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F–10 AUSTRALIAN CURRICULUM: LANGUAGES – KOREAN

ABOUT THE LEARNING AREA

Introduction

The Australian Curriculum: Languages has been developed to give all students the opportunity to engage in learning a language in addition to English. The design of the Languages curriculum recognises features that all languages share as well as the distinctiveness of each language.

Languages includes language-specific curricula for world languages and a *Framework for Aboriginal Languages and Torres Strait Islander Languages*.

Learners of languages in Australia comprise 3 major groups:

1. **Second language learners:** Second language learners are introduced to learning the target language at school as an additional, new language. The first language used before they start school (and/or the language used at home) is not the language being learnt.
2. **Background language learners:** Background language learners may use the language at home, not necessarily exclusively, and have varying degrees of knowledge of, and proficiency in, the language being learnt. These learners have a base for literacy development in the language.
3. **First language learners:** First language learners are users of the language being learnt who have completed schooling in the target language to at least Year 6. They experienced primary socialisation and initial literacy development in that language and use the target language at home. For Aboriginal languages and Torres Strait Islander languages, first language learners are learners whose primary socialisation is in the language being learnt and who may or may not have yet developed initial literacy.

Rationale

Communication is a human imperative. Irrespective of which language, communication involves interaction to convey meaning as well as imagination, creativity and a broad understanding of ourselves and others. Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, and reflect on their experience in various aspects of social life, including their own participation and ways of being in the world.

Learning a language(s) broadens students’ horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world can offer. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. Despite its status as a world language, a capability solely in English can limit global opportunities. A bilingual or plurilingual capability is the norm in many parts of the world.

Learning language(s) develops learners’:

* communication skills
* literacy skills in their first and additional languages
* intercultural capabilities
* understanding of, and respect for, diversity and difference, and an openness to different experiences and perspectives
* understanding and appreciation of how culture shapes world views and extends their understanding of themselves, their own heritage, values, culture and identity
* critical and creative thinking.

Learning a language provides opportunities for the community to engage socially, culturally and economically in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.

For First Nations Australian students, learning their own languages is crucial to overall learning and achievement to develop a sense of identity and recognition, and understanding of language, culture, Country and Place. For all students, learning Aboriginal languages and Torres Strait Islander languages provides a distinctive means of understanding the country in which they live, including the relationship between land, the environment and people. Ongoing and necessary reclamation and revitalisation of these languages contribute to reconciliation.

Aims

The 3 interrelated aims of Languages are to develop knowledge, understanding and skills to ensure students:

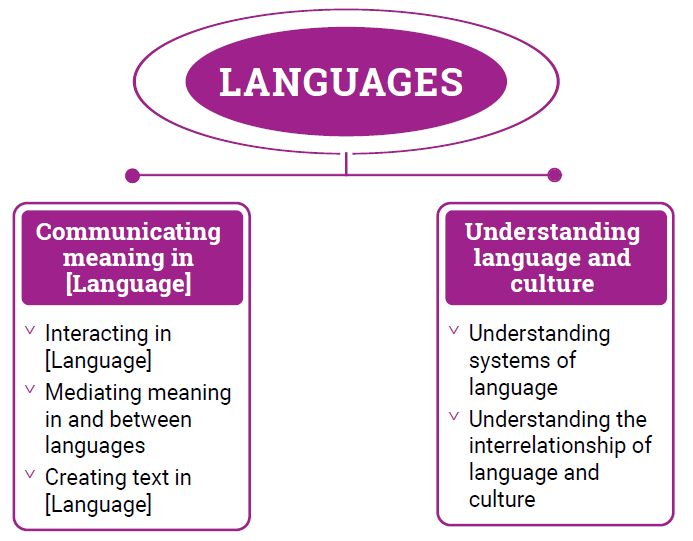
* develop linguistic competence
* understand language and culture, and their relationship, and thereby develop an intercultural capability in communication
* understand themselves as communicators.

Structure

Languages is presented in 2 sequences that offer different entry points into language learning; from Foundation to Year 10 or Year 7 to Year 10.

The Foundation to Year 10 sequence is presented in bands of 2-year levels after the Foundation year. The Years 7 to 10 sequence is presented in bands of 2-year levels; Years 7 and 8, and Years 9 and 10.

Content in Languages is organised under 2 interrelated strands, each with a number of sub-strands. The strands and sub-strands are presented in Figure 1.



*Figure 1: Languages content structure*

Strand: Communicating meaning in [Language]

This involves students learning to use language for communicative purposes in interpreting, creating and exchanging meaning. There are 3 sub-strands.

**Interacting in [Language]**

Exchanging ideas, opinions, experiences, thoughts and feelings in non-verbal, spoken and written interactions; participating in planning, negotiating, deciding and taking action.

**Mediating meaning in and between languages**

Obtaining, processing, interpreting and conveying information through a range of spoken, written and multimodal texts; moving between languages and cultures non-verbally, orally and in writing, recognising different interpretations.

**Creating text in [Language]**

Creating a range of spoken, written and multimodal texts for specific contexts, purposes and audiences.

Strand: Understanding language and culture

This involves students learning to analyse and understand language and culture as resources for interpreting and shaping meaning in intercultural exchange. There are 2 sub-strands.

**Understanding systems of language**

Understanding the linguistic features of the language, including sound, writing, grammatical and textual conventions.

**Understanding the interrelationship of language and culture**

Analysing and reflecting on the role of language and culture in shaping meaning and identity.

Key considerations

Flexible entry points to F–10 and Years 7–10 sequences

Languages provides 2 learning sequences to cater for different entry points into language learning. The curriculum recognises that these 2 sequences do not necessarily represent the variety of entry points into the curriculum. Teachers can use the sequences flexibly to meet the needs of their students in their teaching and learning contexts.

Use of English

Students should use the target language to communicate whenever possible in classroom, local or digital environments. The use of English provides opportunities for students to reflect on, explore and discuss ideas, and use metalanguage to talk about and compare languages and cultures.

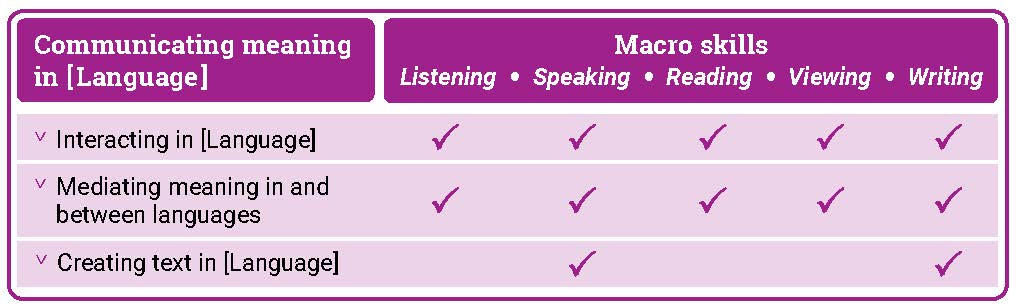
Macro skills

The macro skills of listening, speaking, reading, viewing and writing – also known as language modes – are interrelated. The learning of one often supports and extends the learning of others. To acknowledge these interrelationships, content in Languages incorporates these macro skills in an integrated and interdependent way.

Teaching and learning contexts will necessarily draw from more than one of these skills to support students’ effective learning. For example, students will learn new vocabulary, such as words, phrases and expressions, through listening, reading and viewing. They will apply their knowledge and understanding in their speaking and writing, as well as in their comprehension of spoken, visual, written and multimodal texts.

The macro skills are aligned most strongly to the *Communicating meaning in [Language]* strand, and are implicit in the content of the sub-strands and across the content descriptions, as shown in Table 1.

Table 1: The relationship between macro skills and the Communicating meaning in [Language] strand



Texts

Texts can be spoken, written, visual, multimodal, and in print and digital/online forms. Multimodal texts combine language with other means of communication such as visual images and audio or spoken words in film or digital media. Texts include all forms of augmentative and alternative communication; for example, gesture, signing, real objects, photographs, pictographs and pictograms. Texts provide important opportunities for learning about aspects of students’ experiences of languages and cultures. Many of the tasks that students undertake in and out of school involve understanding and producing informative and imaginative texts in everyday and workplace contexts.

Teachers are best placed to guide the selection of materials for students to listen to, read, view, write and create. They provide purposeful activities that can be organised around these materials to meet the needs of the students in their classes.

Protocols for engaging First Nations Australians

When planning teaching activities involving engagement with First Nations Australians, teachers should follow protocols that describe principles, procedures and behaviours for recognising and respecting First Nations Australians and their intellectual property. Teachers should use approved resources such as those that may be provided by their state or territory school system, First Nations Australians education consultative groups or other protocols accredited by First Nations Australians.

While the Australian Curriculum uses the terms ‘First Nations Australians’ and ‘Australian First Nations Peoples’, there may be other terms that First Nations Australians of a particular area or location prefer. It is important to use the terms preferred in a particular area or location.

Meeting the needs of diverse learners

The Australian Curriculum values diversity by providing for multiple means of representation, action, expression and engagement, and allows schools the flexibility to respond to the diversity of learners within their community. All schools have a responsibility when implementing the Australian Curriculum to ensure that students’ learning is inclusive, and relevant to their experiences, abilities and talents.

For some students with diverse languages, cultures, abilities and talents it may be necessary to provide a range of curriculum adjustments so they can access age-equivalent content in Languages and participate in learning on the same basis as their peers.

The study of languages is important in the multilingual societies and the global economy in which we live. Students with diverse identities, languages, cultures, abilities and talents benefit from the study of languages when an appropriate learning environment is provided.

Languages is intended for all students, and it is recognised that some students may require adjustments to support how they see, hear, and/or process language. Students may require access to a wide range of approaches and resources including, and not limited to:

* multi-sensory visual, auditory, tactile, and/or kinesthetic experiences and resources
* simultaneous learning channels such as combinations of listening, speaking, reading, viewing and writing resources to teach a language concept
* resources such as picture cues for words or hand and mouth movements to illustrate a sound, or colour-coding to illustrate gender or subject/verb agreements
* modified equipment and tools
* multilingual labels, signs and posters around the classroom
* devices, mnemonics, rhythms and rhymes to reinforce vocabulary, expressions and features
* peer-assisted learning
* open-ended tasks that provide flexibility and can be completed at different levels of complexity
* challenging individual and group extension activities.

Key connections

General capabilities

General capabilities equip young Australians with the knowledge, skills, behaviours and dispositions to live and work successfully. General capabilities support and deepen student engagement with learning area content and are best developed within the context of learning areas.

Opportunities to develop general capabilities in learning area content vary. In addition to Literacy and Numeracy, which are fundamental to all learning areas, the general capabilities of most relevance and application to Languages are Intercultural Understanding, Critical and Creative Thinking, Personal and Social capability, and Digital Literacy. These general capabilities are identified in content descriptions when they are developed or applied through the Languages content. They are also identified in content elaborations when they offer opportunities to add depth and richness to student learning.

Literacy

Languages develops students’ ability to listen to, read, view, create, and perform a range of spoken, written and multimodal texts in the target language. It provides opportunities for students to move between the target language and English to analyse, interpret and reflect on texts. Students enhance and extend their knowledge and understanding of English literacy, and use their knowledge of English literacy to support their learning in the target language. They develop increasing fluency in the second or additional language. They also develop the ability to reflect on and discuss their understanding of language as a system, using the metalanguage of English.

Learning an additional language(s) and English is mutually beneficial to literacy development. This is reflected in the links between language learning and the National Literacy Learning Progression (NLLP) in Languages. Content is linked to the expected level of literacy development that students, typically, would have achieved at each year/band of years. For example, students in Year 8 are likely to be operating at Level 6 in the Speaking sub-element of the NLLP. These students may not be operating at Level 6 Speaking in a second or additional language(s). However, the teacher can make connections and draw on students’ English literacy skills to support their learning of the second or additional language(s).

Intercultural Understanding

The Intercultural Understanding capability is core to Languages. In learning a second or additional language, students develop an appreciation of languages, cultures and beliefs including their own. Students learn about the strong interrelationships between languages and cultures and how these shape identity. They develop and apply intercultural understanding to value and respect diverse ways of communicating, thinking and behaving. They recognise how these are reflected in social and cultural practices, and language use. Students develop connections with communities and cultures, become aware of similarities and differences, and cultivate mutual respect. The Intercultural Understanding capability assists students to navigate and reflect on language use, perspectives and behaviours.

Critical and Creative Thinking

Languages develops students’ ability to think logically, critically and creatively. It provides opportunities for students to inquire, generate, analyse and reflect on a range of information, ideas and perspectives in spoken and written texts. Students learn how to analyse texts and interpret how the language of texts conveys meaning. They reflect on the thinking and processes used to mediate meaning between languages. They apply their knowledge of language as a system to new contexts and learn to revise and modify texts when considering context, purpose and audience.

Personal and Social capability

Languages enhances students’ personal and social capability. Through the *Communicating meaning in [Language]* strand, students develop a range of interpersonal skills essential to effective communication, such as decision-making, negotiation, and collaboration. Content in both the *Communicating meaning in [Language]* and *Understanding language and culture* strands encourages students to develop an appreciation of diverse cultures and perspectives, and recognise how these influence identity, including their own.

Digital Literacy

Languages develops students’ digital literacy capability as they use a range of digital tools to access and create information, ideas and perspectives in multimodal texts. Students develop understanding of how they can use digital tools to access diverse language-speaking communities and authentic texts. They evaluate and analyse information in digital formats and develop understanding of their intended audience, purpose and context.

Numeracy

Languages develops students’ numeracy capability as they communicate in real or simulated real-life situations. Students use number in the target language to share information (time, directions, etc.) and understand how these might be represented in diverse languages and cultures. They use aspects of measurement in the language of transaction when using money, and units of measurement in the number, volume and weight of items. Students use number patterns and algebraic thinking when they recognise and apply the patterns of grammatical and syntactical rules to respond to and create text.

Cross-curriculum priorities

Cross-curriculum priorities support the Australian Curriculum to be a relevant, contemporary and engaging curriculum that reflects national, regional and global contexts. Cross-curriculum priorities are incorporated through learning area content; they are not separate learning areas or subjects. They provide opportunities to enrich the content of the learning areas, where most appropriate and authentic, allowing students to engage with and better understand their world.

Opportunities to apply cross-curriculum priorities to learning area content vary. All 3 cross-curriculum priorities have some relevance and meaning to the Languages curriculum.

Aboriginal and Torres Strait Islander Histories and Cultures

Languages recognises the interrelationship of languages and cultures. Languages together with the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority enable students to develop knowledge and understanding by engaging students with the languages and cultures of First Nations Australians. Students can make interlinguistic and intercultural connections across languages with First Nations Australian languages and their cultural expression. They develop understanding of concepts related to the diverse linguistic landscape of Australia.

The *Framework for Aboriginal Languages and Torres Strait Islander Languages* provides opportunities for all students to learn languages of First Nations Australians. Each language is recognised as belonging to a group of people who are its custodians. Schools must seek advice and consent from the custodians when developing language-specific curricula and planning language programs.

Asia and Australia’s Engagement with Asia

Languages provides learning opportunities in combination with the Asia and Australia’s Engagement with Asia cross-curriculum priority. Students develop knowledge and understanding by engaging with the languages and cultures of Asia, and people of Asian heritage.

