountered via communication technologies including some computer-mediated communication tools. They may also have opportunities to encounter Korean in wider contexts such as media, cultural or film festivals, community events or in-country travel.

Texts and resources

Learners engage with a range of language-learning texts and support materials, such as textbooks, videos, media texts and online resources including those developed for computer-supported collaborative learning. They have increasing exposure to authentic texts produced for Korean-speaking communities such as films, stories, songs, poems, newspaper articles, video clips, blogs and social media texts.

Features of Korean language use

Learners have an increasing control over Korean pronunciation, writing in *Hangeul* and using vocabulary, forms and structures, and textual features. They approximate the pronunciation at syllable boundaries applying relevant Korean pronunciation rules, and write polysyllabic words that include 받침 using correct spelling. Their vocabulary expands to some abstract and expressive words and those drawn from other learning areas. They use various grammatical forms and structures, including a range of particles and basic conjunctive suffixes, with suitable vocabulary, to suit their communicative needs, such as expressing and exchanging opinions, making transactions, or collaborating with others in different tasks. They recognise a range of more complex grammatical forms and structures used in texts and understand more complex relationships between ideas and events, using some of them as set phrases. They develop understanding of how language structures and features build up textual

features in Korean texts. They become increasingly familiar with the use of honorific elements in Korean and other cultural practices accompanying language use, developing awareness of the interconnectedness of language and culture. They understand language varies according to the context, audience and purposes, recognising the importance of age and social relationship in language choice in Korean. They reflect on how language changes with social cultural changes, and on their own language use. They have increasing awareness of their identity as user of two or more languages and reflect on how own sense of identity has developed and changed through intercultural experiences encountered while learning Korean language and culture.

Level of support

Learners require opportunities for more autonomy and responsibility in their own learning such as monitoring their own language performance, learning needs and progress. Continued support from the teacher is required for their learning of Korean with these challenges. The teacher provides explicit instruction and explanations on complex grammar structures and culture-specific or abstract vocabulary. Scaffolding, implicit and sometimes explicit modelling and feedback are provided during interactions in task-based activities designed from form-focussed approach. Learners continue to access on-line and print resources and dictionaries, and use online journaling, video documenting, and discussion forums for self-monitoring and reflecting.

The role of English

Learners use Korean for daily interaction, discussion and exchanges with the teacher and peers. English is used as the medium of some instruction, discussion, comparison, analysis and reflection on complex and abstract ideas. While Korean is encouraged to be increasingly used wherever possible in these domains, English is used as the medium where in-depth and detailed delivery appropriate to learners' age and the level of cognitive demand are beyond their linguistic scope in Korean.

Korean (7–10 Sequence) Communicating

Years 9 and 10 content descriptions	Elaborations
<p>Socialising</p> <p>Initiate and sustain interactions to develop relationships with peers and adults, to exchange ideas, opinions and feelings and to reflect on own and others' responses.</p> <p>[Key concepts: youth, relationship; Key processes: communicating, explaining, using communication strategies]</p> <p>LIT, PSC, CCT</p>	<ul style="list-style-type: none"> initiating a conversation by using expressions appropriate to the context and the audience such as 지금 뭐해요? 어디 가요? 어제 ... 봤어요? and developing the conversation on topics of mutual interest, for example, 주말에 시간 있어요? 네, 시간 있어요. 그런데 토요일 오후와 일요일에 괜찮아요. 토요일 아침에 뭐 해요? 아홉시부터 열 두시까지 운동해요 exchanging and describing opinions and ideas, expressing hopes and feelings, and giving reasons for plans, for example, 왜 한국어를 배워요? 소라가 좋아서 한국어를 배웠어요. 어느 선생님한테서 배웠어요? 방학 때 뭐 할 거예요? 한국에 갈 거예요. 시험이 끝나서 기분이 좋아요 using communication strategies such as asking for clarification/repetition and indicating concession, for example, 무슨 뜻이에요? 다시 말해 주세요. 괜찮아요
<p>Contribute to collaborative planning, decision-making, problem-solving and transactions, providing ideas or suggestions and considering options.</p> <p>[Key concepts: contribution, prioritisation, alternatives; Key processes: discussing, negotiating, comparing]</p> <p>LIT, PSC, CCT, NUM, ICU</p>	<ul style="list-style-type: none"> participating in planning and decision-making with others, such as arranging a class excursion or a birthday party, for example, 소라의 생일 파티에서 무엇을 할까요? 춤도 추고 노래도 불러요. 한국 노래를 할 줄 알아요? 네, 아리랑을 할 줄 알아요. 그러면 한 번 해 보세요 making transactions in either authentic or simulated situations such as shopping in a Korean shop, purchasing goods such as fashion items, food or a mobile phone and checking the receipt to confirm the price and information relating to the purchase, for example, 이 모자가 얼마예요? 모자가 예쁘지만 너무 작아요. 더 큰 모자를 보여 주세요. 써 보세요, 영수증 좀 보여 주세요. planning collaboratively for an event by participating in scenarios related to travelling or living in Korea, for example, living with a host family, seeking medical treatment, or using transport, for example, 지하철을 타면 빨리 갈 수 있어요; 맛이 어때요? 김치가 매워요. 하지만 맛있어요; 머리와 목이 아파요. applying for services or opportunities such as student exchange programs, scholarships or fundraising, explaining reasons for the application, for example, 일 년 후에 한국으로 여행 갈 거예요. 그래서 한국어를 열심히 공부해요....

