The Australian
Curriculum

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acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

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Languages

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Languages

Overview

Introduction

The **Australian Curriculum: Languages** is designed to enable all students to engage in learning a language in addition to English. The design of the Australian Curriculum: Languages recognises the features that languages share as well as the distinctiveness of specific languages.

There are aspects of the curriculum that pertain to all languages. The key concepts of language, culture and learning, as described in the **Shape of the Australian Curriculum: Languages**, underpin the learning area. They also provide the basis for a common rationale and set of aims for all languages.

The Australian Curriculum: Languages includes language–specific curricula for world languages and a **Framework for Aboriginal Languages and Torres Strait Islander Languages**.

Language specificity

The curriculum content and achievement standards are different for each specific language because of inherent differences in the languages themselves.

Each language has its own distinctive structure, systems, conventions for use, related culture(s), place in the Australian and international communities, as well as its own history in Australian education.

Diversity of language learners

Understanding who learners are, as language learners and as young people, is the starting point for developing their language learning. An increasingly varied range of students now study languages in Australian classrooms. The changing pattern of migration to Australia is extending the range of languages students bring with them to school. Education systems seek to provide for this diversity of language background and for the fact that languages classrooms include students with varying degrees of experience of and proficiency in the language being learnt, as well as their particular affiliations with additional languages.

Learners come to learning languages with diverse linguistic, cultural and personal profiles, bringing distinctive biographies which include individual histories; biographies; previous experiences of and relationships with the target language and particular motivations, expectations, and aspirations.

As unique, social and cultural beings, students interpret the world and make sense of their experiences through their own social and cultural traditions, understanding and values.

Learners of languages in Australia comprise three major groups:

- second language learners
- background language learners
- first language learners.

Second language learners are those who 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 they use at home is not the language being learnt.

Background language learners are those who 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.

First language learners are users of the language being learnt who have undertaken at least primary schooling in the target language. They have had their primary socialisation as well as 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.

Within each of these groups, there are differences in proficiency in the language being learnt. It is acknowledged that the span of language experiences of background learners is particularly wide, and learners in this group are likely to have quite diverse affiliations with the target language. Nevertheless, for pragmatic reasons, it is not feasible to identify further groupings.

A framework is being developed for Aboriginal languages and Torres Strait Islander languages that caters for different learner pathways that also take into account the state of the particular language involved.

Rationale

Through learning languages, students acquire:

- communication skills in the language being learnt
- an intercultural capability, and an understanding of the role of language and culture in communication
- a capability for reflection on language use and language learning.

Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, to reflect on their understanding of experience in various aspects of social life, and on their own participation and ways of being in the world.

Learning languages broadens students' horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world presents. 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 in English only is no longer sufficient. A bilingual or plurilingual capability is the norm in most parts of the world.

Learning languages:

- extends the capability to communicate and extends literacy repertoires
- strengthens understanding of the nature of language, of culture, and of the processes of communication
- develops intercultural capability
- develops understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
- develops understanding of how culture shapes worldviews and extends learners' understanding of themselves, their own heritage, values, culture and identity
- strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

Learning languages also contributes to strengthening the community's social, economic and international development capabilities. Language capabilities represent linguistic and cultural resources through which the community can engage socially, culturally and economically, in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.

Learning Aboriginal languages and Torres Strait Islander languages meets the needs and rights of young people to learn their own languages and recognises their significance in the language ecology of Australia. For Aboriginal and Torres Strait Islander students, learning their own languages is crucial to overall learning and achievements, to developing 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. The ongoing and necessary reclamation and revitalisation of these languages also contribute to reconciliation.

Aims

The Australian Curriculum: Languages aims to develop the knowledge, understanding and skills to ensure students:

- communicate in the target language
- understand language, culture, and learning and their relationship, and thereby develop an intercultural capability in communication
- understand themselves as communicators.

These three aims are interrelated and provide the basis for the two organising strands: Communicating and Understanding. The three aims are common to all languages.