Languages enables students to learn languages of the Asian region and to communicate, interact and explore concepts, experiences and perspectives from within and across Asian cultures. Students develop an appreciation for the place of Australia within the Asian region, including the interconnections of languages and cultures, peoples and communities, and histories and economies. They learn how national linguistic and cultural identities continuously evolve in local, regional and international contexts.

Sustainability

Languages provides students with opportunities to develop the world views necessary to contribute to a sustainable future by reflecting on how they interpret and engage with the world and its peoples. The learning contexts in which students develop their language learning provide opportunities for them to explore actions to improve sustainability in local, national and global communities.

When learning a second or additional language, students develop understanding of diverse attitudes, values and beliefs, and ways of thinking and being. They learn that sustainability is relevant to the dynamic nature of language and its continuous changes and variations over time and place. They develop understanding that sometimes, due to globalisation, societal and political influences, languages may become vulnerable and at risk of losing their uniqueness or usage. Students consider the value of sustaining language knowledge and use, and reflect on its important connection to cultural expression.

Learning areas

Languages provides opportunities to integrate and connect content to other learning areas; in particular, English, Humanities and Social Sciences and The Arts.

Languages and English

Languages and English support students’ literacy development. Both learning areas share the focus for students to interact with others and create spoken, written and multimodal texts with an awareness of context, purpose and audience. Languages and English help students to understand the relationship between spoken and written language and recognise how cultural context shapes meaning. They develop students’ understanding of, and ability to use, grammatical and language features.

Languages and Humanities and Social Sciences

Languages and Humanities and Social Sciences subjects share learning contexts that progressively shape the students’ world. In both learning areas, students’ learning involves perspectives of their personal worlds, such as personal and family histories and events, their local communities, and national and global contexts. In the process of understanding an expanding world view, both learning areas help students to learn to reflect on the relationship between cultures and identities.

Languages and The Arts

Languages and The Arts share a focus on the communication of stories, ideas, perspectives and cultures. Both learning areas help students to explore relationships among people, cultures and identities, and recognise how these are exemplified in and through linguistic and artistic practices and behaviours.

Resources

A scope and sequence representation of the curriculum, the glossary, and comparative information about Version 8.4 and Version 9 are available as a download from the Australian Curriculum Version 9 website.

**Language support resource**

Each language curriculum has an optional support resource, developed to support teachers as they plan teaching and learning programs. This resource provides suggestions for sequential development in language features and structures, and thematic contexts for language use. Teachers can use suggestions in the resource to adapt curriculum content to meet the diverse language needs and learning backgrounds of students at different entry points into second language learning. These documents are available as downloads.

ABOUT KOREAN

Introduction

The Australian Curriculum: Korean is pitched to second language learners, that is, the dominant group of learners in the current Australian context for whom Korean is an additional language.

Students of Korean in Australian schools come from a range of backgrounds. For many students it may be their first experience of learning Korean, while some may have existing connections to Korean as background speakers of the language.

Rationale

Korean is the official language of South Korea (Republic of Korea) and North Korea (Democratic People’s Republic of Korea) and is spoken in communities worldwide. South Korea is one of the most technologically advanced societies and economies in the Asian region and is developing global reach in its innovation of high-technology products and vehicles, and popular culture. South Korea and Australia have established relationships through cultural and educational exchanges, and economic, political and trade partnerships.

Korean migration has made a significant contribution to shaping multicultural Australia. There have been an increasing number of Korean-speaking communities throughout Australia since the late 1960s. The influence of and interest in Korean cuisine as well as pop culture such as K Pop, cosmetics, movies and television shows are increasingly evident in Australian society.

Learning Korean enhances students’ understanding of different alphabets, writing systems and language learning strategies, and develops an appreciation of the language and cultures of Korean-speaking communities. Knowledge of Korean language and culture enriches travel experiences, increases employment opportunities, and promotes understanding of diverse attitudes, beliefs and values.

Structure

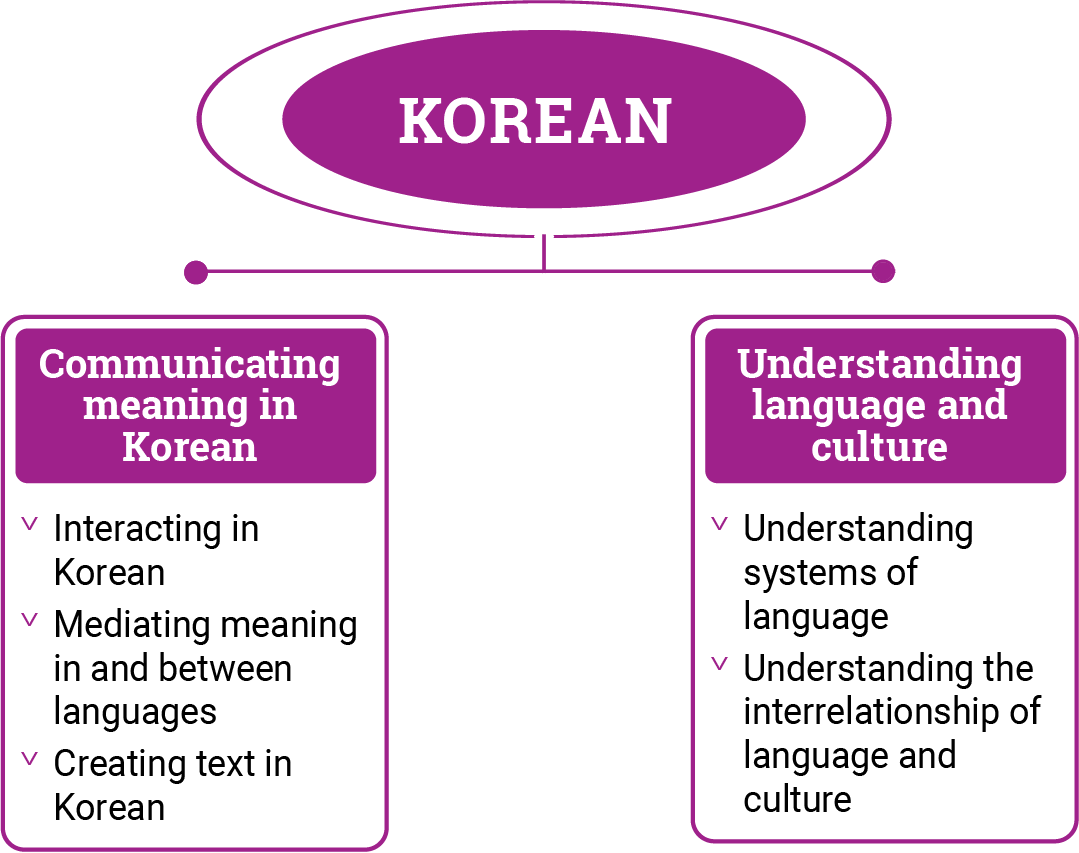
Korean has been developed as a Second Language Learner Pathway which caters for students learning Korean as a second or additional language.

The Second Language Learner Pathway includes 2 sequences:

* Foundation to Year 10
* Years 7 to 10.

Teachers use the curriculum to cater for learners of different backgrounds by making appropriate adjustments to differentiate learning experiences.

Content in the Korean is organised under 2 interrelated strands, each with a number of sub-strands. The strands and sub-strands are presented in Figure 2.



*Figure 2: Korean content structure*

Strand: Communicating meaning in Korean

This involves students learning to use language for communicative purposes in interpreting, creating and exchanging meaning. There are 3 sub-strands.

**Interacting in Korean**

Exchanging ideas, opinions, experiences, thoughts and feelings in non-verbal, spoken and written interactions; participating in planning, negotiating, deciding and taking action.

**Mediating meaning in and between languages**

Obtaining, processing, interpreting and conveying information through a range of spoken, written and multimodal texts; moving between languages and cultures non-verbally, orally and in writing, recognising different interpretations.

**Creating text in Korean**

Creating a range of spoken, written and multimodal texts for specific contexts, purposes and audiences.

Strand: Understanding language and culture

This involves students learning to analyse and understand language and culture as resources for interpreting and shaping meaning in intercultural exchange. There are 2 sub-strands.

**Understanding systems of language**

Understanding the linguistic features of Korean, including sound, writing, grammatical and textual conventions.

**Understanding the interrelationship of language and culture**

Analysing and reflecting on the role of language and culture in shaping meaning and identity.

CURRICULUM ELEMENTS

Foundation

|  |
| --- |
| **Year level description** |
| In Foundation, Korean language learning builds on the Early Years Learning Framework and each student’s prior learning and experiences with language. Students communicate with peers, teachers, known adults and students from their own and other classes. They strengthen and extend their communication and interpersonal skills by interacting with peers in Korean through play-based and action-related learning. They receive extensive support through modelling, scaffolding and revisiting.  Students experience and imitate the sounds and gestures of Korean language. They participate in shared listening and viewing of texts that represent Korean and Korean-speaking contexts. Spoken, written and multimodal texts may include songs, conversations, picture books, stories, rhyming verse, films, animated cartoons and performances. They learn that language can be represented in different ways, including the Roman and Hangeul alphabets and in students’ home languages. They learn that languages and cultures are connected, and that what is familiar to one person can be new to somebody else. |
| **Achievement standard** |
| By the end of the Foundation year, students use play and imagination to interact and create Korean texts, with support. They identify that Korean and English look and sound different. They recognise that there are languages and cultures as well as their own, and that aspects of language and culture contribute to their own and others’ cultural identity. |

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|  | | **Foundation** |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| with support, recognise and communicate meaning in Korean  AC9LKF01 | 1. learning how to greet others, using appropriate forms of address and body language, for example, 안녕 with handwaving, 안녕하세요 with bowing 2. participating in songs and chants by singing and performing actions, for example, the가나다라 song and greetings songs 3. participating in routine exchanges such as responding to the class roll, expressing thanks, greeting and taking leave, for example, 네, 아니요, 감사합니다, 안녕하세요, 안녕히 계세요, 안녕히 가세요 4. responding to basic classroom instructions with appropriate actions, for example, 손 드세요, 앉으세요, 일어 나세요 5. responding to imaginative texts such as stories, rhymes and songs, through play-acting, illustrating or movement 6. using numbers 0 –10, for example, counting aloud with a teacher, tracing numbers on paper or in the air, and making them with playdough | |
| explore, with support, language features of Korean noticing similarities and differences between Korean and English  AC9LKF02 | 1. singing the sounds of letters or syllable blocks of Hangeul and noticing that the sounds in Korean may be similar to or different from the sounds in English 2. singing popular children’s songs in Korean and understanding the meanings associated with the English translation, for example, the birthday song or the Head, shoulders, knees and toes song 3. reproducing the sounds and rhythms of Korean rhymes and songs with a teacher by reciting, singing and imitating, for example, 리 리 리자로 끝나는 말, 오리, 소리, 다리, 우리, 보따리 4. rehearsing familiar onomatopoeia in animal sounds, for example, 멍멍, 야옹, 음매, 짹짹 5. tracing simple words in both Korean and English, noticing similarities and differences 6. participating in simple dialogues through play-acting such as using toys and books, practising greetings and recognising and making simple requests, for example, 안녕하세요, 오이 주세요, 바나나 주세요, 여기 있어요, 안녕히 가세요 | |
| explore connections between language and culture  AC9LKF03 | 1. recognising that Korean is a different language to English and understanding that it is spoken by people in Korea as well as other countries, including Australia 2. exploring different languages and cultures of class members and identifying different ways of expressing common words or phrases such as yes/no, hello/goodbye 3. sharing with the class words and phrases they know in other languages and cultures 4. using the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) map of the languages of Australia to notice the language(s) of First Nations Australians in their local area and/or across Australia 5. noticing how local names of streets, places and landmarks can have their origins in language(s) of First Nations Australians 6. engaging with traditions and customs in Korean-speaking communities, for example, decorating a classroom to celebrate 어린이날 or making a paper drum and participating in a performance for 사물놀이 7. watching simple clips showing cultural activities and events in Korean-speaking communities and sharing their responses in guided discussions 8. engaging actively and sharing the enjoyment of language, culture and texts in a range of ways, for example, listening to and responding to stories, cultural displays and experiences | |

Years 1–2

|  |
| --- |
| **Band level description** |
| In Years 1 and 2, Korean language learning builds on each student’s prior learning and experiences with language. Students continue to communicate and work in collaboration with peers and teachers through purposeful and structured activities involving listening, speaking and viewing. They interact in Korean to share information about themselves and their immediate environments using play-based and action-related learning. In informal settings, they use local and digital resources to explore Korean-speaking communities in Australia, Korea and diverse locations. They continue to receive extensive support through modelling, scaffolding, repetition and reinforcement.  Students recognise key words and phrases, imitate language gestures and pronunciation, and use modelled language to communicate with others. They transition from spoken to written language, using Hangeul with support. They create simple imaginative and informative texts that may include pictorial representations, words and short statements. They collaborate and respond to spoken, written and multimodal texts that may include conversations, songs and rhymes, picture and story books, animated cartoons, films and performances. They notice that languages contain words which have been borrowed from another language, and that there are similarities and differences between Korean language and culture and their own. |
| **Achievement standard** |
| By the end of Year 2, students use Korean language to interact and share information related to the classroom and themselves. They use cues to respond to questions and instructions, and use simple formulaic language. They locate and convey key items of information in texts using non-verbal, visual and contextual cues to help make meaning. They use familiar words and modelled language to create texts. They copy some Hangeul appropriate to context.  Students imitate the sounds and rhythms of Korean and demonstrate understanding that Korean has conventions and rules for non-verbal communication, pronunciation and writing and begin to identify Hangeul. They give examples of similarities and differences between some features of Korean and English. They understand that language is connected with culture, and notice how this is reflected in their own language(s) and culture(s). |