Years 9 and 10 content descriptions	Elaborations
<p>Use classroom language to participate in shared activities and everyday routines, such as asking for clarification and responding to others' requests and questions.</p> <p>[Key concepts: mutual respect, task, participation; Key processes: discussing, clarifying]</p> <p>LIT, PSC, CCT</p>	<ul style="list-style-type: none"> participating in reflective activities and evaluations of classroom experiences using language such as, 어떻게 생각해요? 제 생각에는..., 아마..., 글썄요, -(으)ㄴ/는 것 같아요 checking understanding and indicating understanding or not understanding (알겠어요? 네, 알겠어요/아니요, 모르겠어요) giving and following instructions such as 책을 책상 위에 놓으세요; 쓰지 마세요 and requesting clarification, for example, 다시 설명해 주세요; 무슨 뜻이에요? asking for and making suggestions relating to shared activities, for example, 무엇을 먼저 이야기할까요? ... 한테 물어 보세요
<p>Informing</p> <p>Extract information from a range of short spoken, written, digital or multimodal texts in Korean, analysing and organising the information for particular audiences.</p> <p>[Key concepts: perspective, representation, concepts from other learning areas; Key processes: extracting, analysing, summarising, using computer-mediated communication tools]</p> <p>LIT, CCT, ICT, NUM, ICU, NUM</p>	<ul style="list-style-type: none"> recording and synthesising information from media texts, including television programs, reports, interviews, video clips, documentaries and social networks organising and categorising information, selecting modes of presentation such as tables, concept maps, web postings and charts to inform particular audiences summarising information from various texts that reflect different aspects of Korean culture, art, history and geography relating to social or environmental issues, for example, 태풍은 한국에 보통 여름에 와요. 그렇지만 가을에도 가끔 와요. reporting information in print and digital forms, for example, Korean cultural elements represented in sites such as web pages deducing from context, and explaining to others the meaning and cultural references of unfamiliar words or expressions such as words used in idioms or old sayings encountered in different types of text, such as 그림의 떡

Years 9 and 10 content descriptions	Elaborations
<p>Convey ideas or viewpoints from different perspectives to various audiences in familiar contexts using different modes of presentation.</p> <p>[Key concepts: content, audience, mode; Key processes: selecting, constructing, presenting]</p> <p>LIT, PSC, CCT, ICT, ICU, NUM</p>	<ul style="list-style-type: none"> describing aspects of Australian culture for a particular audience, for example, the physical environment, specific celebrations or features of cuisine, including explanations of expressions such as ‘the bush’ or ‘fair go’ creating texts such as brochures, cartoons, notices, blogs or video clips to introduce Korean culture or life style to Australian friends, parents, peers on social networking websites or the general public, for example, 한국은 7월과 8월에 아주 더워요. 그래서 여름에... presenting information on different elements or perspectives on ideas such as seasons, festival food, costumes, entertainment (games, sports, dances, music...), specific cultural practices associated with festival days, for example, on 설날, 추석, in various modes (for example, concept maps, flow charts and tabulations, graphics or captioned photographs) explaining to others a procedure or practice, for example, a recipe, the rules of a sport or a board game, instructions on caring for a pet/animal, or fashion tips, for example by giving priority to classified information using 첫 번째, ..., 두 번째, ... conveying information about different viewpoints on topics of interest such as sustainability, health or environmental issues, for example, 호주의 강과 호수는 깨끗해요
<p>Creating</p> <p>Respond to imaginative texts provided in audio-visual, print or digital modes, such as stories, films or illustrations, explaining messages and key ideas, stating views on themes, events and values, and making connections with own experiences.</p> <p>[Key concepts: themes, relationship, imagination; Key processes: comparing, interpreting, explaining]</p> <p>LIT, PSC, CCT, EU, ICU, ICT</p>	<ul style="list-style-type: none"> listening to, reading and viewing imaginative texts in various modes, such as stories (print, digital or multimodal), films, paintings, songs or video clips, and responding by expressing views, 제 생각에는 ..., -(으)ㄴ/는 것 같아요 identifying key ideas, messages, main events and characters and creating a new scene, story development or video clip using parody exchanging views on imaginative texts such as songs, stories, television programs and films, making connections with own experiences reading stories such as Korean folktales, discussing associated ideas and values (for example, attitudes towards greed, jealousy or loyalty), considering how these relate to contemporary society and own cultural experience, for example, 소가 된 게으름뱅이