Key ideas

Language and culture

The interrelationship of language, culture and learning provides the foundation for the Australian Curriculum: Languages.

In the languages learning area the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, and different contexts. This process involves reflection and analysis, as students move between the new language being learnt and their own existing language(s). It is a reciprocal and dynamic process which develops language use within intercultural dimensions of learning experiences. It is not a 'one plus one' relationship between two languages and cultures, where each language and culture stay separate and self-contained. Comparison and referencing between (at least) two languages and cultures build understanding of how languages 'work', how they relate to each other and how language and culture shape and reflect experience; that is, the experience of language using and language learning. The experience of being in two worlds at once involves noticing, questioning and developing awareness of how language and culture shape identity.

Structure

Learner background and time-on-task are two major variables that influence language learning and they provide the basis for the structure of the Australian Curriculum: Languages. These variables are addressed through the specification of content and the description of achievement standards according to pathways and learning sequences respectively.

Pathways

In the Australian Curriculum: Languages, pathways for second language learners, background language learners and first language learners have been developed as appropriate to cater for the dominant group(s) of students learning each specific language within the current Australian context. For the majority of languages, one curriculum pathway has been developed for Years F–10, catering for the dominant cohort of learners for that language in the current Australian context. For Chinese, pathways have been developed for three learner groups: first language learners, background language learners and second language learners.

The Framework for Aboriginal languages and Torres Strait Islander Languages includes three learner pathways:

- first language learner pathway
- revival language learner pathway
- second language learner pathway.

Sequences of learning

The design of the Australian Curriculum: Languages takes account of different entry points into language learning across Foundation – Year 10, which reflects current practice in languages.

For the second language learner pathway and the background language learner pathway, there are two learning sequences:

- Foundation–Year 10 sequence
- Years 7–10 (Year 7 Entry) sequence.

For the first language learner pathway, there is one learning sequence:

- Years 7–10 (Year 7 Entry) sequence.

Content and achievement standards are described initially in a three-year band for Foundation–Year 2 followed by two-year bands of learning: Years 3–4; Years 5–6, Years 7–8 and Years 9–10.

The Framework for Aboriginal Languages and Torres Strait Islander Languages is written in the bands Foundation – Year 2, Years 3–6 and Years 7–10. In the absence of pedagogical evidence across the country for all these languages, the broader band distinctions provide maximum local flexibility in curriculum development.

Content structure

The content of the Australian Curriculum: Languages is organised through two interrelated strands which realise the three aims. The two strands are:

- ***Communicating:*** using language for communicative purposes in interpreting, creating and exchanging meaning
- ***Understanding***: analysing language and culture as a resource for interpreting and creating meaning.

The strands reflect three important aspects of language learning:

1) communication

2) analysis of aspects of language and culture

3) reflection that involves

- reflection on the experience of communicating
- reflection on comparative dimensions of the languages available in students' repertoires (for example, the first language in relation to second language and self in relation to others).

Strands and sub-strands
A set of sub-strands has been identified within each strand, which reflects dimensions of language use and the related content to be taught and learned. The strands and sub-strands do not operate in isolation but are integrated in relation to language use for different purposes in different contexts. The relative contribution of each sub-strand differs for described languages, pathways and bands of learning. The sub-strands are further differentiated according to a set of 'threads' that support the internal organisation of content in each sub-strand. These 'threads' are designed to capture (1) range and variety in the scope of learning and (2) a means for expressing the progression of content across the learning sequences.

Diagram 1: Relationship between strands and sub-strands

The following table provides a brief description of each of the strands and sub-strands.

Strand	Sub-strand	Description
Communicating: *Using language for communicative purposes in interpreting, creating and exchanging meaning.*	1.1 Socialising	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action.
	1.2 Informing	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge.
	1.3 Creating	Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music.
	1.4 Translating	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others.
	1.5 Reflecting	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity.
Understanding: *Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.*	2.1 Systems of language	Understanding language as a system, including sound, writing, grammatical and textual conventions.
	2.2 Language variation and change	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and place.
	2.3 The role of language and culture	Analysing and understanding the role of language and culture in the exchange of meaning.