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| **Strand: Communicating meaning in Korean** | | **Years 1–2** |
| **Sub-strand: Interacting in Korean** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions  AC9LK2C01 | 1. exchanging simple greetings using appropriate expressions and body language, for example, 안녕하세요? 반가워요, 만나서 반가워요 with a bow, 안녕? 반가워, 만나서 반가워 with hand waving 2. conducting simple conversations about familiar objects, for example, 뭐예요? … 예요/이에요. 3. talking about themselves and the immediate environment using modelled language, simple sentence structures, familiar vocabulary, concrete materials and supporting gestures, for example, 우리 학교예요, 우리 집이에요. 여기는 교실이에요. 교실에 컴퓨터 있어요, 저는…예요/이에요 4. recognising and responding to simple questions using 네/아니요 to express agreement or disagreement, for example, 한국어 공부해요? / 네, 김치를 좋아해요? / 아니요. 5. sharing information about people and belongings such as describing a person, for example, 마이클이에요. 선생님이에요. 김치 좋아해요. 6. responding with appropriate actions to simple instructions such as 따라하세요, 일어나세요, 앉으세요,인사하세요. 7. interacting in routine exchanges using simple sentence structures such as … 있어요/없어요and words such as 네/아니요, for example, 미나 있어요? / 네, 철수 있어요? / 아니요, 연필 있어요? / 아니요, 없어요. 8. asking about and expressing likes and dislikes about topics such as animals, for example, 뭐 좋아해요? / 고양이를 좋아해요, 곰 좋아해요? / 곰 안 좋아해요. 9. using Korean words and phrases as greetings or to take leave, for example, 안녕하세요?, 안녕히 가세요/계세요, 안녕?, 안녕/잘 가/잘 있어 | |
| participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues  AC9LK2C02 | 1. participating in songs, rhymes or chants by singing and repeating with actions, for example, 가나다 노래, 안녕 노래 2. making simple requests with chants or rhymes using … 주세요 and expressing thanks using 감사합니다 or 고맙습니다, with students taking turns answering in a play-based activity such as a role-play of shopping at a market, for example, 호떡 하나 주세요. / 여기 있어요. / 감사합니다. 3. participating in shared reading, expressing opinions and responding to questions about a text, for example, 그림 보세요, 뭐 있어요? / 산 있어요, 뭐 보여요? 사람 보여요, 좋아요? / 네, 재미있어요? 아니요, 어때요? / 좋아요. 재미있어요. 4. teaching a family member some Korean expressions or songs such as 학교 종 or 생일 노래 and reporting to the class what they were able to teach 5. following instructions in language games such as 코코코 놀이 or 빙고 게임, for example, 코코코 눈! 코코코 입! 6. sharing in the retelling of stories, rhymes and songs through mime or dance in a class performance, or creating a class big book, sequencing main events using key words, phrases and pictures | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases  AC9LK2C03 | 1. responding in Korean or English to questions about a text, using contextual and visual cues such as listening to a story or viewing a text and identifying and using key words, for example, reading a story that includes body parts and then playing Simon Says or labelling a body picture with 머리, 손, 발, 머리 어디에 있어요? 2. sorting and categorising information gained from others in a class survey on a topic such as favourite foods, for example, 안나는 피자를 좋아해요, 존은 비빔밥을 좋아해요. 3. listening to and viewing different types of simple texts such as songs, chants, advertisements and stories in Korean, and identifying the text type, recognising that texts are used for different purposes 4. recognising that gesture and body language are integral to communicating in language for First Nations Australians, and showing examples of how this is also reflected in Korean and the language(s) they speak at home 5. demonstrating understanding and early literacy skills by labelling, matching, clicking and dragging, drawing, miming and gestures to locate and use information 6. responding to texts such as digital texts, stories, rhymes and songs, through play-acting, illustrating, facial expression or movement, using key words or phrases | |
| notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines  AC9LK2C04 | 1. noticing that there are different ways to greet people in Korean, recognising similarities with and differences to greetings in their own language(s) and culture(s) 2. translating words or phrases used in everyday situations from Korean into English and vice versa, noticing how some words do not have a direct translation, for example, 잘 먹겠습니다, 잘 먹었습니다, 어서 오세요 3. noticing formalities in the Korean classroom, such as taking leave at the end of the lesson, for example, using 안녕하세요?, 안녕히 가세요/계세요, 안녕?, 안녕/잘 가/잘 있어 4. including some Korean words and expressions in English conversation when it feels appropriate, for example, 선생님, I don’t understand, 도와 주세요, noticing changes in behaviour or body language when speaking Korean 5. recognising and using simple spoken exchanges in Korean, including appropriate gestures, for example, how to bow and make hand gestures when asking 안녕하세요? 6. recognising differences in greetings and expressions in different social settings such as with people of different ages and/or different degrees of familiarity, for example, 네, 맞아요 versus 응, 맞아 | |

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| **Sub-strand: Creating text in Korean** | |
| with support, use words, familiar phrases and modelled language to create spoken, written and multimodal texts, copying some Hangeul appropriate to context  AC9LK2C05 | 1. developing a practice conversation to introduce themselves or others, for example, 안녕하세요? 저는 미나예요. 만나서 반가워요, 이 친구는 …예요/이에요. 2. copying and tracing *Hangeul* letters, syllable blocks and some simple sentences to match a picture, for example, ㄱ, 가, 강, 강 있어요. 3. creating bilingual captions in Korean and English for a photographic display, using secure digital technologies, to present to parents or others about a class event or personal experience such as a sports’ day or birthday 4. matching bilingual captions/labels to images of First Nations Country/Place locations in their local area or elsewhere in Australia 5. creating a bilingual picture dictionary or making flashcards to use in the classroom for objects such as classroom items, for example, 창문, 책, and classroom instructions, for example, 들으세요, 읽으세요, 여기 보세요, 조용히 하세요 6. recreating stories, rhymes or songs through mime, dance or drawing with simple captions, for example, changing the ending of a story or characters within it, and presenting the updated story in a performance 7. choosing a character, animal or persona and introducing themselves as that character, using modelled language 8. creating and displaying own or group big books, storyboards or digital texts based on familiar contexts such as a digital or physical poster that uses simple descriptive sentences, for example, 아기 상어, 아빠 상어 힘세요, 엄마 상어 예뻐요 |

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| **Strand: Understanding language and culture** | | **Years 1–2** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| recognise and imitate the sounds and rhythms of Korean and learn how sounds are produced and represented in Hangeul  AC9LK2U01 | 1. recognising that every language has its own words, sounds and gestures that are used to make meaning 2. discriminating between simple vowel and consonant letters in a syllable block 3. developing pronunciation, phrasing and intonation skills by singing, reciting and repeating words and phrases in context 4. recognising loan words originating from other languages, for example, 피아노, 코알라, 초콜렛, 아이스크림 5. differentiating between Korean and English sounds, for example, comparing names in Korean and English, 소피 versus Sophie, 샘 versus Sam 6. understanding the letter and sound relationship in Hangeul, for example, ㅁ is pronounced as m | |
| recognise that Hangeul is used to construct meaning in Korean texts  AC9LK2U02 | 1. differentiating *Hangeul* from other forms of written expression such as the Roman alphabet, and identifying languages that may be spoken by students within the class 2. recognising *Hangeul* stroke order in writing syllable blocks 3. noticing that the Korean copula alternates between 2 forms, –예요 and –이에요, and using it with own names, for example, 케이트예요, 마이클이에요 4. recognising 요 as the informal polite sentence ending, for example, 따라하세요 and 안녕하세요? 5. understanding that 저 is used to refer to self and 저는 means ‘I’ in a polite way 6. identifying that a noun or a pronoun followed by a basic case marker such as –은/는 or –을/를is a chunk which has a syntactic function in a sentence, for example, 우리는 or 우리를 7. understanding how to make a simple question using a common question word, for example, 뭐 좋아해요? | |
| notice that Korean has features that may be similar to or different from English  AC9LK2U03 | 1. understanding that Hangeul order is different from Roman alphabetical order, for example, 가, 나, 다, 라… versus ABC 2. matching Korean and English texts, for example, name tags of students in Korean and English 3. noticing loan words in Korean originating from other languages such as English, that have the same meaning, for example, 테니스, 컴퓨터, 코알라, and identifying similarities and differences in how to pronounce and spell those words 4. reading simple texts in Korean with support and noticing similarities and differences between Korean and English text structure such as sentence structure and word order, for example, a verb is located at the end of a sentence in Korean 5. listening to and viewing the alphabet and Hangeul and comparing how sounds are represented | |
| **Sub-strand: Understanding the interrelationship of language and culture** | | |
| notice that people use language in ways that reflect cultural practices  AC9LK2U04 | 1. understanding that the world contains many different languages spoken by many different communities of speakers and that many people in the world speak more than one language 2. comparing gestures and body language associated with language use in different cultures, for example, bowing and saying 안녕하세요? when greeting in Korean, learning different ways of kissing on the cheek when saying ‘bonjour’ in French-speaking cultures, and understanding ‘hongi’, pressing noses, and saying ‘kia-ora’ in a traditional Māori greeting 3. noticing changes in behaviour or body language when speaking Korean, for example, passing an object to the teacher using 2 hands while saying 선생님, 여기 있어요 4. exploring symbols used by First Nations Australians and those used in Korean-speaking communities in a range of contexts, for example, finding out what the symbols on flags represent 5. naming languages they have encountered in everyday life, for example, conducting a class survey to create a list of the languages spoken by their neighbours or classmates | |

Years 3–4

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| **Band level description** |
| In Years 3 and 4, Korean language learning builds on each student’s prior learning and experiences with language. Students continue to communicate and work in collaboration with peers and teachers through purposeful and creative play in structured activities involving listening, speaking, viewing and some writing. They use Korean to interact with peers and teachers and plan activities in familiar settings that reflect their interests and capabilities. In informal settings, they use local and digital resources to explore Korean-speaking communities. They continue to receive extensive support through modelling, scaffolding, repetition and the use of targeted resources.  Students develop active listening skills and use gestures, words and modelled expressions, imitating Korean language sounds, pronunciation and intonation. They use their literacy capabilities in English to recognise differences between writing using Roman and Korean alphabets. They read and write Hangeul with support; they locate information, respond to, and create informative and imaginative texts. They access authentic and purpose-developed Korean language texts such as picture books, stories, songs, digital and animated games, timetables, recipes and advertisements. They recognise that language and culture reflect practices and behaviours. |
| **Achievement standard** |
| By the end of Year 4, students use Korean language to initiate structured interactions to share information related to the classroom and their personal world. They use modelled language to participate in spoken and written activities that involve planning. They locate and respond to key items of information in texts using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic syntax to create texts in Hangeul, with support.  Students imitate Hangeul sounds, pronunciation and intonation patterns of Korean language. They demonstrate understanding that Korean has non-verbal, spoken and written language conventions and rules to create and make meaning. They recognise that some terms have cultural meanings. They identify patterns in Korean and make comparisons between Korean and English. They understand that the Korean language is connected with culture, and identify how this is reflected in their own language(s) and culture(s). |

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| **Strand: Communicating meaning in Korean** | | **Years 3–4** |
| **Sub-strand: Interacting in Korean** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| initiate exchanges and respond to modelled questions about self, others, and classroom environment, using formulaic expressions  AC9LK4C01 | 1. learning common ways to join and maintain a conversation, for example, by asking a question, 질문 있어요 and requesting repetition, for example, 다시 해 주세요. 2. initiating conversation through questions, for example, 누구예요? 몇 살이에요? 뭐 제일 좋아해요? 3. using simple descriptive language and supporting resources to introduce family members and friends, such as identifying relationships, for example, 우리 엄마예요, 친구예요, and cultural backgrounds, for example, 호주 사람이에요, 한국 사람이에요. 4. participating in real or simulated situations such as borrowing and lending stationery items using simple Korean expressions, for example, 지우개 있어요? / 아니요, 없어요, 연필 빌려 주세요, 네, 여기 있어요 5. exchanging simple correspondence such as notes, invitations or birthday cards in print or secure digital form, for example, 누가 생일 파티에 와요? / 제니요, 언제 파티해요? / 내일 해요 | |
| participate in activities that involve planning with others, using a range of familiar phrases and modelled structures  AC9LK4C02 | 1. collaborating with peers in group activities such as taking turns to ask questions in number or guessing games, for example, 몇이에요?, 숫자 뭐예요?,이게뭐예요?, 저게 뭐예요? and giving simple answers, such as 사예요, 삼이에요, 의자예요, 책상이에요 2. interacting in shared activities such as games, role-plays and chants/rhymes, for example, students taking turns role-playing the teacher and giving classroom commands 3. participating in shared or group reading, taking turns reading, and discussing questions about the content together 4. making matching cards or digital games to play with peers, using Korean and English words or images, regarding topics such as days of the week, months, seasons or vocabulary associated with weather, for example, 여름/summer, 더워요/It is hot, 수영복/swimsuit 5. following instructions given in Korean, for example, 해 보세요, 들으세요, 쓰세요, 말하세요, 읽으세요 to complete a task such as making a craft item with peers 6. contributing to presentations such as developing part of a presentation of a Korean item for a class show and tell, or creating part of a digital presentation about some aspects of a significant cultural event or celebration, for example, 태극기, 설날 음식, 설날 놀이 7. complimenting and encouraging peers while planning an activity, for example, 맞아요, 아주 잘했어요, 좋은 생각이에요 8. creating a class profile with information collected from peers, for example, creating a chart or database to identify favourite sports, food or colours | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts  AC9LK4C03 | 1. listening to short spoken texts and identifying key information based on context such as the patient’s name, age and symptoms in a hospital role-play containing some unfamiliar language, for example, 자, 앉아요. 이름이 뭐예요? / 유미예요. / 몇 살이에요? / 20살이에요. / 어디 아파요? 배가 아파요. / 뭐 먹었어요? / 어제 아이스크림을 많이 먹었어요. 2. compiling information and reporting information such as by surveying peers and making a shared class graph to identify favourite sports, food or colours, for example, 안나는 피자를 좋아해요. 마크는 비빔밥을 좋아해요. 아루나는 피자를 좋아해요. 피자가 제일 인기 있어요. 3. collecting information from various sources, including online resources such as interviews, surveys or brochures, and reporting on it using different media such as drawings, posters, captioned photos or secure digital formats 4. learning that First Nations Australian languages change according to connections and relationships between people, and giving examples of how this occurs in Korean 5. obtaining and using factual information from print, digital or multimodal texts related to other learning areas, for example, following a simple science experiment, naming countries and significant land features, or recording distances using geography skills 6. reading stories or texts and playing mime games to represent key characters or vocabulary in the story 7. watching segments of television programs or everyday interactions without sound and identifying or guessing what is happening by focusing on movement and gestures, for example, watching an apology and identifying and practising the matching body language 8. listening to, reading and viewing texts such as traditional Korean tales, for example, 호랑이와 곶감 or 흥부와 놀부, in different formats, including digital texts, and giving a personal response in Korean language, for example, 무서웠어요, 정말 재미있었어요, 또 얘기해주세요, 저도 곶감 좋아해요 9. listening to, reading and viewing stories and responding to questions about characters, ideas and events, for example, illustrating and captioning aspects of the texts | |
| develop strategies to comprehend and adjust Korean language in familiar contexts to convey cultural meaning  AC9LK4C04 | 1. participating appropriately in familiar situations such as greetings and self-introductions and identifying the different uses of language in specific contexts, for example, using polite informal forms저는 민수예요 and 네 with the teacher and 나는 민수야 and응 with peers 2. translating Korean texts such as ‘please knock’, 노크하세요*,* understanding how meaning changes when translated into English and how some Korean expressions demonstrate cultural differences 3. producing bilingual word lists or flashcards by identifying known Korean words or expressions and relating them to English equivalents, and vice versa, noticing that direct translation sometimes does not work 4. discovering individual that which may be interpreted differently by people who do not know Korean culture, for example, 우리 집, 우리 선생님 5. watching interactions in Korean and identifying appropriate gestures that accompany language such as passing objects to people with both hands to show respect, for example, when passing something to a teacher or visitor to the school 6. identifying words that change their meaning such as 집, home/house, depending on its context, for example, 집에 가요, ‘I’m going home’, versus 우리 집이에요, ‘This is our house’ 7. exploring descriptions in Korean and English for familiar topics, identifying vocabulary with similarities or differences in meaning between the 2 languages, for example, a description about a friend, 수미는 착해요;착한 아이예요 meaning good in English and good, nice and kind in Korean 8. 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 | |