<p>Create imaginative texts that draw on past experiences or future possibilities for the purpose of self-expression and performance for others.</p> <p>[Key concepts: culture, narrative, creativity, imagination; Key processes: creating, performing, entertaining]</p> <p>LIT, PSC, CCT, ICT</p>	<ul style="list-style-type: none"> • composing own texts such as films, posters, comics or short stories about imaginary people, places or experiences, for example, setting a story in the past or future, creating a new species, a new planet, space travel, or virtual reality • illustrating and captioning imaginative stories in various formats such as cartoons, graphic stories or photo stories, using descriptive and expressive language, for example, 호랑이는 아름다운 날개가 필요했어요. 날개가 생겼어요.'와, 대단해요!' '아니, 이럴 수가! • creating and presenting performances such as role-plays or skits based on imaginative stories and scenarios that involve language related to time (for example, 옛날에, 처음에, 다음에, 마지막에, 끝) and emotional expression (for example, 신났어요, 무서웠어요, 슬펐어요, 기뻐어요) • creating a range of texts to entertain particular audiences, for example, songs and video clips, skits, graphic stories for peers, children's books and cartoons suitable for younger learners of Korean
<p>Translating</p> <p>Translate and interpret informational and imaginative texts for peers and the community, taking account of different audiences and contexts, identifying and explaining culture-specific aspects.</p> <p>[Key concepts: equivalence, representation, perspectives; Key processes: translating, interpreting, comparing, evaluating]</p> <p>LIT, PSC, CCT, ICU, ICT</p>	<ul style="list-style-type: none"> • translating short texts such as announcements, notices, songs, advertisements, or extracts from stories and films, considering audiences and contexts and reflecting on how cultural elements are encoded in common words or expressions, for example, the use of family terms, titles and terms of address, and the way of answering negative questions (안 했어요? 네, 안 했어요 / 아니요, 했어요) and of using 가다/오다 from a perspective different from that involved in 'go/come' (언제 우리 집에 와요? 지금 가요!). • comparing translations of familiar texts such as instructions or children's stories to determine the ages of intended audiences and any differences in contexts (such as relationships and the degree of formality), noticing how these are taken into account differently in the translated and original versions • using print dictionaries and electronic translators to support the translation process, including doing 'back translations', considering why a word or expression does or does not translate readily and reflecting on possible ways to translate words and expressions without losing their original meaning for example, 세배, 새해 복 많이 받으세요, 쌀밥/보리밥 • analysing a familiar text in its translated form (for example, a nursery rhyme, children's story, advertisement or web page translated into Korean), noticing what has or has not been effectively translated, considering the challenges of the translation and how the text could be improved

<p>Create bilingual texts in audio-visual, print or digital modes for the wider community, such as notices, instructions, promotional material, performances or announcements, considering cultural aspects of each language.</p> <p>[Key concepts: interpretation, bilingualism; Key processes: interpreting, composing, explaining]</p> <p>LIT, CCT, ICU, ICT</p>	<ul style="list-style-type: none"> • providing bilingual captions for images of Korean or Australian scenes to explain cultural references, for example, bush, beach or city images • producing bilingual texts in different formats including digital texts such as captioned photos, notices, signs and instructions, for particular audiences in familiar contexts, for example, for intending international students to Korean or Australian schools, highlighting key terms and expressions associated with the context, such as 과목 (수학, 과학, 사회, 역사...), 수업 시간, 과외 활동 • conveying information and providing instructions to others in a range of bilingual texts including those in digital or online form, for example, a car park ticket, a health brochure/announcement, or instructions for a computer game • creating bilingual texts to inform others in the local community, for example, a poster to announce a lunchtime concert or fundraising food stall, a display for a local venue such as a library, youth club or flea market, for example, 힙합 동아리에 오세요! 청바지를 팝니다. 이메일로 연락하세요.
<p>Reflecting</p> <p>Interact face-to-face or online with Korean speakers and resources in the school and wider community, recognising that intercultural communication involves shared responsibility for meaning-making.</p> <p>[Key concepts: norms, commitment, reciprocity; Key processes: questioning assumptions, adjusting, reflecting]</p> <p>LIT, CCT, PSC, ICU, ICT</p>	<ul style="list-style-type: none"> • interacting with Koreans, noticing social norms and practices such as the use of personal space, gender roles, respect for older people, boyfriend or girlfriend relationships, same-sex hand-holding, and acceptable topics of conversation (for example, 몇 살이에요?), and considering own reactions • describing their experience of authentic or virtual interaction involving Korean language and culture, for example, face-to-face interaction with community members through excursions or at Korean festivals, web-chatting, ePal or social networking • monitoring, recording and reflecting on intercultural experiences, examining aspects that were unexpected, comfortable or uncomfortable, successful or unsuccessful, and considering possible reasons for such feelings of comfort/discomfort • recognising that social values such as politeness can be expressed differently in different cultures, and understanding features of Korean etiquette such as avoiding direct refusal, aiming to please by answering a question even if they don't know the answer, expressing gratitude through actions and not necessarily language (for example, limited use of 고맙습니다, 감사합니다) and waiting to be invited to eat or drink