Student diversity

ACARA is committed to the development of a high-quality curriculum that promotes excellence and equity in education for all Australian students.

All students are entitled to rigorous, relevant and engaging learning programs drawn from the Australian Curriculum: Languages. Teachers take account of the range of their students' current levels of learning, strengths, goals and interests and make adjustments where necessary. The three-dimensional design of the Australian Curriculum, comprising learning areas, general capabilities and cross-curriculum priorities, provides teachers with flexibility to cater for the diverse needs of students across Australia and to personalise their learning.

More detailed advice for schools and teachers on using the Australian Curriculum to meet diverse learning needs is available under Student Diversity on the Australian Curriculum website.

Students with disability

The *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005* require education and training service providers to support the rights of students with disability to access the curriculum on the same basis as students without disability.

Many students with disability are able to achieve educational standards commensurate with their peers, as long as the necessary adjustments are made to the way in which they are taught and to the means through which they demonstrate their learning.

In some cases curriculum adjustments are necessary to provide equitable opportunities for students to access age-equivalent content in the Australian Curriculum: Languages. Teachers can draw from content at different levels along the Foundation to Year 10 sequence. Teachers can also use the extended general capabilities learning continua in Literacy, Numeracy and Personal and social capability to adjust the focus of learning according to individual student need.

English as an additional language or dialect

Languages play a crucial role in the educational experience of students and in the curriculum as a whole. Given the diversity of students in Australian education, it is important to recognise that a range of languages is used either as part of the formal curriculum or as part of learners' socialisation within and outside the school.

Learners bring their first language or languages as the one(s) they use for their initial socialisation in their family or community. For the majority, this is English. For many, it can be a range of different languages. Learners also encounter the language or languages of instruction at school. For most in Australia, this is English. For many students in Australia, the language of instruction is not the same as their first language. These students may learn through English as an additional language/dialect (EALD) programs.

In contemporary understandings of language acquisition, development and learning all the languages learners experience in their socialisation and education form part of learners' distinctive linguistic and cultural repertoires. These are variously developed by both the experience of schooling and broader social community experience. These repertoires are an integral part of learners' identities and what they bring to the learning of additional languages as part of the languages learning area within the school curriculum.

While the curriculum for languages primarily addresses the learning of languages, this learning cannot be separated from the development of learners' more general communicative repertoires. It is through such a relational and holistic approach to languages education that learners develop their capabilities in knowing and using multiple languages. Learners extend their communicative and conceptual development, learning and identity formation.

In various kinds of bilingual programs, students are afforded an opportunity to learn through the medium of English and another language (learners' first or additional language). These programs are of particular value in ensuring learners continue to develop at least two languages that are of value to them. They are of value to both their conceptual development and learning and to their identity formation.

Aboriginal and Torres Strait Islander communities recognise the importance of literacy to their children. They support literacy education programs that are founded on establishing literacy in their children's first language. These are the Aboriginal and Torres Strait Islander languages their communities use. Literacy in English is regarded as concomitant on first establishing students' literacy in their first language. Although most bilingual programs in Aboriginal and Torres Strait Islander languages are designed to help students' transition into learning in English, their fundamental value is in the development of bilingual literacy. Strengthening the bilingual literacy of Aboriginal and Torres Strait Islander students can significantly contribute to improving their overall academic achievement and success.

A national *English as an Additional Language or Dialect: Teacher Resource* has been developed to support teachers in making the Australian Curriculum: Foundation – Year 10 in each learning area accessible to EALD students.

Gifted and talented students

Teachers can use the Australian Curriculum: Languages flexibly to meet the individual learning needs of gifted and talented students.