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| **Sub-strand: Creating text in Korean** | |
| create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple sentences, modelled textual conventions and Hangeul, with support  AC9LK4C05 | 1. presenting information on topics of possible interest to similar-aged Korean-speaking peers, for example, creating a multimodal presentation about popular sports or pets in Australia 2. creating individual texts such as comics, diary entries and short stories, using modelled language to express own ideas and real or imagined experience, for example, developing a comic with Korean language dialogue about going shopping to buy a friend’s birthday gift 3. creating and illustrating short informative texts, for example, creating a caption for a hand-drawn picture, 우리 집 강아지는 갈색이고 귀여워요. 4. creating simple descriptions in Korean and matching them to appropriate First Nations Country/Place locations in their local area or elsewhere in Australia 5. creating a profile using spoken, written or digital forms of Korean language to identify their role/s or membership/s in groups such as friends, family, class and school, accompanied with illustrations using appropriate labels, for example, 친구, 우리 가족, 우리 반, 우리 학교 6. creating and performing alternative versions of stories or action songs, using voice, rhythm and gestures to animate characters, or using drawings or story maps to create visual context, for example, changing the ending of 호랑이와 곶감 7. producing and presenting picture/digital books or short scripted plays or animations that use favourite Korean words and expressions, for example, 와우, 정말 최고예요, 정말 싫어요, 진짜? 8. composing, modifying and completing own versions of skits, chants and songs with teacher guidance and scaffolding, such as reinventing the *Possum Magic* book as *Tiger Magic*, or telling the story of a real or imagined trip around Korea 9. designing simple written and multimodal correspondence such as invitations or greeting cards in print or digital form such as writing a Parents’ Day card incorporating formulaic expressions, simple phrases and sentences and modelled textual conventions, for example, 엄마 아빠 사랑해요, 감사해요 |

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| **Strand: Understanding language and culture** | | **Years 3–4** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| recognise and use modelled combinations of Hangeul sounds, pronunciation and intonation patterns of Korean to form words and phrases  AC9LK4U01 | 1. practising sets of Hangeul vowels and consonants using chants, songs and language games, for example, Bingo and Tic Tac Toe 2. discriminating between sounds in Korean, for example, 가/카/까, 다/타/따, 바/파/빠, 사/싸, 자/차/짜, 내/네, 너/노 3. imitating modelled intonation, for example, using rising intonation at the end of a question, 학생이에요? 어디 가요? 피곤해요? 4. identifying how pronunciation and intonation are used in spoken, written and multimodal texts, for example, 좋아요; 아주 좋아요; 좋아요? 5. experimenting with Hangeul vowels and consonants to construct and deconstruct syllable blocks, for example, ㅊ + ㅏ=차, ㄱ + ㅏ + ㅇ=강, ㅅ+ ㅜ=수, ㄱ + ㅗ + ㅁ= 곰 6. understanding that some consonants are pronounced differently, depending on where they are located, for example, ㅅ in 사랑is pronounced as s and ㅅ in 곳 is pronounced as t | |
| recognise Korean language conventions, Hangeul, simple grammatical structures and basic syntax in familiar texts and contexts  AC9LK4U02 | 1. constructing simple sentences on topics of personal interest with an –아/어요 ending, with support such as scaffolding, modelling or cues, for example, 저는 사과를 먹어요 2. using number expressions with appropriate counters, for example, 한 개, 두 마리, 세 명, 아홉 살, 삼 학년 3. using common action and descriptive verbs to describe activities and experiences in daily life, for example, 가요, 일어나요, 들어요, 해요, 좋아요, 나빠요, 착해요 4. using –(으)세요 for different types of sentences such as statements, questions, requests or commands, and recognising the honorific meaning embedded in −세− 5. using the first-person pronouns 저 and 나 to refer to self in a manner appropriate to context 6. using and understanding differences in meaning conveyed by phrases using the structure of noun/pronoun + case marker/particle, for example, 저는, 저도, 친구가, 김치를, 학교에 7. asking simple questions about a person, object or number using basic question words such as 누구/누가, 무엇/뭐 or 몇, for example, 누구예요?, 지금 뭐 해요?, 지금 몇시예요? 8. understanding that 이게, 저게 and 그게 are demonstrative pronouns, and that they replace other nouns as subjects in sentences, for example, 이게 뭐예요?, 이게 연필이에요? 9. using some adverbs as part of formulaic language, for example, 지금/오늘/주말에 뭐 해요? 아주 재미있었어요. 10. recognising that 우리 means ‘my’ when used with certain words, for example, 우리 가족, 우리 나라, and sharing their ideas/experience about such use | |
| recognise familiar Korean language features and compare with those of English, in known contexts  AC9LK4U03 | 1. analysing language features typically associated with particular texts, for example, the use of imperatives in games, 주사위를 던져요. 2. recognising Korean in texts such as signage and labels, and producing their equivalents in English 3. exploring the importance of politeness being explicitly expressed in Korean and comparing this with English, for example, 만나서 반가워요 versus ‘Nice to meet you’ 4. understanding different aspects of Korean and English language and culture such as naming conventions, and explaining differences in word order and spacing, for example, 박준호 versus ‘John Smith’ 5. identifying 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, such as a birthday card and a set of instructions for a game 6. identifying non-verbal expressions that are typical or expected in communication in different cultures, for example, eye contact, bowing, nodding, pointing | |

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| **Sub-strand: Understanding the interrelationship of language and culture** | |
| identify connections between Korean language and cultural practices  AC9LK4U04 | 1. discussing the influence of Korean on other languages and the influence of other languages on Korean over time, such as Chinese, Japanese, English, French and Italian 2. recognising the different ways of naming, greeting and addressing someone, for example, by first name or title, including the selective use of honorifics and aspects of body language such as eye contact 3. reflecting on different ways of communicating and their appropriateness in Korean or non-Korean contexts, for example, using 언니/누나 and 오빠/형 for older siblings in Korean versus using their first names in English as terms of address 4. exploring representations of information, for example, symbols used in cultural expressions of First Nations Australians, and making connections with those of Korean language and culture 5. sharing ideas about how some Australian terms and expressions might be understood or confusing from a Korean perspective, for example, ‘bushwalking’ or ‘kick a footy’ |

Years 5–6

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| **Band level description** |
| In Years 5 and 6, Korean language learning builds on each student’s prior learning and experiences with language. Students communicate and work in collaboration with peers and teachers in purposeful, creative and structured activities involving listening, speaking, reading and viewing, and writing. They interact in Korean to exchange information and ideas relating to their interests, school and local environment, and engage with Korean-speaking communities in person or via digital access. They work independently and in groups with ongoing support from modelling, and from digital and print resources.  Students engage with a range of spoken, written and multimodal texts that may include stories, posters, notes, invitations and procedures. They use their knowledge of Hangeul, with support, to identify Korean language structures and features. They apply knowledge of stroke order in writing, developing their understanding of Hangeul in texts. They understand that some words and expressions are not easily translated, and reflect on how diverse cultural practices, behaviours and values influence communication and identity. |
| **Achievement standard** |
| By the end of Year 6, students initiate and use strategies to maintain interactions in Korean language that are related to their immediate environment. They use appropriate sound combinations, intonation and rhythm in spoken texts. They collaborate in spoken and written activities that involve the language of planning and problem-solving to share information, ideas and preferences. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Korean or English, adjusting their response to context, purpose and audience. They create texts, selecting and using a variety of vocabulary and sentence structures to suit context. They sequence information and ideas, and write in Hangeul, using conventions appropriate to text type.  Students apply rules for pronunciation and intonation, modelled structures, Hangeul and punctuation, when creating and responding in Korean. They compare language structures and features in Korean and English, using some metalanguage. They show understanding of how some language reflects cultural practices and consider how this is reflected in their own language(s), culture(s) and identity. |

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| **Strand: Communicating meaning in Korean** | | **Years 5–6** |
| **Sub-strand: Interacting in Korean** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| initiate and sustain modelled exchanges in familiar contexts related to students’ personal world and school environment  AC9LK6C01 | 1. interacting to exchange information about experiences such as everyday life and leisure activities using modelled past and present tense forms such as –해요/–했어요, 오늘 한국어를 공부해요, 어제 영어를 공부했어요. 2. comparing likes and dislikes such as저도 …–아/어요 and 저도 …–았/었어요, and providing reasons for opinions using 왜요? and 왜냐하면, for example, 저도 좋아요,저도 좋았어요,저도 축구해요, 저도 요리했어요, 왜요? / 왜냐하면 재미있어요. 3. recounting and comparing experiences with family and friends in spoken and written forms such as conversations, diaries or blogs, for example, 토요일에 저는 친구하고 쇼핑했어요. 제니하고 웨스트필드에 갔어요. 4. communicating in an online exchange with Korean-speaking peers, using communication strategies such as active listening skills, turn-taking cues and requests for clarification or more detail to support interactions, for example, 미안해요. 하지만 잘 몰라요. 무슨 말이에요? 다시 말해 줘요. 5. apologising and expressing concern or sympathy to friends and family members, for example, 괜찮아요?, 정말 안 됐어요. 6. using reactions such as exclamations and body language to show understanding and interest during interactions, for example, 우아!, 이제 알겠어요!, 진짜요?, 좋은데요 | |
| participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas  AC9LK6C02 | 1. participating in an activity for an assembly, school or class event, using language related to place, people, items, time or numbers and creating promotional materials, for example, producing a poster or video to encourage recycling 플라스틱을 학교에 가져 오지 말아요, 어디에 이거 넣어요? 2. making collaborative decisions and arrangements using Korean in traditional Korean games in person or in a secure online environment, for example, playing 윷놀이by counting using 하나, 둘, ordering using첫 번째, 두 번째, or numbering using 일, 이 … 3. responding to feedback to improve a draft, for example, asking for clarification and adding ideas 4. composing bilingual texts such as posters for class or school assembly performances, events or displays, for example, 스승의 날, 어버이날 5. asking peers to do something and responding to requests, for example, 더 크게 말해줘요, 다시 말해줘요, or giving instructions to peers to follow by miming the activities, for example, 한복 입어요, 쇼핑 가요, 김치 먹어요! 6. 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 7. allocating and swapping roles in group activities, for example, 내 차례야, 제 차례예요, 네 차례가 아니야, …씨 차례예요 8. discussing and creating shared class rules and procedures, including advice and reminders, for example, 빨리 해요, 천천히 해요, 숙제했어요? | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose  AC9LK6C03 | 1. viewing subtitled video clips of Korean-speaking people interacting, and identifying new language such as interjections to record and use with peers, for example, 와우!, 말도 안 돼!, 농담하지 마! 2. researching topics such as recycling, the water cycle, the solar system, or geographical features of Korea in English, and organising and sharing the information in Korean, using modelled language in print or digital format 3. 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 4. listening to, or viewing First Nations Australian authors’ stories and responding to them using words, formulaic expressions and modelled sentences in Korean 5. listening to, reading and viewing a variety of texts to collect information about concepts related to other learning areas such as the arts, humanities and science 6. listening to and viewing texts such as performances, game shows, music videos and artwork, and sharing opinions or feelings about them using expressions such as어땠어요?, 너무 좋아요/너무 좋았어요, 정말 재미있어요/정말 재미있었어요. 7. producing storyboards to sequence key events in different types of informative or imaginative texts, including captions or word bubbles to capture moods or feelings, for example, 무서워요, 행복해요, 이상해요 8. identifying and comparing perspectives represented in spoken and written informative texts and using formulaic expressions such as 누가 썼어요?, 누가 말했어요?, 네 생각에 …이/가 맞아요 ?, 왜 맞아요? 9. comparing favourite characters in stories, plays or cartoons, listing words or expressions associated with their personality such as 착해요, 예뻐요, 멋있어요, 무서워요,이상해요 and explaining how they can relate to them, for example, 저는 …이/가 좋아요, 싫어요. | |
| apply strategies to interpret and convey meaning in Korean language in familiar non-verbal, spoken and written cultural contexts  AC9LK6C04 | 1. applying strategies to communicate with an elderly person such as verbally agreeing with what an older person says and avoid expressing a contradictory opinion, for example, 네, 동의해요, 맞습니다 2. identifying words in Korean and English that cannot be readily translated and clarifying meanings for such words by providing examples, explanations or extra information, for example, recognising and explaining the difference between벼 (rice as a crop), 쌀 (rice as raw grains), 밥 (cooked rice/meals) 3. using bilingual resources for language learning, for example, using glossaries or online dictionaries to find examples and explanations of parts of speech and language use 4. reflecting on diverse interpretations of everyday language use in Korean such as the possibility that certain phrases, for example, 어디 가요? and 밥 먹었어요?, can be greetings or genuine questions depending on the context 5. finding examples of and reflecting on the significance of gestures across cultures, for example, bowing, not making eye contact when talking to an elderly person, shaking hands 6. understanding that the Korean language is constantly expanding to include new words and expressions such as a growing number of English words being borrowed or adopted into Korean, for example, 핸드폰 for mobile phone, 노트북 for laptop, 아이쇼핑 for window shopping | |

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| **Sub-strand: Creating text in Korean** | |
| create and present a range of informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type  AC9LK6C05 | 1. 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, using empathy to consider elements that may be unfamiliar to Korean students, for example, Australian students generally wear shoes in the classroom 2. using calligraphy pens and ink to write sentences about a topic or theme and designing a matching picture 3. presenting comparisons between Korea and Australia, for example, population statistics and physical size, daily temperatures, types of housing, pet ownership or popular leisure activities 4. producing a class print or digital poster, locating and describing, in Korean, a specific First Nations Country/Place location in a local or regional context, or elsewhere in Australia 5. designing a recipe incorporating some typical Korean ingredients using modelled procedural language, for example, 먼저 오이를 잘라요, 그리고 참기름을 넣어요, 고추장하고 소금을 넣어요, 다 같이 섞어요. 6. creating simple picture books to read to younger students to demonstrate the benefits of learning Korean 7. recording a multimedia presentation or writing a diary about an imaginary trip to Korea, incorporating some famous places and cultural observations, for example, 금요일에 명동에 갔어요. 쇼핑하고 맛있는 길거리 음식을 먹었어요. 특별한 시간이었어요. 8. inventing a board game, focusing on key language and using expressions for playing games, for example, creating rules, procedures and instructions, 한 칸 더 가요, 두 칸 뒤로 가요. |

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| **Strand: Understanding language and culture** | | **Years 5–6** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| apply knowledge of combinations of Hangeul sounds, pronunciation and intonation patterns to develop fluency and rhythm to known words and phrases  AC9LK6U01 | 1. pronouncing 한국어 as [한구거], 같이as [가치], 감사합니다as [감사함니다], 먹고as [먹꼬] and 어떻게as [어떠케] 2. discriminating between words with different tonal sounds and meanings, for example, 이, two and 이, tooth, 밤, chestnut and 밤, night 3. using rising intonation at the end of a question and responding to it with falling intonation, 학생이에요?/ 네, 맞아요/아니요, 선생님이에요 4. applying reading skills using phrases by chunks in a sentence, for example, recognising the time expression 오늘 오후 세 시에 in 저는 오늘 오후 세 시에 친구하고 수영해요as a chunk | |
| use knowledge of modelled grammatical structures and formulaic expressions to compose and respond to texts using appropriate punctuation and textual conventions  AC9LK6U02 | 1. recognising spacing and spelling rules in reading and writing, for example, 소라가 방에 있어요 versus 소라 가방에 있어요 2. comparing spacing and spelling rules in Korean with such rules in English and other known languages 3. expressing simple events occurring in the past using –었/았–, for example, 캔버라에 살았어요 4. recognising the formal polite ending –ㅂ/습니다 and the casual ending –어/아, 해, and understanding the different contexts where different levels of politeness and formality are indicated by verb endings, for example, 미안합니다 versus 미안해요 versus 미안해 5. using both counting systems correctly with counter words such as 장, 잔, 권, 그루, 송이, 원, 시, 분, 번째, … and reading Arabic numerals with the appropriate pronunciation according to the numbering system that is used, for example, 책 3권 is read as [책 세 권], 10살 is read as [열 살], 6학년 is read as [육 학년], 7시 is read as [일곱 시] 6. using phrases with the structure of a noun with a particle such as –하고, –에서, –(으)로 in a sentence, for example, 친구하고 쇼핑했어요, 학교에서 공부해요, 펜으로 쓰세요, 한국어로 뭐예요? 7. using simple negation by placing 안 or 못 before a verb, for example, 비가 안 와요, 김치를 못 먹었어요. 8. expressing a sequence of events by using conjunctive adverbs such as 그리고 at the beginning of a new sentence, for example, 밥을 먹어요. 그리고 운동해요, and using conjunctive suffixes such as –고 in a coordinative structure, for example, 밥을 먹고 운동해요. 9. using the complex structures –(으)ㄴ/는 것 같다 and –도 되다 in the informal polite style ending –‍어/아요 to express opinions and give or request permission, for example, 맞는 것 같아요, 가도 돼요? 10. recognising how word order and syntactic functions are different in simple sentences in Korean and English, for example, 저는, subject; 사과를, object; 먹어요, verb versus ‘I (subject) eat (verb) an apple (object)’ | |
| compare some Korean language structures and features with those of English, using some familiar metalanguage  AC9LK6U03 | 1. identifying key features in specific text types and comparing these with English equivalents, for example the use of –에게/께 ‘to’ in salutations and –(으)로부터/올림 ‘from’ in closing in a letter, email or invitation 2. comparing text types and language features in Korean and English, for example, comparing a Korean recipe with a recipe in English 3. matching Korean loan words to the original words in English and other languages, and exploring their origins, for example, 피아노 piano, 피자 pizza, 케밥 kebab 4. identifying Korean words used in Australia and sharing own experience of using/encountering them, for example, 비빔밥, 아리랑 5. identifying key details, context and intended audience in a range of familiar texts in Korean, for example, phone messages, sports reports, take-away food orders, and comparing how this information is presented in Korean texts with how it is presented in English texts | |