<p>Reflect on own sense of identity in broad terms, as well as in terms of learning and using Korean, considering the influence of personal experiences, perspectives and values.</p> <p>[Key concepts: identity, values, judgment; Key processes: observing, reflecting, explaining]</p> <p>LIT, CCT, PSC, ICU, EU, ICT</p>	<ul style="list-style-type: none"> • gathering examples of language/s used by various people in different contexts, including the Korean language spoken by Koreans in different social/age groups and in different places, and discussing how the examples reveal aspects of identity • discussing challenges and rewards they feel during intercultural interactions and how the experience of learning and using Korean challenges preconceptions or stereotypes and helps them to revise own attitudes • recounting both orally and in writing personal stories about significant encounters, explaining why they consider them significant • monitoring own language use and sense of identity across a range of intercultural interactions, such as by using a blog or journal, and considering own views about being a learner and user of Korean • sharing with others the ongoing influence of Korean language learning on the shaping of their identity
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Korean (7–10 Sequence) Understanding

Years 9 and 10 content descriptions	Elaborations
<p><i>Systems of language</i></p> <p>Understand and use key features of Korean sound and writing systems, including pronunciation, intonation and print conventions, applying this understanding to own speech and writing.</p> <p>[Key concepts: pronunciation, spelling, punctuation, correspondence; Key processes: recognising, analysing, relating, experimenting]</p> <p>LIT, CCT</p>	<ul style="list-style-type: none"> • recognising and reproducing sounds of Korean in sentences consisting of multiple clauses, attending to pauses and intonation to identify clause sequences and types of sentences • pronouncing syllable blocks in a word, making appropriate changes to the sounds on syllable boundaries according to pronunciation rules, for example, 한국어 [항구거], 같이 [가치], 감사합니다 [감사합니다], 먹고 [먹꼬], 어떻게 [어떠케] • experimenting with pronunciation rules and intonation collaboratively with peers • using basic punctuation in writing, including a question mark (?) for questions and a full stop (.) for other types of sentences • using spacing and spelling rules in reading and writing, recognising their differences to English, for example, 소라가 방에 있어요 versus 소라 가방에 있어요

Extend grammatical knowledge of Korean language, including the range of forms and functions of particles, suffixes, verb endings and irregular verb forms.

[Key concepts: grammatical structures, modality, irregularity; Key processes: analysing, classifying, applying, explaining]

LIT, CCT

- modifying nouns using the suffix -(으)ㄴ, for example, 예쁜 꽃, 맑은 물
- using particles such as -한테/에게, -한테서/에게서, -(으)로 (instrumental and directional), -보다, -와/과, -만, -도, -부터 and -까지, including honorific case markers -께, -께서
- recognising the meaningful parts of a verb, for example, 먹+ 어요
- expressing ideas or events relating to the future, suggestions, plans and hopes using forms such as -(으)ㄹ 거예요 and -(으)ㄹ까요?
- learning how to ask and answer negative questions, for example, 숙제를 안 했어요? 아니요, 했어요 / 네, 안 했어요)
- connecting clauses using basic conjunctive suffixes -어/아서, -고, -(으)면, -지만
- using basic complex structures such as -어/아 주다, -어/아 보다, -지 말다 with an -어/아요 ending to express provision, trial and prohibition (읽어 주세요, 입어 보세요, 쓰지 마세요)
- expressing time using structures such as: a noun + 때/동안; a noun + 전/후에, for example, 방학 때/일 년 동안; 한 달 전/후에
- using some basic irregular verbs, such as 들어요, 불러요, 더워요, 추워요, 아름다워요
- expressing relative location using a structure: a noun + a location word + 예, for example, 식탁 위에 상자가 있어요
- expanding metalinguistic knowledge by receptive use of:
 - intimate copula verb ending (a noun + (이)야)
 - expressions of intentions and likelihood: -겠어요, -(으)ㄹ 것 같아요
 - conjunctors connecting clauses -(으)니까, -(으)러
 - complex structures such as -어/아야 하다, -어/아도 되다, with the informal polite ending -아/어요 (가야 해요, 먹어도 돼요), recognising that they are in the same structure as -어/아 주다, -어/아 보다 and -지 말다 [verb stem + suffix + auxiliary verb] and that the auxiliary verbs add meanings such as obligation, permission and attempt