Teachers can enrich learning by providing students with opportunities to work with learning area content in more depth or breadth; emphasising specific aspects of the general capabilities learning continua (for example, the higher order cognitive skills of the Critical and creative thinking capability); and/or focusing on cross-curriculum priorities. Teachers can also accelerate student learning by drawing on content from later levels in the Australian Curriculum: Languages and/or from local state and territory teaching and learning materials.

General capabilities

In the Australian Curriculum, general capabilities encompass knowledge, skills, behaviours, and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will enable students to live and work successfully in the 21st century.

There are seven general capabilities:

- literacy
- numeracy
- information and communication technology (ICT) capability
- critical and creative thinking
- personal and social capability
- ethical understanding
- intercultural understanding.

In the Australian Curriculum: Languages, general capabilities are identified wherever they are developed or applied in content descriptions.

They are also identified where they offer opportunities to add depth and richness to student learning through content elaborations. Icons indicate where general capabilities have been identified in languages content. Teachers may find further opportunities to incorporate explicit teaching of the capabilities, depending on their choice of activities.

Detailed descriptions and elaborations of each of the general capabilities and the way these capabilities may be developed, including learning continua, can be found in the Australian Curriculum website: www.australiancurriculum.edu.au

Literacy

Learning languages develops overall literacy. It is in this sense 'value added', strengthening literacy-related capabilities that are transferable across languages, both the language being learnt and all other languages that are part of the learner's repertoire. Languages learning also strengthens literacy-related capabilities across domains of use, such as the academic domain and the domains of home language use, and across learning areas.

Literacy development involves conscious attention and focused learning. It involves skills and knowledge that need guidance, time and support to develop. These skills include the:

- ability to decode and encode from sound to written systems
- the learning of grammatical, orthographic and textual conventions
- development of semantic, pragmatic and interpretative, critical and reflective literacy skills.

Literacy development for second language learners is cognitively demanding. It involves these same elements but often without the powerful support of a surrounding oral culture and context. The strangeness of the additional language requires scaffolding. In the language classroom, analysis is prioritised alongside experience. Explicit, explanatory and exploratory talk around language and literacy is a core element. Learners are supported to develop their own meta–awareness, to be able to think and talk about how the language works and about how they learn to use it. Similarly, for first language learners, literacy development that extends to additional domains and contexts of use requires comparative analysis that extends literacy development in their first language and English.

Numeracy

Learning languages affords opportunities for learners to use the target language to develop skills in numeracy, to understand, analyse, categorise, critically respond to and use mathematics in different contexts. This includes processes such as using and understanding patterns, order and relationships to reinforce concepts such as number, time or space in their own and in others' cultural and linguistic systems.

Information and communication technology (ICT) capability

Learning languages is enhanced through the use of multimodal resources, digital environments and technologies in the target language. Accessing live target language environments and texts via digital media contributes to the development of information technology capabilities as well as linguistic and cultural knowledge. Accessing different real-time contexts extends the boundaries of the classroom.

Critical and creative thinking

In learning a language, students interact with people and ideas from diverse backgrounds and perspectives, which enhances critical thinking, reflection and encourages creative, divergent and imaginative thinking. By learning to notice, connect, compare and analyse aspects of the target language, students develop critical, analytic and problem-solving skills.

Personal and social capability

Interacting effectively in an additional language and with people of diverse language backgrounds involves negotiating and interpreting meaning in a range of social and cultural situations. This involves understanding and empathising, which are important elements of social and intercultural competence. Being open-minded and recognising that people view and experience the world in different ways, and learning to interact in a collaborative and respectful manner are key elements of personal and social competence.

Ethical understanding

When learning another language, students are taught explicitly to acknowledge and value difference in their interactions with others and to develop respect for diverse ways of perceiving and acting in the world. Opportunities are provided to monitor and to adjust their own ethical points of view. In learning Aboriginal and Torres Strait Islander languages, students should consider appropriate ethical behaviour in terms of engaging with the owners and custodians of the languages. Similar consideration is required when interpreting and translating or when collecting and analysing primary research data.