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| **Sub-strand: Understanding the interrelationship of language and culture** | |
| recognise that language reflects cultural practices, values and identity, and that this impacts on non-verbal and verbal communication  AC9LK6U04 | 1. understanding the significance of some social conventions and cultural concepts, for example, 잘 먹겠습니다, 잘 먹었습니다, 학교 잘 다녀오겠습니다, 학교 잘 다녀왔습니다. 2. recognising and exploring cultural aspects embedded in or accompanying language use, for example, the use of honorifics and different terms of address 3. experiencing traditional Korean culture such as설날 and learning about associated practices such as 윷놀이, 한복, 떡국, 사물놀이, commenting on the experience with descriptions and recommendations, for example, 한복이 멋있어요, 한복을 입어 보세요, 사물놀이가 흥겨워요, and making connections or comparisons with their own culture 4. exploring how language and culture are expressed through First Nations Australians’ song, dance or artworks, considering similarities and differences with an aspect of the cultural expressions of Korean-speaking people or communities 5. listening to and viewing stories about the creation of Hangeul such as stories about세종대왕 and reflecting on the background/rationale for the creation of Hangeul |

Years 7–8 (F–10)

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| **Band level description** |
| In Years 7 and 8, Korean language learning builds on each student’s prior learning and experiences. Students use Korean, in person or via digital access, to interact and collaborate within and beyond the classroom. They listen, speak, read and view, and write to exchange information, ideas and opinions about their world. They work increasingly independently and in groups, and continue to receive feedback and support from peers and teachers.  Students access a range of spoken, written and multimodal texts from an increasing range of authentic sources which may include audio and video clips, online magazines, advertisements, stories and articles. They use their English literacy knowledge of metalanguage in an increasing range of contexts to reflect on similarities and differences between Korean and English language structures and features. They recognise that language choices reflect cultural values, beliefs and identity. |
| **Achievement standard** |
| By the end of Year 8, students initiate and maintain interactions in Korean language in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Korean to collaborate and problem-solve, and adjust language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of similarities and differences between languages, in both familiar and some unfamiliar cultural contexts, by adjusting and reorganising responses. They select and use vocabulary, sentence structures and expressions to create texts.  Students apply the conventions of spoken Korean to develop fluency. They demonstrate understanding that spoken, written and multimodal texts use different language conventions, structures and features to convey meaning. They comment on structures and features of Korean text, using metalanguage. They reflect on how the Korean language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity. |

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| **Strand: Communicating meaning in Korean** | | **Years 7–8 (F–10)** |
| **Sub-strand: Interacting in Korean** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| initiate and sustain exchanges in familiar and some unfamiliar contexts related to students’ experiences, feelings and views, adjusting their language in response to others  AC9LK8C01 | 1. communicating with Korean-speaking peers using secure digital tools and with minimal scaffolding, sharing information or ideas about social, cultural or environmental issues, for example, 한국에서 보통 쓰레기를 어떻게 버려요?, 한국 학생들은 주말에 보통 뭐 해요? 왜 그래요? 2. initiating and developing conversations by using questions, for example, 지금 뭐 해요?, 어디에 가요?, 뭐 하러 가요?, 시간이 있을 때 뭐 해요?, 무슨 뜻이에요? 3. describing hopes, feelings and personal plans with reasons or background information, for example, 한국에 가면 좋겠어요, 가족하고 여행을 할 거예요. 재미있을 것 같아요, 숙제를 다 해서 다행이에요. 4. using communication strategies such as active listening skills and interjections, for example, using 어, 음, 저, and exclamations such as 어머나!, 아이고! 진짜!, and deciding when it is appropriate to use them 5. providing opinions and detail about topics such as family, friends, teachers, subjects, entertainment, sport, leisure and travelling, for example, 한국어가 재미있어요. 왜냐하면…, 한국어가 과학적이니까배우기가 쉬워요. 6. recounting significant events, special occasions and milestones using language level appropriate to audience, for example, 지난 주말에 학교 캠프에 갔어요 when speaking to a teacher versus 지난 주말에 학교 캠프에 갔어 when speaking to a friend 7. experimenting with Korean gestures and body language, and considering when it is appropriate to use them, for example, beckoning downwards to signal others to come | |
| collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events  AC9LK8C02 | 1. promoting awareness of a particular issue such as an event or behaviour, as a class, for example, creating posters for the school community, or a blog or advertisement about recycling, conservation, sustainability, healthy food choices, sport and fitness options 2. creating a dialogue or simulating transactions and negotiations such as purchasing food or clothing, for example, 이 모자가 얼마예요? 조금 작아요. 더 큰 모자를 보여 주세요. 3. making plans and decisions with others, such as arranging a birthday party or class excursion, including agreeing or disagreeing with others’ opinions or suggestions, for example, 제 파티에 올 수 있어요?, 파티에서 뭐 할까요?, 좋은 생각이에요, 글쎄요, –하면 어때요? 4. seeking and offering opinions in collaborative decision-making in class activities such as playing윷놀이 and discussing or negotiating how to play the game, for example, 어떻게 할까요?, 말을 세 칸 움직여요/옮겨요, 앞으로/뒤로 가요 5. asking for, giving and following directions to real or virtual locations, for example, 병원에 어떻게 가요?, 쭉/곧장/왼쪽/오른쪽으로 가세요, 버스를 타고가세요, 어떻게 가면 제일 좋아요?, 버스를 타면 제일 싸요. 6. using communication strategies such as asking for clarification or repetition and giving feedback to indicate concession/acceptance/satisfaction, for example, 다음 주부터 방학이지요?, 다시 말해 주세요, 괜찮아요 7. expressing and inviting preferences for plans, such as putting on a 사물놀이 performance, comparing and contrasting alternatives, for example, 사물놀이를 할 거예요. 그런데 꽹과리가 없어요. 어떻게 해요? …, 저는 금요일에 소풍 가는 것이 더 좋아요, 금요일에 못 가면 … 8. responding to invitations by accepting, declining and giving excuses, for example, 초대해 줘서 고마워요, 네, 참석하겠어요,다른 약속이 있어서 못 가요. 미안해요. | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| interpret information, ideas and opinions in a range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience  AC9LK8C03 | 1. comparing details from a range of texts about special occasions and ceremonies, and discussing culture-specific terms and representations 2. analysing and summarising information from texts, using tools such as tables, concept maps and charts to organise and order information and inform others of findings 3. 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 4. listening to, reading or viewing First Nations Australian authors’ stories and responding to them in spoken or written Korean 5. listening to, reading or watching texts about issues that concern young people, such as recycling, fashion or technology, and presenting the information to a specific audience 6. stating personal preferences about characters, attitudes and events in texts using set phrases such as 제가 가장 좋아하는/싫어하는 캐릭터는…, 제 생각에…, including spoken and written comments on reactions, for example, 그 친구는 농담을 잘해요, 그래서 재미있어요 7. gathering facts about events or people independently and collaboratively, and reporting 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 person | |
| interpret and adjust non-verbal, spoken and written language to convey meaning in Korean language in familiar and some unfamiliar cultural contexts  AC9LK8C04 | 1. making appropriate language choices with awareness of social situations such as using 선생님 to address an older person respectfully, and limited use of second- and third-person pronouns 너/당신 and 그/그녀 to refer to others 2. identifying culture-specific words and expressions such as 세배하다, 성묘하다, 추석, 새해 복 많이 받으세요, 수고했어요 when translating texts, and discussing the translation process, choosing ‘best fit’ words or omitting words when necessary 3. 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 or digital dictionaries 4. 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’, 답답해요, 눈치가 없어요, 애교, 어이없어 5. comparing different versions of translations, reflecting on the differences in translation of the same text and identifying possible reasons for differences 6. investigating and comparing the original and new uses of loan words that have been incorporated into the Korean language, for example, 아이돌, 미팅, 다이어트 | |

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| **Sub-strand: Creating text in Korean** | |
| create and present spoken, written and multimodal, informative and imaginative texts for specific purposes, selecting vocabulary, expressions, grammatical structures, features and conventions appropriate to text type and context  AC9LK8C05 | 1. organising information for a Korean audience, for example, creating a presentation or a video recording to explain sport and leisure activities such as 크리켓, 넷볼, 풋볼, or a cooking demonstration 2. creating texts such as notices, brochures and posters to inform others about issues and upcoming events, for example, social and cultural events or environmental issues 3. expressing personal opinions about ideas in Korean texts such as stories, films, paintings, songs or video clips, for example, –이/가/은/는 착한 사람인 것 같아요, 이/그 노래가 정말 아름다워요/슬퍼요/신나요. 4. creating a print or digital advertisement or brochure in Korean for travel to a First Nations Country/Place location, including what to see and do, means of travel, best time of year to visit, what to bring and wear, etc. 5. using some modelled language and secure digital tools to create a slideshow with audio about a planned or past experience such as a school camp, a holiday or concert, or playing a new computer game 6. 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, including visual elements where appropriate 7. producing performances to present real or imaginative stories, for example, role-plays, skits, songs, using expressive language for sounds, shapes and movements, 똑똑, 첨벙첨벙, 땡땡땡… 8. creating alternative versions of stories, such as a Korean tale or a film script with a new character or an altered ending 9. designing a plan for an ideal home or town, incorporating Korean features into the plan and writing or presenting an accompanying explanation, for example, 이것은 한국의 온돌이에요. 여기는 온돌방이에요. 여기 온돌방 안에 밥상이 있어요. |

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| **Strand: Understanding language and culture** | | **Years 7–8 (F–10)** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| apply knowledge of conventions of spoken Korean to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts  AC9LK8U01 | 1. pronouncing assimilated consonants correctly, for example, 학년 [항년], 육년 [융년], 국물 [궁물], 설날 [설랄], 좋다 [조타] 2. pronouncing syllable blocks in a word, making appropriate changes to the sounds on syllable boundaries according to pronunciation rules, for example, 먹고 [먹꼬], 어떻게 [어떠케] 3. recognising and using stress patterns appropriately to convey the intended meanings, for example, 어제 떡볶이를 처음 먹었는데 정말 맛있었어 to separate clauses by stressing the conjunction word, ‘어디가 아파요?’ to mean ‘Where does it hurt?’, ‘어디가 아파요?’ to mean ‘Are you unwell?’ 4. carrying over final syllables according to pronunciation rules, for example, 옷이 [오시], 독일 [도길] 5. adjusting the pronunciation of ㄷ to ㅈ and ㅌ to ㅊ when followed by 이, for example, 같이 [가치], 끝이 [끄치], 굳이 [구지], 해돋이 [해도지] | |
| apply understanding of grammatical structures and expressions to compose and respond to texts  AC9LK8U02 | 1. using spacing rules to communicate intended meaning in written Korean, for example, 친구가 방에 있어요 to mean ‘my friend is in the room’ versus 친구 가방에 있어요 to mean ‘it’s in my friend’s bag’ 2. extending responses by using descriptive verbs to modify nouns, for example, 예쁜 꽃을 보고 싶어요, 맑은 물을 마시고 싶어요 3. expressing suggestions, plans and hopes for the future using structures such as –(으)ㄹ 거예요, –(으)ㄹ까요?, –(으)면 어때요?, –려고 해요, –기로 했어요, –(으)ㄹ 계획이에요 4. recognising levels of politeness and formality in speech, for example, formal polite 합니다, informal polite 해요, casual 해, formal honorific 하십니다 5. communicating about other people’s views using indirect speech form –다/(이)라고 하다 6. extending knowledge of particles to include –한테/에게, –한테서/에게서, –(으)로 (instrumental and directional), –보다 (더), –와/과, –만, –부터 and –까지, including honorific particles, –께, –께서, –께서는 7. asking and answering negative questions, for example, 공부를 했어요? / 아니요, 안 했어요/하지 않았어요/하지 못했어요. 8. identifying and using basic onomatopoeic and mimetic expressions in Korean, for example, 문을 똑똑 두드려요, 비가 주룩주룩 와요, and translating such words, providing additional explanations to make meanings closer to the original 9. communicating reasons or purposes of things by using nominalisation in set phrases, for example, –기 때문에, –기 위해(서) 10. recognising and expressing how likely something is, using expressions that show intention and probability, for example, –겠어요 ‘I intend to …’, versus –(으)ㄹ 것 같아요 ‘it seems likely that …’ 11. extending responses by linking ideas and sequences using clausal connectives such as –어/아서, –고, –(으)면, –지만, –거나 12. extending their responses by using auxiliary verbs to express requests, trying new things and prohibition, such as –어/아 주다, –어/아 보다, –지 말다 with an –어/아요 ending, for example, 읽어 주세요, 입어 보세요, 쓰지 마세요. 13. extending their responses by using auxiliary verbs to express obligations and demands, and to ask or give permission, such as –어/아야 하다, –어/아도 되다, with the informal polite ending –아/어요, for example, 가야 해요, 먹어도 돼요. 14. understanding and applying the rules for using some irregular verbs such as 써요 (쓰다), 들어요 (듣다), 불러요 (부르다), 더워요 (덥다), 추워요 (춥다), 아름다워요 (아름답다) | |