Years 9 and 10 content descriptions	Elaborations
	<ul style="list-style-type: none"> • complex structures connecting verbs with various functions (to be introduced as a set phrase, for example, -기 때문에, -기 위해(서)) • levels of politeness in speech, for example, formal polite, informal polite, intimate, for example, 해, 해요, 합니다 • honorific suffix -시-, for example, 하십니다, 가르치십니다

DRAFT

Understand and use a range of vocabulary associated with different aspects of everyday life, such as basic honorific or humble words, and identify culture-embedded words and expressions.

[Key concepts: honorification, idioms, terminology, culture;
Key processes: specifying, predicting, applying]

LIT, CCT, NUM, ICU

- using a range of common nouns and verbs for everyday interactions at home and school on familiar and broader topics (for example, 방학, 시험, 춤, 노래, 여행, 추다, 부르다, 배우다, 하다, 말하다, 끝나다, 만나다, 놓다, 사다, 팔다, 생기다, including words for clothing (for example, 모자, 바지, 쓰다, 입다) and transport (for example, 버스, 기차, 자동차, 지하철, 타다) and loan words from English (for example, 파티, 이메일, 인터넷)
- recognising and using some abstract vocabulary in the school context (for example, 과목, 수업, 과외 활동, and names of school subjects such as 수학, 과학...)
- using descriptive vocabulary to describe emotions (for example, 무섭다, 슬프다, 기쁘다, 신나다), senses (기분, 맛, 맵다, 짜다, 아프다, 덥다, 춥다) and appearance (아름답다, 깨끗하다)
- using abstract vocabulary relating to cognitive activity (for example, 뜻, 생각(하다), 필요하다)
- learning the difference between 나 and 저 referring to self and using them appropriately according to the audience, for example, peers or adults
- indicating comparative quality using 더, for example, 더 커요
- expressing relative frequency of events (for example, 가끔, 보통, 자주, 언제나)
- using common adverbs such as 다시, 먼저, 한번, 열심히
- indicating time/seasons using 오전/오후, 주말, 아침, 점심, 저녁, 봄, 여름, 가을, 겨울
- using Korean cardinal and ordinal numbers appropriately with counters, for example, 첫 번째, 스무 잔, 백 장, 천 송이
- using honorific or humble words such as 분, 주무시다, 계시다, 말씀, 드리다,
- identifying culture-embedded Korean words and expressions in context, for example, , 추석, 새해 복 많이 받으세요, 쌀밥/보리밥, 아리랑
- using vocabulary related to youth culture such as 동아리, 힙합, including some hybrid words (for example, K-팝)

Years 9 and 10 content descriptions	Elaborations
	<ul style="list-style-type: none"> • using reflective vocabulary such as. 아마..., 글썄요 • learning location words, for example, 앞, 뒤, 위, 아래, 옆 • inferring meaning of unfamiliar words or expressions from context, for example, 게으름뱅이 (소가 된 게으름뱅이), 연락하다 (이메일로 연락하세요), 그림의 떡 • using idiomatic expressions as communication strategies or to enhance the interest of audiences, for example, 제 생각에는..., -ㄴ/은/는 것 같아요, 괜찮아요, • using some special vocabulary in Korean to express ideas drawn from other learning areas, for example, 태풍, 강, 호수 • using exclamatory vocabulary and expressions (for example, 와, 대단해요! 아니, 이럴 수가!)
<p>Analyse and compose texts in different types and modes including digital or online texts, considering audiences, purposes and contexts, identifying and using basic cohesive devices and textual conventions, recognising how they help to shape meaning, achieve purposes and influence responses.</p> <p>[Key concepts: coherence, cohesion, textual conventions; Key processes: analysing, explaining, composing]</p> <p>LIT, CCT, ICT</p>	<ul style="list-style-type: none"> • identifying how grammatical choices, words and images combine in a text to achieve particular intentions and effects, (for example, using 나 instead of 저 in an advertisement to make the target audience identify with the social group that would use the goods being advertised) • exploring and identifying basic cohesive devices in texts such as: • consistent use of the informal polite verb ending -어/아요 throughout texts of multiple sentences • agreement of honorific elements such as particles, words and suffixes in a sentence, (for example, 선생님께 꽃을 드려요; 할머니께서 주무세요; 저에게 말씀해 주세요; 그분은 누구세요?) and throughout the text • use of conjunctive adverbs, for example, 그런데, 그래서, 그러면, 그렇지만, 하지만 and conjunctive suffixes to connect clauses such as -고, -어/아서, -(으)면 • creating short texts (print or digital), developing ideas coherently and using basic cohesive devices