Intercultural understanding

The development of intercultural understanding is a central aim of learning languages, as it is integral to communicating in the context of diversity, the development of global citizenship and lifelong learning. Students bring to their learning various preconceptions, assumptions and orientations shaped by their existing language(s) culture(s) to their learning that can be challenged by the new language experience. Learning to move between the existing and new languages and cultures is integral to language learning and is the key to the development of students' intercultural capability. By learning a new language, or learning to use an existing language in new domains and contexts, students are able to notice, compare and reflect on things previously taken for granted; to explore their own linguistic, social and cultural practices as well as those associated with the target language. They begin to see the complexity, variability and sometimes the contradictions involved in using language.

Learning a new language does not require forsaking the first language. It is an enriching and cumulative process, which broadens the learners' communicative repertoire, providing additional resources for interpreting and making meaning. Learners come to realise that interactions between different people through the use of different languages also involves interactions between the different kinds of knowledge, understanding and values that are articulated through language(s) and culture(s). They realise that successful intercultural communication is not only determined by what they do or say, but also by what members of the other language and culture understand from what they say or do.

Cross-curriculum priorities

The Australian Curriculum gives special attention to three cross-curriculum priorities:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- sustainability.

The cross-curriculum priorities are embedded in the curriculum and will have a strong but varying presence depending on their relevance to each of the learning areas.

Aboriginal and Torres Strait Islander histories and cultures

Aboriginal and Torres Strait Islander communities are strong, rich and diverse. Aboriginal and Torres Strait Islander identity is central to this priority. It is intrinsically linked to living and learning in Aboriginal and Torres Strait Islander communities, deep knowledge of traditions and holistic world view.

A conceptual framework based on Aboriginal and Torres Strait Islander peoples' unique sense of identity has been developed as a tool for embedding Aboriginal and Torres Strait Islander histories and cultures within the Australian curriculum. This sense of identity is approached through the interconnected concepts of Country/Place, people and culture. Embracing these elements enhances all areas of the curriculum.

The Aboriginal and Torres Strait Islander priority provides opportunities for all learners to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. This knowledge and understanding will enrich their ability to participate positively in the evolving history of Australia.

A direct way of learning about and engaging with diverse Aboriginal and Torres Strait Islander communities is to learn an Aboriginal language and/or a Torres Strait Islander language. There is an inseparable connection between Aboriginal languages and Torres Strait Islander languages and land/sea, Country/Place, the environment, fauna and flora. Aboriginal and Torres Strait Islander histories and cultures are an integral part of the learning of Aboriginal languages and Torres Strait Islander languages.

In learning all languages, there is a scope for making interlinguistic and intercultural comparisons across languages, including Aboriginal and Torres Strait Islander languages, to develop understanding of concepts related to the linguistic landscape of Australia and to the concepts of language and culture in general.

Asia and Australia's engagement with Asia

In the Australian Curriculum: Languages, the cross-curriculum priority of Asia and Australia's engagement with Asia enables the development of rich and engaging content and contexts for developing students' capabilities to engage with the languages and cultures of Asia and of people of Asian heritage within Australia.

The Australian Curriculum: Languages enables students to learn the languages of the Asian region, learning to communicate and interact in interculturally appropriate ways, exploring concepts, experiences and perspectives from within and across Asian cultures.

In the languages learning area, students develop an appreciation for the place of Australia within the Asian region, including the interconnections of languages and cultures, peoples and communities, histories and economies. Students learn how Australia is situated within the Asian region, how our national linguistic and cultural identity is continuously evolving both locally, regionally and within an international context.

Sustainability

In the Australian Curriculum: Languages, the priority of sustainability provides a context for developing students' capability to communicate ideas, understanding and perspectives on issues and concepts related to the environment.