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| reflect on similarities and differences between Korean and English language structures and features, using metalanguage  AC9LK8U03 | 1. analysing forms, features and purposes of texts, such as how texts are organised in terms of layout, sequencing of ideas, headings and stylistic devices 2. identifying linguistic/textual features used in specific text types, for example, different degrees of formality and flexibility expressed in conversations, speeches, letters, emails and electronic text messages 3. recognising how language use, such as the level of politeness, reflects the intention of the speaker or author and impacts on the development of relationships, for example, switching from a polite style to a casual style, 저를 좋아해요?, 나 좋아해? 4. reflecting on ways people, places and experiences are expressed in imaginative texts, and comparing them with those expressed in own and peers’ work and in the work of artists or authors encountered in other learning areas, such as the arts, English or history, for example, 아리랑, Waltzing Matilda 5. comparing contemporary Korean and Australian music popular among young people by listening to music stations, viewing video clips, reading print or online music magazines and identifying similarities and differences in expressions, themes and styles of performance 6. experimenting with language appropriate to specific text types in print or digital media, such as descriptive language in documentaries, reflective language in diaries and journal entries, and persuasive language in advertisements 7. 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 |
| **Sub-strand: Understanding the interrelationship of language and culture** | |
| reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes  AC9LK8U04 | 1. sharing and comparing cultural and intercultural experiences and language capabilities, face-to-face and in a secure online environment, and exchanging views on the benefits of speaking more than one language, for example, having a larger vocabulary to draw on, new insights and perspectives, and opportunities for new experiences 2. reflecting on culturally appropriate body language, for example, how own cultural etiquette and behaviour may be interpreted when interacting with speakers of Korean, noticing own body language and modifying gestures such as beckoning with the palm facing upwards or making direct eye contact when talking to older people 3. identifying elements of successful intercultural communication when using Korean or other languages, for example, awareness of differences, flexibility, and respect for other perspectives and traditions 4. examining how First Nations Australians’ languages have strong connections to Country/Place and how these can be compared to language variation across Korean-speaking communities 5. recognising the importance of the invention of Hangeul as a writing system suitable for Korean oral language, and discussing the role of script in aspects of culture and everyday life 6. exploring how globalisation has accelerated the use of English words and expressions in spoken and written Korean language and discussing the advantages/disadvantages of these influences on languages, such as technological terminology, for example, 인터넷, 키워드, or mixing Korean and English as lyrics in contemporary Korean music 7. discussing attitudes towards diversity, including the use of stereotypes and generalisations, and considering how these affect communication 8. investigating and using language associated with significant cultural practices and events or celebrations, for example, 열두띠, 선후배 관계, 한복, 돌잔치 9. reflecting on own cultural identities and how they are expressed differently in settings such as home, school and other social domains, and considering how these might be interpreted and responded to by people from different cultures |

Years 9–10 (F–10)

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| **Band level description** |
| In Years 9 and 10, Korean language learning builds on each student’s prior learning and experiences. Students use Korean to initiate and sustain interactions that communicate their own and others’ experiences of the world. They listen, speak, read and view, and write to communicate with speakers of Korean locally and globally through authentic community and online events. They access and create spoken, written and multimodal texts, increasingly of their own choosing. They continue to receive guidance, feedback and support from peers and teachers.  Students access an increasing range of authentic and purpose-developed resources which may include textbooks, audio and video clips, feature articles, television programs and social media. They expand their knowledge and control of Korean pronunciation, intonation, structures and features. They acknowledge that there are diverse influences on ways of communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs. |
| **Achievement standard** |
| By the end of Year 10, students contribute to and extend interactions in Korean language in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by evaluating and synthesising information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language devices to enhance meaning and cohesion.  Students incorporate the features and conventions of spoken Korean to extend fluency. They demonstrate understanding of the conventions of spoken and written texts and the connections between them. They apply knowledge of language structures and features to make and predict meaning. They support analysis of Korean texts, using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning Korean, to evaluate how this learning influences their ideas and ways of communicating. |

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| **Strand: Communicating meaning in Korean** | | **Years 9–10 (F–10)** |
| **Sub-strand: Interacting in Korean** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to students’ own and others’ experiences of the world, adjusting their language in response to others  AC9LK10C01 | 1. asking for and providing specific information in sustained interactions, for example, asking about a peer’s holiday or responding to a general question about their own holiday, 방학에 한 일에 대해서 이야기해 주세요. 2. following up own and others’ responses by elaborating on and extending the topic using strategies such as asking or responding to questions, for example, 왜 저 가수를 좋아하는지 말해 주세요. 노래도 잘 하고 멋있잖아요, 한국에서 등산을 하려면, 뭘 준비해야 해요? 3. sharing ideas and making suggestions relating to own and others’ experiences, for example, 한강에서 축제를 한다고 하니까 한번 가 보세요. 4. adapting language according to situations, using communication strategies such as showing empathy or indirectly expressing disagreement through intonation, for example, 그렇지요?, 좋았겠어요, 아마 그럴 거예요, 글쎄요, 그런가요?, 아닌 것 같은데요 5. corresponding with peers using secure digital 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, 반말로 말해도 돼요?, 형이라고 불러 줘. 6. eliciting and reflecting on others’ opinions, for example, 왜 그렇게 생각해요?, 왜 그렇다고 생각해요?, 어떻게 그렇게 되었어요?, 정말 그럴까요?, 아,그렇군요 7. using persuasive or evaluative language to debate issues of interest such as the environment, expectations of teenagers and the generation gap, for example, 저는 ... 믿어요/확신해요, 이것은 분명히…–이에요/예요, 그렇지만 …, 정말 …–(으)ㄹ까요?, -와/과 비교해 보면 …, 장점과 단점은… | |
| contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences  AC9LK10C02 | 1. organising real or simulated forums, protests or rallies to raise awareness of environmental, social or ethical issues, for example, persuading peers to take action on 재생에너지, 빈곤, 차별 2. attempting to persuade others of an opinion, such as in a class debate, for example, 고양이는 강아지보다 좋아요, or outlining their suitability for a scholarship, for example, 저는 열심히 공부했으니까 제가 이 일을 제일 잘 할 수 있다고 생각합니다. 3. investigating people’s opinions on topics by creating and conducting surveys and presenting or comparing the results, for example, 설문 조사에 따르면/의하면 …, 당신은 무엇을 추천합니까?, 이 의견에 동의합니까? 4. participating in class discussion by expressing own opinion such as agreement or disagreement with others, for example, 저는 민수가 맞다고 생각해요, 저는 정답이4번이라고 생각했어요. | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| evaluate and synthesise information, ideas and perspectives in a broad range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience  AC9LK10C03 | 1. comparing and responding to different perspectives about the same event or on a topical issue such as 세계화, 소셜미디어 사용, 동물권리, for example, 서로 다른 관점을 이야기해 볼까요? 2. analysing and interpreting collected information by summarising, sequencing and prioritising, considering audience, purposes and context, for example, 한국에는 태풍이 오고, 호주에는 사이클론이 온다/와요/옵니다. 태풍은 …, 사이클론은 …, 불이 나면 제일 먼저 할 일은… 그 다음에는… 3. distinguishing between fact and opinion in texts such as articles and reports, and using critical literacy skills to recognise bias by identifying the author, audience and purpose of the text, for example, 이 기사에서 …라/다고 하는데 이 정보가 사실이라고 생각해요? 4. listening to or reading a First Nations Australian’s stories and discussing their opinions and ideas, and, in Korean, presenting their personal profile to the class 5. synthesising information by understanding gist and identifying keywords in texts from various sources on topics such as pop culture, youth employment, the environment, and world sports, or those related to other learning areas, for example, 올림픽 경기 중에서 가장 흥미로운 것은… 6. critiquing own and others’ presentations, taking the perspectives of authors and performers, for example, 제가 … –라면 … 7. researching a topic, historical event, or person, and analysing key information, such as investigating the life of a famous person or interviewing an older Korean speaker to identify key influences on a person’s identity, for example, 호주로 이민 오신 이유가 무엇입니까?, 호주에서 살면서 한국은 어떤 의미입니까? | |
| interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts  AC9LK10C04 | 1. identifying and responding to key messages and values in traditional texts such as 민요, for example, 아리랑, 강강술래, or 설화, for example, 심청전, 흥부전, or dialogues in 탈춤, and considering their relevance in modern times 2. translating to identify cultural elements and reflecting on how they are embedded in common words or expressions to represent similar or different ideas or practices, for example, kinship terms, titles and terms of address, or sayings and proverbs such as 호랑이도 제 말하면 온다 ‘speak of the devil’, 소 잃고 외양간 고친다 ‘to shut the barn door after the horse has bolted’, 사공이 많으면 배가 산으로 간다 ‘too many cooks spoil the broth’ 3. translating written, spoken and visual texts such as advertisements, songs or film extracts, examining the appropriateness of translation for specific audiences and contexts, for example, changing a text from informal to formal register, or vice versa 4. creating bilingual texts, such as video clips with subtitles, explaining Australian cultural practices, for example, bushwalking, New Year’s Eve celebrations, barbecues 5. listening to, reading and viewing imaginative texts such as short stories, films, poetry, songs, and identifying aspects of the texts that are specific to Korean language and culture, for example, the use of expressive language, body language and figurative language, and critically reflecting on and sharing own responses with others, 한국 사람이 세배를 하는 이유는 …, 왜 돈을 하얀 봉투에 넣어 줄까요? 6. creating captions or commentaries to accompany texts such as lyrics, video clips and film extracts, using Korean where original texts were in English, and English where original texts were in Korean 7. comparing own translation with others, noticing similarities and differences, and reflecting on why interpretations may vary | |

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| **Sub-strand: Creating text in Korean** | |
| create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of features and conventions to engage different audiences  AC9LK10C05 | 1. presenting on different perspectives of the same event or a topical issue such as 세대 차이, 인간 관계, 전통 문화와 현대 문화 2. creating informative texts such as posters, brochures and web pages, for example, a brochure promoting a holiday destination, a poster for a medical centre encouraging healthy eating, or a web page reviewing new music releases 3. creating texts to convey own ideas and interpretation of specific texts to different audiences, for example, classmates, parents, peers on social networking websites, possible future employers, and for different purposes and contexts, for example, school, community, social clubs, part-time jobs 4. writing a journal entry or contributing to a school newsletter in Korean, reflecting on the impact of a visit to a First Nations Country/Place location, and, with permission, referring to cultural knowledge of the site’s significance 5. creating visual displays of data or information gathered from personal research or overseas trips to share with peers on features of lifestyle or experiences of Korean-speaking youth, for example, educational opportunities, outdoor and sporting activities across the seasons, or a typical weekend for a teenager 6. creating various types of texts such as stories, songs, chants, or scripts for role-plays or skits for different audiences, for example, young learners of Korean, considering main characters, themes, settings, plots and/or possible intercultural factors 7. recreating a text such as a story, music clip or advertisement to change or parody the content 8. creating persuasive texts such as a blog or secure online forum posts and presenting to a general audience to convince them to learn a foreign language, for example, 여러분, 안녕하십니까? 외국어를 배워 본 적이 있습니까? 외국어 배우기가 필요없다고 생각해도, 배워야 하는 이유를 소개하려고 합니다. 9. combining modes of presentation such as displays, videos or music to explore social and cultural themes, for example, 다문화사회 |

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| **Strand: Understanding language and culture** | | **Years 9–10 (F–10)** |
| **Sub-strand: Understanding systems of language** | | |
| **descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| apply features, conventions and phrasing patterns of spoken Korean in both informal and formal speech to extend fluency in responding to and creating texts in familiar and unfamiliar contexts  AC9LK10U01 | 1. understanding that there are variations in Korean pronunciation across different regions of Korea, but that spelling follows standardised rules 2. using Korean pronunciation and spelling rules for listening to and reading authentic texts, and producing own written and oral texts 3. knowing when to pause in complex sentences with embedded clauses 4. understanding that many honorific expressions occur in everyday speech simply as a formality, for example, announcements and warnings use the phrasing pattern -시기 바랍니다, offering meals with an idiomatic expression 맛있게 드세요, welcoming people with 어서 오세요, sending people who are leaving for a short time away with 다녀 오세요 | |
| apply knowledge of grammatical structures to predict meaning and compose texts that contain some complex structures and ideas  AC9LK10U02 | 1. writing in Hangeul independently, observing writing conventions and rules 2. making a noun-modifying clause by using a noun-modifying form such as –인, –(으)ㄴ, –는, or –(으)ㄹ, appropriately, for example, 배우인 친구가 한 명 있어요, 저기에서 노래하는 사람이 누구예요?, 제가 어제 본 영화는 정말 슬펐어요, 언제 갈 계획이에요?, 날씨가 좋은 날에 바비큐를 해요. 3. 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 and habits, for example, 알고 싶어요, 비가 올 것 같아요, 갔다 왔어요, 보러 가요, 조깅을 하곤 했어요, 바쁜 척했어요, 가지 못할 뻔했어요. 4. using different speech levels and styles in Korean appropriately for the audience, for example, –ㅂ/습니다, –ㅂ/습니까?, –ㅂ/읍시다, –(으)십시오, and –어/아/해. 5. understanding and using the dictionary forms of action and descriptive verbs to identify the meaningful part or to look up unknown verbs in a dictionary, for example, 가다, 오다, 하다, 먹다, 들다, 듣다, 읽다, 덥다, 예쁘다 6. using a wide range of particles, including honorific forms as applicable, for appropriate grammatical functions, for example, –한테서/에게서, –마다, –조차, –마다, –뿐, –밖에, –씩 7. using negative questions and answering appropriately with past, present and future tenses, 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. 8. inferring meanings of unknown words or expressions from information available from the text or context | |
| reflect on and evaluate Korean texts, using metalanguage to analyse language structures and features  AC9LK10U03 | 1. identifying register used in Korean texts, for example, the formal polite style used for statements, –ㅂ/습니다 and commands –(으)십시오 or vocabulary used to determine audience, purposes and context 2. comparing and contrasting the structures of a variety of authentic texts in Korean and English, examining how the audience, purpose and context are considered differently in each language 3. understanding that languages incorporate other languages into their systems and examining how this takes place in Korean, for example, 조깅해요, 온라인으로, 알바해요 4. creating own texts in Korean for specific audiences and purposes in specific contexts, for example, introducing Korean food culture to parents invited to a Korean culture evening, using a range of appropriate discourse devices for coherence and cohesion, including appropriate vocabulary 5. comparing spoken and written texts, for example, spoken and printed advertisements, face-to-face conversations and text message threads, to understand how mode relates to linguistic structures and features, and how this affects meaning 6. discussing language and language learning using metalanguage appropriately, for example, 단어, 문장, 문단, 띄어쓰기, 명사, 동사, 조사, 높임말/존댓말, 줄임말, 반말 7. examining cohesive devices used in Korean texts, such as consistency in speech levels and honorific elements, conjunctions, for example, –지만, –(으)니까, –므로, –아/어서, and conjunctive adverbs, for example, 하지만, 그러니까, 그러므로, 그래서 and their appropriateness for Korean discourse | |

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| **Sub-strand: Understanding the interrelationship of language and culture** | |
| reflect on and evaluate how identity is shaped by language(s), culture(s), beliefs, attitudes and values and how these affect ways of communicating  AC9LK10U04 | 1. 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 2. becoming aware of their use of Korean and adjusting language use to suit the context, such as feeling comfortable with some silence during conversations or learning to be indirect when making refusals, for example, 잘 모르겠는데요 and 글쎄요 3. discussing how texts such as films, dramas, plays and songs portray social issues and values, for example, conflict in relationships, poverty, loyalty and humility 4. reflecting on and explaining the protocols required to authentically co-create an Acknowledgement of Country/Place with a First Nations Australian, to present in Korean for a group of Korean-speaking visitors at a school assembly 5. considering aspects of personal experiences with intercultural communication, such as repair and recovery strategies in communication, and responses to and insights gained through interactions 6. reflecting on how world views of a culture are reflected in and shaped by the way people use everyday language, such as different ways to answer negative questions in Korean and English, for example, 숙제를 안 했어요?, 아니요, 했어요/네, 안 했어요, or different perspectives involved in the use of 가다 and 오다, for example, 파티에 갈 거예요. 나하고 같이 가겠어요?, 빨리 올래요?, 지금 가요. 7. analysing how the Korean language may reflect cultural perspectives and values such as collectivism, harmony, humility and the importance of ties between family members 8. investigating the origins of particular expressions or words, developing awareness of the origins of their meanings and how these may or may not change over time, for example, 식사 하셨어요?, 좋은 아침입니다. |