Years 9 and 10 content descriptions	Elaborations
<p>Language variation and change</p> <p>Explore how Korean is used in varying ways for different purposes and audiences in different social and cultural contexts and situations by comparing different registers and styles used in texts in different modes.</p> <p>[Key concepts: formality, register, language modes; Key processes: observing, analysing, relating, comparing]</p> <p>LIT, CCT, PSC, ICT, ICU</p>	<ul style="list-style-type: none"> identifying differences in language use in different social and cultural contexts and relating them to differences in the roles and relationships of participants in the interaction, for example, noticing the use of 반말 (안녕히 가세요 versus 잘 가) examining variations in language used in face-to-face and written/online communication, particularly noticing colloquial language and how it differs from standard forms, for example, more frequent use of contractions, acronyms, omission of case markers/particles and informal style identifying levels of formality or register of language used in texts and explaining reasons for this, for example, the use of formal language when talking to people in authority to show respect, the use of informal language in commercials to create a sense of familiarity
<p>Understand the symbolic nature and power of language in local and global contexts. [Key concepts: culture, power, symbolism; Key processes: exploring issues, analysing, discussing]</p> <p>LIT, CCT, ICU</p>	<ul style="list-style-type: none"> understanding the nature of language that reflects and may effect changes in peoples' way of thinking and in aspects of society, finding examples from Korean, English and other known languages (for example, discouraging the use of language that implies social discrimination or replacing it with other alternatives or newly-created vocabulary) identifying the function and power of cultural expressions such as stories, symbols, icons and anthems, for example, 단군신화, 애국가, 아리랑, 태극기, the Dreamtime, Aboriginal and Australian flags exploring and discussing how and why new products and practices from other cultures are adopted typically with terminology in the language(s) associated collecting and discussing examples of language impacting on society and culture, drawing on other key learning areas such as history, social studies and art
<p>Explore and reflect on the nature of language change in response to changing cultural and social conditions.</p> <p>[Key concepts: globalisation, social conditions, intercultural contact, popular culture; Key processes: reflecting, discussing, explaining]</p> <p>LIT, CCT, ICU, ICT</p>	<ul style="list-style-type: none"> understanding how <i>Hangeul</i> was created in response to the need for a writing system that would reflect the sound system of spoken Korean in fifteenth-century Korea; reflecting on how its creation has impacted on the Korean language and culture and people's lives up until the present, discussing the role of script in aspects of culture in everyday life discussing possible reasons for changes in Korean language use, such as exposure to other languages, changing contexts of use and the development of digital technology exploring how globalisation has accelerated the use of English words and expressions in Korean language use, discussing advantages and disadvantages in the blending of languages examining how acronyms or short forms of words are used in Korean and in English, discussing how these forms reflect people's changing lifestyles

Years 9 and 10 content descriptions	Elaborations
<p><i>Role of language and culture</i></p> <p>Analyse and comment on cultural and linguistic practices in different contexts and reflect on own and others' communicative practices.</p> <p>[Key concepts: norm, value system, intercultural understanding; Key processes: analysing, reflecting, critical thinking]</p> <p>LIT, PSC, CCT, ICU, EU</p>	<ul style="list-style-type: none"> examining cultural backgrounds underlying culturally appropriate body language, gestures and verbal expressions in Korean and other languages reflecting on diverse interpretations of everyday language use in Korean, including body language and gestures, and identifying Korean cultural elements, making comparisons with own language, for example, possible interpretations of such expressions as 어디 가요? and 밥 먹었어요? as either greetings or genuine questions depending on the context recognising that cultural values, customs and practices are constantly changing and are evident in language use, for example, the use of kinship terms to refer to people who are not blood relations, such as 오빠/형, 언니/누나, 이모, 삼촌 recognising that language use can reflect and express cultural identity; that multiple languages exist in both Korea and Australia, including indigenous languages; and that many people are multilingual and value this capability as an integral part of their identity

Years 9 and 10 Achievement Standard

By the end of Year 10, students use written and spoken Korean to interact with peers, teachers and other Korean speakers in face-to-face, local and virtual communications. They exchange information and opinions about personal and immediate interests and experiences and about broader topics of interest to young people such as environmental issues, globalisation, or technology. They approximate pronunciation of polysyllabic words, making mostly appropriate changes in sounds on syllable boundaries (한국어 [항구거], 같이 [가치], 감사합니다[감사합니다], 먹고 [먹꼬], 어떻게 [어떠케]). They write *Hangeul* following writing conventions. Students initiate conversations (지금 뭐 해요? 어디 가요?), and sustain interactions by asking and responding to each other and building on each other's responses (for example, 주말에 시간 있어요? 네, 토요일 오후에 시간 있어요. 토요일 아침에 뭐 해요? 아홉 시부터 열 두 시까지 운동해요 ...). They use appropriate facial expressions and gestures. They express understanding (알겠어요; 모르겠어요), request clarification (무슨 뜻이에요? 다시 설명해 주세요), ask for opinions (어떻게 생각해요?) and provide their own opinions using reflective language as set phrases (글쎄요, 아마..., 제 생각에는..., ...-(으)ㄴ/는 것 같아요). They ask for and make suggestions (무엇을 할까요? 해 보세요). Students analyse and extract information from different print, digital and multimodal sources, drawing on the context to assist comprehension and using their knowledge of vocabulary, grammatical forms and structures relating to time, location, cases and honorifics, basic sentence types and text formats (such as letters, self-introductions, instructions). They create and present informational and imaginative texts in different formats and in different modes, expressing experiences and views for different purposes and audiences. They use a range of particles for various functions and qualify a noun by adding a suffix -(으)ㄴ to its preceding descriptive verb (예쁜 꽃). They use some irregular verbs (들어요, 추워요) and verb phrases in complex structures as set phrases to express provision (읽어 주세요), prohibition (쓰지 마세요), trial (입어 보세요) and ideas or events relating to the future (-(으)ㄴ 거예요, -(으)ㄴ 까요?). They express two ideas or events in different relationships using -어/아서, -고, -(으)면 or -지만 as appropriate to connect clauses. Students make comparisons using -보다 더... (오늘이 어제보다 더 추워요) and express time duration using ... 때/동안 (방학 때, 일 년 동안). They express the relative frequency of events using adverbs such as 가끔, 보통, 자주, 언제나 and the relative locations of objects/people using location words (such as 앞, 뒤, 위, 아래, 옆) in a formula: a noun + a location word + 에 (식탁 위에). They refer to self using either 나 or 저 appropriately according to the context. They use some basic conjunctive adverbs such as 그래서, 그런데, 그렇지만 and 하지만 to establish cohesion in texts. Students translate and create simple bilingual texts across Korean and English, comparing different versions, identifying reasons for different interpretations and discussing how to retain and convey original meanings in translated texts. They recount their reactions to intercultural experiences and exemplify how their personal experiences and assumptions influence their language use and perspectives.

Students understand that spoken and written forms of Korean differ and are used in varying ways for different purposes and audiences in different contexts and situations. They compare situations where it is or is not appropriate to use 반말 and other features of language such as SMS language or colloquial forms of expression in Korean, English or other known languages. They understand that languages change over time and through contact with other languages and cultures, and identify possible examples of such change in Korean and other languages. They recognise different functions of grammatical elements in Korean such as case markers, particles, suffixes, verb endings, and explain some features of the Korean language using metalanguage (case, politeness, honorification, 반말, 높임말, pure/Sino-Korean). Students know that cultural values and ideas are embedded in language use, including their own, and discuss how language reflects ways of thinking, views of the world and everyday cultural routines, drawing on examples from Korean, English and other languages.

Australian Curriculum: Languages – Korean – Years 7 – 10 (Year 7 Entry)

Scope & Sequence

Communicating				
Using language for communicative purposes in interpreting, creating and exchanging meaning				
Sub Strand	Description	Thread	Years 7 and 8	Years 9 and 10
Socialising	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action	Socialising and interacting	Interact with peers and teachers, using appropriate language and gestures to exchange greetings, wishes, and information about self, family and friends, routines, events, leisure activities, interests, likes and dislikes	Initiate and sustain interactions to develop relationships with peers and adults, to exchange ideas, opinions and feelings and to reflect on own and others' responses
		Taking action and transacting	Participate in collaborative activities such as group presentations and performances that involve planning, making arrangements, negotiating and transacting, using different modes of communication	Contribute to collaborative planning, decision-making, problem-solving and transactions, providing ideas or suggestions and considering options
		Building classroom language	Engage in routine classroom interactions and activities, developing language for a range of basic classroom functions and processes	Use classroom language to participate in shared activities and everyday routines, such as asking for clarification and responding to others' requests and questions
Informing	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge	Obtaining and using information	Identify and classify factual information obtained from a range of spoken, written, digital and multimodal texts encountered in the media and in public spaces	Extract information from a range of short spoken, written, digital or multimodal texts in Korean, analysing and organising the information for particular audiences
		Conveying and presenting information	Present ideas and information obtained from different sources by listing, tabulating, sequencing or charting information	Convey ideas or viewpoints from different perspectives to various audiences in familiar contexts using different modes of presentation