Years 7–8 (Year 7 entry)

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| **Band level description** |
| In Years 7 and 8, students are beginning their learning of Korean language, and this will be influenced by prior learning and experiences of language learning. Students use Korean language to describe their personal world and interact and collaborate with teachers and peers within and beyond the classroom. Listening, speaking, reading and viewing, and writing activities are supported by scaffolding, modelling and feedback.  Students use Hangeul, with support, and access authentic and purpose-developed spoken, written and multimodal resources which may include conversations, audio and video clips, textbooks, advertisements, blogs and magazines. They use their English literacy knowledge of metalanguage to reflect on similarities and differences between Korean and English language structures and features. They recognise that language choices reflect cultural values, beliefs and identity. |
| **Achievement standard** |
| By the end of Year 8, students use Korean language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others’ contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Korean or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts in Hangeul, with support, and demonstrate understanding of how some language reflects cultural practices.  Students approximate Korean sound patterns, intonation and rhythms, and recognise the function of Hangeul. They demonstrate understanding that Korean has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of Korean and English language structures and features, using metalanguage. They demonstrate awareness that the Korean language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity. |

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| **Strand: Communicating meaning in Korean** | | **Years 7–8 (Year 7 entry)** |
| **Sub-strand: Interacting in Korean** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| interact with others using modelled language to exchange information in familiar contexts about self and personal world  AC9LK8EC01 | 1. greeting and farewelling others, introducing themselves, expressing states of wellbeing, appreciation and wishes, using informal polite language appropriate for familiar people, for example, 안녕하세요?, 저는 …예요/이에요, 만나서 반가워요, 12살이에요, 7학년이에요, 안녕히 가세요/계세요 2. describing friends, family members or pets, for example, … 있어요/없어요, 동생이 귀여워요, 눈이 커요, …은/는 …이/가 예뻐요, 날개가 빨간색이에요. 3. sharing and comparing information about self and others such as describing routines, likes/dislikes, events and leisure activities, for example, 6시에 일어나요, 주말에 뭐 해요?, 바비큐를 해요, 취미가 뭐예요?, 무슨 …을/를 좋아해요?, 크리켓을/독서를 좋아해요, …을/를 안 좋아해요, 수영을/영화를 안 좋아해요. 4. exchanging information through questioning and answering, for example, 이것/저것이 뭐예요?, … 예요/이에요, …이/가 아니에요, 알아요, 몰라요, 네, 아니요, 맞아요, 틀려요 5. expressing opinions using formulaic phrases, such as 제 생각에는 …, for example, 제 생각에는 민수가 맞아요, 제 생각에는 그 영화가 재미있어요. | |
| develop language to interact in exchanges, routines, tasks and responsibilities related to classroom and interests  AC9LK8EC02 | 1. following instructions and commands, for example, 일어나세요, 앉으세요, 쓰세요, 보세요, 잘 들으세요, 따라 하세요, 빨리 하세요, 조용히 하세요 2. interacting in classroom routines such as responding to the teacher during roll call, for example, … 있어요? 네, (여기) 있어요, 아니요, 없어요, …이/가 안 왔어요 3. interacting by asking permission and making requests, for example, …을/를 빌려 주세요, 괜찮아요?, 미안해요, 고마워요 4. participating in collaborative projects, for example, making and playing a vocabulary game, or producing and sharing a digital alphabet or number book for a younger audience, making choices about when to use Korean or English depending on the context, topic and nature of the interaction 5. asking for advice on how to express a word or concept in Korean or English, for example, …이/가/은/는 영어/한국어로 뭐예요? 6. practising telephone etiquette, for example, 여보세요 | |
| engage in modelled non-verbal, spoken and written exchanges with peers to organise activities relating to daily life and school environment  AC9LK8EC03 | 1. working with peers to produce a bilingual publicity flier for an upcoming event, for example, 한글날, to promote Korean learning among school community members 2. planning events such as a class celebration or a birthday party with details, for example, using day, time, place, activity and participants, 월, 일, 요일, -에게, -로부터, 언제/어디에서 만나요?, 누가 해요?, 누구하고 해요?, 같이 가요 3. negotiating real or simulated plans using structures such as –고 싶어요 and –(으)ㄹ 수 있어요, for example, 무엇을 하고 싶어요?, 영화를 보고 싶어요, 할 수 있어요, 주말에 갈 수 있어요. 4. participating in transactions such as ordering or purchasing food, using the –어/아요 or –(으)세요 form, for example, 얼마예요?, 아이스크림 한 개 주세요, 여기 있어요, 고맙습니다, 감사합니다 5. following procedures and instructions together, for example, participating in class or leisure activities such as sport/craft/dance/cooking, how to play 윷놀이, 내/네 차례예요, 도예요, 걸이에요, 윷을 던져요 | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| locate and process information and ideas in familiar spoken, written and multimodal texts, responding in ways appropriate to cultural context, purpose and audience  AC9LK8EC04 | 1. locating, classifying and summarising information using text types such as class surveys, notices, timetables and announcements, and presenting findings to others, for example, in a digital presentation, poster or wall chart 2. reading and viewing a range of texts such as promotional brochures and signs, websites and cards, to obtain and compile information about places, lifestyles and practices, recognising features of language use in multimodal texts 3. sequencing information, collaboratively or independently, about people, times and activities, and using the information in new ways, for example, creating a timeline, diary or timetable 4. listening to, reading or viewing First Nations Australian authors’ stories and responding to them in spoken or written Korean, for example, identifying and describing or comparing characters, settings, events and key ideas in texts through questions 5. 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 the imperative verb form –(으)세요 6. inventing a new aspect of a text, such as a new character, plot, object, perspective or an alternative ending, to a story looked at in class 7. expressing opinions about characters or settings in imaginative texts using structures such as … 같아요, for example, 뭐예요?, 뭐 같아요?, 호랑이 같아요. 8. identifying and discussing patterns in language use associated with gender, age, social status or purpose | |
| develop and begin to apply strategies to interpret, translate and convey meaning in Korean in familiar contexts  AC9LK8EC05 | 1. translating short personal texts, identifying words and phrases, and noticing similarities and differences in language use such as formality, for example, 안녕하세요? versus 안녕? 2. using bilingual dictionaries and electronic translation tools to identify words that do not have equivalents, such as ‘to wear’ in English, and 입어요 (wear on the body), 써요 (wear on the head), 신어요 (wear on the feet), or ‘to open’ in English, and 창문을 열어요 (open a window), 눈을 뜨세요 (please open your eyes) 3. listening to and viewing performances such as music video clips or extracts from films, sharing reactions with peers, noticing cultural aspects and recording similarities and differences in interactions in similar contexts in their own culture/s 4. discussing how cultural concepts are expressed in non-literal word use, for example, 우리 ‘our’ can be used to express inclusivity, as in 우리 집 ‘my house’, 우리 학교 ‘my/our school’ 5. designing signage, posters and flashcards, displaying items, for example, names of classroom objects, 책, 의자, 책상, 가방, 연필, 지우개, 필통 | |

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| **Sub-strand: Creating text in Korean** | |
| create spoken, written and multimodal, informative and imaginative texts for familiar contexts and purposes using appropriate vocabulary, expressions, grammatical structures and some textual conventions, using Hangeul with support  AC9LK8EC06 | 1. reporting orally or in writing on events in their immediate environments or personal worlds, such as a school or community event, celebration, excursion, or the arrival of a new student, for example, 우리 학교는 커요, 우리 반은 한국문화원에서 견학을 해요. 2. using multimodal presentation to report on Korean-speaking regions such as creating a presentation about an area in Korea and incorporating graphs or tables representing important information about the region, for example, popular foods, leisure activities, industries and transport 3. compiling a list of questions and conducting an interview, for example, interviewing a Korean-speaking person visiting the school or in a secure online exchange, about family, home, interests and abilities, and presenting the responses in a podcast or newsletter 4. creating a poster in Korean to promote travel to a First Nations Country/Place location, including what to see and what to do 5. 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 6. describing and classifying aspects of Australian culture for a Korean audience, for example, food and diet, daily life, significant places or cultural practices 7. developing and using bilingual texts 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 8. creating stories in different modes such as video clips or digital photo stories, based on real or imaginary characters, places and events 9. composing and participating in dialogues and imagined interactions, and explaining the relationships between characters and contexts in a short drama or song, for example, 여우야, 여우야, 뭐 하니? / 여우님, 여우님, 뭐 해요? 10. labelling pictures of Korean and Australian classrooms and homes, and highlighting differences in the arrangement of items such as furniture and wall displays |

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| **Strand: Understanding language and culture** | | **Years 7–8 (Year 7 entry)** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| recognise and use features of the Korean sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts  AC9LK8EU01 | 1. listening to and reproducing the sounds of Korean, noticing sound–symbol correspondence, for example, in consonants, 발 versus 팔, 갈 versus칼, 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 versus빵 2. recognising the differences in intonation between statements, questions, requests and commands, for example, 가요, 가요?, 가요! 3. showing understanding of the correct placement of letters in written form, as opposed to pronunciation in spoken form, through dictation practice, for example, 한국어가 재미있어요 [한구거가 재미읻써요], 옷이 예뻐요 [오시 예뻐요], 책을 읽어요 [채글 일거요] 4. 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 2 types of syllable blocks, for example, 각, 눈, 닭 5. recognising and using the pronunciation rules for syllable-final consonants, for example, that any consonant can be syllable-final, but there are only 7 syllable-final sounds 6. knowing that for syllable-final double consonants, in most cases, only the first final consonant is pronounced, except for 닭 and 삶 | |
| develop knowledge of, and use structures and features of, the Korean grammatical and writing systems to understand and create spoken, written and multimodal texts  AC9LK8EU02 | 1. recognising and using simple sentence structures in the subject+object+verb order to make statements or ask questions, and inferring missing subjects or objects based on context, for example, 지금 무엇을 해요? is missing a subject, and 공부해요 is missing both a subject and an object 2. combining syllable blocks to write a word and applying spacing rules and basic phonological rules when reading and writing, for example, 친구가 교실에서 책을 읽어요. 3. referring to self and things appropriately using first-person pronouns 저, 제, 나, 내, 우리, demonstrative pronouns 이, 그, 저, 이것, 그것, 저것, or place pronouns 여기, 거기, 저기, for example, 이 사과가 맛있어요, 이것이 영어로 뭐예요?, 여기가 우리 집이에요. 4. 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 5. using present and past tenses with the informal polite style ending –어/아요, for example, 좋아요, 좋았어요, 재미있어요, 재미있었어요, 먹어요, 먹었어요including some set phrases with auxiliary verbs, such as –고 싶어요, –고 있어요, or –(으)ㄹ 수 있어요 6. using some honorific words and suffixes such as 드세요, 선생님, 일어나세요 and humble words, for example, 저/제 as part of formulaic expressions 7. using simple negation by placing 안 or 못 before a verb, for example, 안 가요, 못 해요, and replacing copula –예요/이에요with its negative form –이/가 아니에요 8. understanding and responding to teacher feedback on 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 9. using the two numbering systems of Korean appropriately for purpose, for example, 하나, 둘, 셋, … and 일, 이, 삼, … 10. using basic counters and Arabic numerals with appropriate pronunciation, for example, 사과 1개 is read as 사과 한 개, 학생 3명 is read as 학생 세 명, 11살 is read as 열한 살, 7 학년 is read as 칠 학년, and comparing differences in word order between Korean and English when counting objects, for example, 사과 한 개 versus ‘one apple’ 11. using question words to make questions, for example, 누구, 무엇, 언제, 어디, 어떻게, 왜, 몇, 무슨, 어느 12. discriminating between content words and function words, for example, in 나무가 예뻐요, 나무 and 예뻐요 are content words, and 가 is a function word 13. using idiomatic expressions for greeting, farewelling and some learning activities and everyday interactions, for example, 안녕하세요? 만나서 반가워요, 안녕히가세요/계세요, 고맙습니다, 감사합니다, 환영합니다, 생일 축하합니다, … 같아요, …계 … 사람 as in 한국계 호주 사람, … 회원이에요 | |
| compare Korean language structures and features with English, using familiar metalanguage  AC9LK8EU03 | 1. identifying the purpose, intended audience and key language features of short texts such as road signs or instructions, and comparing these with English versions of similar texts, for example, 천천히 versus ‘drive slowly’, 미세요/당기세요 versus ‘push’/‘pull’ 2. identifying conventions of familiar text types 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, …에게, …로부터, 4월 3일 금요일 3. recognising the similarities in key features of Korean and English texts such as stories, songs and conversation 4. observing how differently abbreviated forms in multimedia and social media are accepted in Korean and English, for example, 쌤, 여친, 남친 5. collecting and analysing samples of language from multimodal texts to explore differences in communicative style and expression between social groups in Korean and Australian cultures, for example, 어서 오세요 to mean ‘welcome’, and 밥 먹었어요? to mean ‘how are you?’ | |

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| **Sub-strand: Understanding the interrelationship of language and culture** | |
| recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values  AC9LK8EU04 | 1. participating in guided discussion of the roles of and relationship between culture and language, with reference to Korean, English and other known languages 2. viewing interactions in Korean between peers or in multimodal texts such as a movie segment, noticing and recording cultural similarities and differences between interactions in Korean and in their own culture/s, for example, comparing similarities and differences between cultures using a Venn diagram 3. identifying words which have similar meanings and pronunciation across different languages, reflecting on the possible origins and cultural associations of such words, for example, 엄마, ‘mum’, ‘mama…’ 4. examining how First Nations Australians’ languages have strong connections to Country/Place and how these can be compared to language variation across Korean-speaking communities 5. identifying non-verbal expressions taken for granted in communication in different cultures, for example, the use/non-use of eye contact depending on social context, bowing to elderly, nodding to show agreement, pointing and beckoning with appropriate hand gestures 6. reflecting on the cultural associations of individual Korean words which may be interpreted differently by people who do not know Korean culture, for example, 우리 ‘our’ can be used for 우리 선생님 ‘my teacher’, 우리 나라 ‘my country’, and kinship terms such as 형, 오빠, 누나, 언니 are often used to address other people 7. discussing, questioning and explaining understanding of other cultures, including Korean culture, without stereotyping 8. understanding the significance of social conventions and cultural concepts, for example, using 식사를 하셨어요? as a greeting 9. exploring how politeness is expressed differently in Korean and English language, for example, the importance of age and levels of formality |

Years 9–10 (Year 7 entry)

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| **Band level description** |
| In Years 9 and 10, Korean language learning builds on each student’s prior learning and experiences. Students use Korean to initiate and sustain interactions while sharing their own and others’ experiences of the world. They listen, speak, read and view, and write to communicate with other speakers of Korean in local and global settings through authentic community and online events. They continue to receive guidance, modelling, feedback and support from peers and teachers.  Students use authentic and purpose-developed resources, increasingly of their own choice, to access and/or create a range of spoken, written and multimodal texts which may include textbooks, audio and video clips, magazines, online and print articles, and social media. They acknowledge that there are diverse influences on ways of communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs. |
| **Achievement standard** |
| By the end of Year 10, students initiate and sustain Korean language to exchange and compare ideas and experiences about their own and others’ personal world. They communicate using non-verbal, spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate understanding of different perspectives. They synthesise information and respond in Korean or English, adjusting language to convey meaning and to suit context, purpose and audience. They use structures and features of spoken and written Korean to create texts.  Students apply understanding of Hangeul to enhance fluency and demonstrate understanding of the sound system in spoken exchanges. They select and apply knowledge of language conventions, structures and features to interact, make meaning and create texts. They support discussion of structures and features of texts, using metalanguage. They reflect on their own language use and cultural identity, and draw on their experience of learning Korean, to discuss how this learning influences their ideas and ways of communicating. |

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| **Strand: Communicating meaning in Korean** | | **Years 9–10 (Year 7 entry)** |
| **Sub-strand: Interacting in Korean** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others’ personal world  AC9LK10EC01 | 1. initiating and sustaining small talk, such as discussing the weather, for example, 오늘 날씨가 어때요? / 오늘 날씨가 따뜻해요. / 날씨가 따뜻하면 뭐 하고 싶어요? 2. describing opinions and ideas, for example, giving reasons for statements, 동생은 시끄러워서 안 귀여워요 3. sharing ideas with peers about topics of interest and seeking their opinions, for example, 민수는 그 영화가 재미있다고 해요. 그런데 저는 별로 안 좋아했어요. 어떻게 생각해요? 4. posing and responding to questions about future plans and aspirations, for example, 왜 한국어를 배워요?, 한국에 가고 싶어서 한국어를 배워요. 5. participating in discussions with peers using communication strategies such as asking for clarification/repetition, for example, …이/가/은/는 무슨 뜻이에요? 다시 말해 주세요, and indicating concession, for example, 괜찮아요 6. sustaining responses by providing detail such as listing and describing activities, for example, 저는 주말에 학교에서 친구하고 농구를 해요, and responding to hypothetical situations, for example, 비가 오면 무엇을 해요? 7. initiating a conversation by using expressions appropriate to the context and the audience, for example, 지금 무엇을 해요?, 어디에 가요?, 이 노래를 들었어요? 8. developing conversation on topics of mutual interest, for example, 주말에 시간이 있어요? / 네, 토요일 오후와 일요일에 시간이 있어요. / 토요일 아침에 뭐 해요? / 아홉 시부터 열두 시까지 운동해요. | |
| use Korean language in exchanges to question, offer opinions and compare and discuss ideas  AC9LK10EC02 | 1. giving and following instructions such as 책을 책상 위에 놓으세요, 쓰지 마세요 and requesting clarification, for example, 다시 설명해 주세요; 무슨 뜻이에요? 2. checking for and indicating understanding, for example, 알겠어요? / 네, 알겠어요/아니요, 모르겠어요 3. asking for and making suggestions relating to shared activities, for example, 무엇을 먼저 이야기할까요? …한테 물어 보세요 4. sharing information about similar topics of interest, for example, opinions about current music and bands, popular television series or movies 5. watching a documentary on global issues such as 한류, 환경, and using descriptive and expressive language to exchange views on the topic 6. participating in reflective activities and evaluations of classroom experiences, using language such as 어떻게 생각해요?, 제 생각에는 …, 아마 …, 글쎄요, –(으)ㄴ/는 것 같아요 | |
| use non-verbal, spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers  AC9LK10EC03 | 1. presenting a poster or text to peers to introduce a social or environmental issue such as 소셜 미디어 or 봉사, using appropriate body language 2. planning for an event or scenario, such as collaboratively arranging a class excursion, birthday party, or using transport, for example, 지하철을 타면 빨리 갈 수 있어요, 맛이 어때요? / 김치가 매워요. 하지만 맛있어요 3. discussing plans or chores and daily needs with a host family, for example, 도시락이 필요해요, 저는 집안 일을 도울 수 있어요, 이번 주말에 어디에 갈까요? 4. applying for opportunities or reflecting on participation in events such as a speaking contest, student exchange program, scholarship or fundraising, for example, 일 년 후에 한국으로 여행 갈 거예요. 그래서 한국어를 열심히 공부해요, 저는 한국어 말하기 대회에 참가하려면, 어떻게 해요?, 상을 못 받았지만 수고했어요. 좋은 경험이었어요. 5. conducting transactions in authentic or simulated situations such as purchasing goods such as clothes, food, or stationery in a Korean shop 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 6. asking advice from others to plan for situations such as seeking medical treatment, for example, 머리와 목이 아파요. 어떻게 해야 해요? | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| interpret information, ideas and perspectives in a wide range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience  AC9LK10EC04 | 1. organising, categorising, and reporting information to inform particular audiences, selecting modes of presentation such as tables, concept maps, web postings and charts 2. viewing texts detailing lifestyles in diverse Korean-speaking communities, identifying features of local lifestyles that reflect modernity or tradition, and evaluating the information for relevance, appropriateness, and significance 3. recording and synthesising information from Korean media texts such as television programs, reports, interviews, video clips, documentaries and social networks, for example, learning about healthy Korean food culture and presenting on that topic in multimodal texts 4. listening to or reading a First Nations Australians’ stories and discussing their opinions and ideas, and, in Korean, presenting their personal profile to the class 5. identifying key ideas, messages, main events and characters in a text and creating a new scene, story development or video clip, for example, writing an ending to a story or dialogue 6. interpreting from context and explaining to others the meaning and cultural references of unfamiliar words or expressions such as idioms, for example, 그림의 떡, 발이 넓다, 귀가 얇다, 손이 크다 7. listening to, reading and viewing texts in various modes, and responding by making connections with own experiences, for example, 저도 … 한 적이 있어요, and expressing opinion, 생각에는 … –(으)ㄴ/는 것 같아요 8. listening to, reading and viewing stories such as Korean folktales, for example, 소가 된 게으름뱅이or 단군 신화, and discussing associated ideas and values, for example, attitudes towards greed, jealousy or loyalty, considering how these relate to contemporary societies and personal experiences of culture/s | |
| apply strategies to interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts  AC9LK10EC05 | 1. 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 language, for example, the use of kinship terms, titles and terms of address, and the way of answering negative questions such as 안 했어요? 네, 안 했어요 / 아니요, 했어요, 다른 것은 없어요? / 네, 없어요. 2. using dictionaries 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, 벼/쌀/밥 3. comparing a Korean and English version of a familiar text such as instructions or a children’s story, 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, for example, 옛날 옛날에 나무꾼이 살았어요. 그 나무꾼은 … 4. 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, such as inferring based on context whether expressions are greetings or genuine questions, for example, 어디 가요?, 밥 먹었어요?, 어떻게 오셨어요? 5. producing bilingual texts in different formats, including digital texts such as captioned photos, notices, signs and instructions, for particular audiences in familiar contexts such as in Korean or Australian schools, highlighting key terms and expressions associated with the context, for example, 과목, 수학, 과학, 사회, 역사, 수업 시간, 과외 활동, 학원 6. developing bilingual texts to inform others in the local community about events, such as a poster to announce a lunchtime concert or fundraising food stall, a display for a local venue such as a library, youth club or market stall, for example, 힙합 동아리에 오세요!, 청바지를 팝니다, 이메일로 연락해 주세요 7. identifying differences in language use such as language register in different social and cultural contexts, and relating those differences to the roles and relationships of participants in the interaction, for example, noticing the differences between 안녕하세요? versus 안녕?, 안녕히 가세요 versus잘 가 8. examining variations in language used in face-to-face and written and digital communication, particularly noticing colloquial language and how it differs from standard forms, such as more frequent use of contractions, acronyms, omission of particles and informal style, for example, 무엇을 해요? versus뭐 해요?, 이것이 versus이게 /이거 | |

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| **Sub-strand: Creating text in Korean** | | |
| create spoken, written and multimodal, informative and imaginative texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences  AC9LK10EC06 | 1. presenting orally in Korean with visual aids on cultural or social topics such as festivals, school life or environmental topics, for example, using flow charts and tables or captioned photographs to present on recycling, sustainability or ‘zero waste’ 2. presenting information on specific cultural practices associated with Korean-speaking communities such as how Korean-speaking communities celebrate festivals, for example, 설날 or 추석 3. creating texts such as brochures, cartoons, notices, blogs or video clips to introduce Australian culture or lifestyle to Korean-speaking friends, parents or peers on secure social networking websites, or to the general public, for example, 호주는 12월과 1월에 아주 더워요. 그래서 여름에 … 4. writing a journal entry, or contributing to a school newsletter in Korean, reflecting on the impact of a visit to a First Nations Country/Place location, and, with permission, referring to cultural knowledge of the site’s significance 5. composing texts such as short films, posters, comics or short stories about real or 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 6. conveying information about different viewpoints on topics of interest such as etiquette, health or technological issues, for example, 호주 사람은 고마워요, 미안해요를 더 자주 써요. 7. creating and presenting performances such as role-plays or skits based on stories and scenarios that involve language related to time, for example, 옛날에, 처음에, 다음에, 마지막에, 끝, and emotional expression, for example, 신났어요, 무서웠어요, 슬펐어요, 기뻤어요 8. creating a range of texts to entertain specific audiences, for example, songs and video clips, skits, graphic stories for peers, children’s books and cartoons suitable for younger learners of Korean 9. illustrating and captioning real or 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, 대단해!’, ‘아니, 이럴 수가!’ 10. 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, by giving priority to classified information using 첫 번째 …, 두 번째, …, 마지막으로 … | |
| **Strand: Understanding language and culture** | | **Years 9–10 (Year 7 entry)** |
| **Sub-strand: Understanding systems of language** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| apply features of the Korean sound system, including pitch, rhythm, stress, pronunciation and intonation, and show how these are represented in familiar and some unfamiliar contexts  AC9LK10EU01 | 1. pronouncing assimilated consonants, for example, 학년 [항년], 육년 [융년], 국물 [궁물] 2. recognising and using stress patterns appropriately to separate clauses, such as placing stress on the conjunction word, for example, 어제 떡볶이를 처음 먹었는데 정말 맛있었어. 3. pronouncing syllable blocks in a word, making appropriate changes to the sounds on syllable boundaries according to pronunciation rules, for example, pronouncing 한국어 as [한구거], 같이as [가치], 감사합니다as [감사함니다], 먹고as [먹꼬] and 어떻게as [어떠케] 4. understanding that stress can be placed on different parts of a sentence to create different meanings, for example, 어디가 아파요? ‘Where does it hurt?’, 어디가 아파요? ‘Are you unwell?’ | |
| select and use structures and features of the Korean grammatical and writing systems to enhance meaning and create spoken, written and multimodal texts  AC9LK10EU02 | 1. recognising and using expressions that show intentions and probability, for example, –겠어요 ‘I intend to …’ versus –(으)ㄹ 것 같아요 ‘it seems likely that …’ 2. using spacing rules to communicate intended meaning in written Korean, for example, 친구가방에있어요 versus 친구가 방에 있어요 versus 친구 가방에 있어요 3. recognising the difference between the personal pronouns 나 and 저 to refer to themselves and using them appropriately according to the audience, for example, peers or adults 4. using a range of particles for appropriate grammatical functions, for example, –(으)로, –보다 (더), –만, -부터 and –까지, -(이)랑, –와/과, - 에게/-께 5. understanding and applying the rules for using some irregular verbs such as 써요 (쓰다), 들어요 (듣다), 불러요 (부르다), 더워요 (덥다), 추워요 (춥다), 아름다워요 (아름답다) 6. communicating reasons or purposes of things by using nominalisation in set phrases, for example, –기 때문에, –기 위해(서) 7. recognising levels of politeness and formality in speech, for example, formal polite 합니다, informal polite 해요, casual 해, formal honorific 하십니다 8. asking and answering negative questions, for example, 공부를 했어요? 아니요, 안 했어요 versus 아니요, 하지 않았어요/하지 못했어요. 9. extending their responses by linking ideas and sequences using verb conjugations such as –어/아서, –고, –(으)면, –지만, –거나 10. using descriptive verbs to modify nouns, for example, 예쁜 꽃, 맑은 물 11. communicating about other people’s views using indirect speech form –다/(이)라고 하다 | |
| reflect on and evaluate Korean texts, using metalanguage to discuss language structures and features  AC9LK10EU03 | 1. analysing differences in register and style when using language in different contexts, and how grammatical choices, words and images combine in texts to achieve particular purposes and effects, for example, using 나 instead of 저 in an advertisement to appeal to a certain target audience 2. writing a rationale for a short student-created print or digital text, with a focus on evaluating the strategies used to achieve their purpose, for example, using casual language to appeal to a younger audience 3. interpreting, explaining and using textual conventions such as contractions, abbreviations and acronyms in text messages, for example, discussing in English how acronyms or short forms of words are used in Korean and how these forms reflect people’s changing lifestyles 4. exploring and identifying basic cohesive devices in texts such as consistent use of the informal polite ending –어/아요 and the agreement of honorific elements such as particles, words and suffixes in a sentence, for example, 선생님께 꽃을 드려요, 할머니께서 주무세요, 그분은 누구세요? 5. evaluating the purpose of conjunctive adverbs, for example, 그런데, 그래서, 그러면, 그렇지만, 하지만 and conjunctive suffixes such as clausal connectives, –고, –어/아서, –(으)면 6. analysing linguistic choices in situations of potential conflict involving an apology and acceptance, for example, comparing 죄송합니다 and 미안합니다 | |
| **Sub-strand: Understanding the interrelationship of language and culture** | | |
| reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values and how these affect ways of communicating  AC9LK10EU04 | 1. interacting with Korean-speaking people, noticing social norms and practices such as the social use of kinship terms, 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 to these practices 2. describing their experience of in person or secure virtual interaction involving Korean language and culture, for example, face-to-face interaction with community members through excursions or at Korean festivals, web-chatting, or other forms of social networking 3. monitoring, recording and reflecting on intercultural experiences, examining aspects that were expected or unexpected, comfortable or uncomfortable, successful or unsuccessful, and considering possible reasons for their own reactions, for example, students reflect on how they feel when they bow as a greeting 4. reflecting on and explaining the protocols required to authentically co-create an Acknowledgement of Country/Place with a First Nations Australian, to present in Korean to a group of Korean-speaking visitors at a school assembly 5. recognising that social values such as politeness can be expressed differently in different cultures, and understanding features of Korean etiquette that may not be confined to language, for example, avoiding direct refusal, waiting to be invited to eat or drink and expressing gratitude through actions rather than words, for example, limited use of 고맙습니다 and 감사합니다 6. gathering examples of language/s used by various people in different contexts, including the Korean language spoken in different social/age groups and in different places, and discussing how the examples reveal aspects of identity 7. discussing the challenges and rewards they experience during intercultural interactions and how learning and using Korean has challenged their own preconceptions or stereotypes and helped them to revise their own attitudes 8. understanding how the creation of Hangeul in 15th-century Korea responded to the need for a writing system reflecting the sound system of spoken Korean, and reflecting on how the invention of Hangeul script has impacted on Korean language and culture and people’s everyday lives up until now 9. discussing possible reasons for changes in Korean language use, such as globalisation, exposure to other languages, changing contexts of use and the development of digital technology 10. discussing how the Korean language uses or adapts words from other languages, and considering the advantages and disadvantages of blending languages | |