Communicating

Using language for communicative purposes in interpreting, creating and exchanging meaning

Sub Strand	Description	Thread	Years 7 and 8	Years 9 and 10
Creating	Engaging with imaginative experience by participating in responding to and creating a range of texts, such as stories, songs, drama and music	Participating in and responding to imaginative experience	Participate in imaginative experiences by listening to, viewing and reading texts, including online or digital texts, such as songs, stories and cartoons, sharing feelings, responses and ideas about aspects such as characters, settings and plots/events	Respond to imaginative texts provided in audio-visual, print or digital modes, such as stories, films or illustrations, explaining messages and key ideas, stating views on themes, events and values, and making connections with own experiences
		Creating and expressing imaginative experience	Create and perform songs, skits, chants and video clips that express imagined experiences or events	Create imaginative texts that draw on past experiences or future possibilities for the purpose of self-expression and performance for others
Translating	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others	Translating and interpreting	Translate simple idiomatic phrases and short texts such as labels, signs or short dialogues from Korean to English and vice versa, explaining perceived differences in meaning between the two versions	Translate and interpret informational and imaginative texts for peers and the community, taking account of different audiences and contexts, identifying and explaining culture-specific aspects
		Creating bilingual texts	Create bilingual texts that refer to experiences, objects or events commonly encountered in both Australian and Korean contexts, considering how easily words or expressions translate and why some are more difficult than others	Create bilingual texts in audio-visual, print or digital modes for the wider community, such as notices, instructions, promotional material, performances or announcements, considering cultural aspects of each language
Reflecting	Participating in intercultural exchange, questioning reactions and	Reflecting on the experience of intercultural communication	Engage with Korean speakers and resources in the school and wider community through various media, including online technologies, noticing how interaction involves culture as well as language	Interact face-to-face or online with Korean speakers and resources in the school and wider community, recognising that intercultural communication involves shared responsibility for meaning-making

Communicating

Using language for communicative purposes in interpreting, creating and exchanging meaning

Sub Strand	Description	Thread	Years 7 and 8	Years 9 and 10
	assumptions; and considering how interaction shapes communication and identity	Reflecting on self as language user and how identity is shaped by interaction	Reflect on own identity, including identity as a user and learner of Korean, comparing observations made about experiences over time	Reflect on own sense of identity in broad terms, as well as in terms of learning and using Korean, considering the influence of personal experiences, perspectives and values

Understanding

Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange

Sub Strand	Description	Thread	Years 7 and 8	Years 9 and 10
Systems of language	Understanding the language system, including sound, writing, grammar and text	Sound and writing systems	Recognise features of the Korean sound and writing systems including Hangeul, making connections between spoken and written Korean texts	Understand and use key features of Korean sound and writing systems, including pronunciation, intonation and print conventions, applying this understanding to own speech and writing
		Grammatical system	Understand and use aspects of the Korean grammatical system to form simple sentence structures, and identify features that are either specific to Korean or similar to English	Extend grammatical knowledge of Korean language, including the range of forms and functions of particles, suffixes, verb endings and irregular verb forms
		Vocabulary knowledge	Recognise and use vocabulary relating to familiar environments and activities such as home, school, daily routines, leisure activities and cultural celebrations	Understand and use a range of vocabulary associated with different aspects of everyday life, such as basic honorific or humble words, and identify culture-embedded words and expressions
		Text structure and organisation	Recognise textual structures and features characteristic of familiar personal, informational and imaginative texts, noticing how they contribute to the making of particular meaning	Analyse and compose texts in different types and modes including digital or online texts, considering audiences, purposes and contexts, identifying and using basic cohesive devices and textual conventions, recognising how they help to shape meaning, achieve purposes and influence responses

Understanding

Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange

Sub Strand	Sub Strand	Sub Strand	Sub Strand	Sub Strand
Language variation and change	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place	Language variation in practice	Recognise that Korean language use varies according to contexts, situations and relationships	Explore how Korean is used in varying ways for different purposes and audiences in different social and cultural contexts and situations by comparing different registers and styles used in texts in different modes
		Language change	Understand the dynamic nature of Korean and other languages	Explore and reflect on the nature of language change in response to changing cultural and social conditions
		The nature, function and power of language	Explore how language use and communicative practices can influence people's lives, thoughts and perceptions	Understand the symbolic nature and power of language in local and global contexts
Role of language and culture	Analysing and understanding the role of language and culture in the exchange of meaning	Analysing language and culture in intercultural exchange	Identify beliefs, attitudes and value systems reflected in their own everyday language use in English, other languages and Korean, comparing ways of communicating across cultures	Analyse and comment on cultural and linguistic practices in different contexts and reflect on own and others' communicative practices