The Australian Curriculum: Languages contributes to students' capabilities to investigate, analyse and communicate concepts and understandings related to sustainability in broad contexts, and to advocate, generate and evaluate actions for sustainable futures. Within each language, students engage with a range of texts focused on concepts related to sustainability.

These include:

- environment
- conservation
- social and political change
- linguistic and cultural ecologies
- change, both within the target language and culture, and across languages and cultures in general.

In this way, students develop knowledge, skills and understanding about sustainability within particular cultural contexts. This is crucial in the context of national and international concerns about, for example, climate change, food shortages and alternative ways of caring for land and agriculture. Through developing a capability to interact with others, negotiating meaning and mutual understanding respectfully and reflecting on communication, students learn to live and work in ways that are both productive and sustainable.

Learning Aboriginal languages and Torres Strait Islander languages contributes to the global effort to exchange knowledge among people with varied practices in caring for the land. It also contributes to the reconciliation process in Australia and goals for language revival.

Glossary

abstract symbols

can include: speech, sign language, Braille, alphabet, whole words, pictographs and line drawings

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Accent

A manner of pronunciation of a language which marks speakers as belonging to identifiable categories such as geographical or ethnic origin, social class or generation.

Accent marks

Marks placed on a letter to indicate pronunciation, stress or intonation, or to indicate a different meaning or different grammatical usage for the word within which they appear. For example, *résumé, piñata, ou/où*.

Accuracy

Production of structurally correct forms of the target language.

Adjective

A word that modifies or describes a noun or pronoun. For example, *astonishing* in *an astonishing discovery.*

Adverb

A word class that may modify or qualify a verb, an adjective or another adverb. For example, *beautifully* in *she sings beautifully*; *really* in *he is really interesting*; *very* and *slowly* in *she walks very slowly.*

Adverbial

A word or group of words that functions as an adverb.

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adverbs

a word class that may modify a verb (for example, 'beautifully' in 'She sings beautifully'), an adjective (for example 'really' in 'He is really interesting') or another adverb (for example 'very' in 'She walks very slowly'). In English many adverbs have an -ly ending.

Aesthetic

Relates to a sense of beauty or appreciation of artistic expression.

Alliteration

A recurrence of the same consonant sounds at the beginning of words in close succession (for example, ripe, red raspberry)

Audience

Intended readers, listeners or viewers.

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audiences

the intended group of readers, listeners or viewers that the writer, designer, filmmaker or speaker is addressing

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Authentic (texts/materials)

Texts or materials produced for 'real-life' purposes and contexts as opposed to being created specifically for learning tasks or language practice.

Author

A composer or originator of a work (for example, a novel, film, website, speech, essay, autobiography).

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behaviours that are not intentionally directed at another person

can include vocalising, turning away, startling, relaxing, frowning, smiling, blinking. The meaning of these behaviours is reliant on a communication partner interpreting and attributing meaning to them.

Bilingualism

An ability to use two or more languages.

Biography

A detailed account of an individual's life; a text genre that lends itself to different modes of expression and construction. In the context of intercultural language learning, the concept of biography can be considered in relation to identity, to the formation of identity over time, and to the understanding that language is involved in the shaping and expressing of identity.

Character components

Individual elements of a written character which have a separate linguistic identity.

Characters

(i) graphic symbols used in writing in some languages

(ii) assumed roles in dramatic performance

Clause

A grammatical unit that contains a subject and a predicate (verb) and expresses the complete proposition.

clauses

a grammatical unit that refers to a happening or state (for example, 'The netball team won' [happening], 'The cartoon is an animation' [state]). A clause usually contains a subject and a verb group/phrase (for example, 'The team [subject] has played [verb group/phrase] a fantastic game'), which may be accompanied by an object or other complements (elements that are closely related to the verb – for example, 'the match' in 'The team lost the match') and/or adverbials (for example, 'on a rainy night' in 'The team won on a rainy night').

CLIL

Content and language integrated learning. An approach to learning content through an additional language.

Code-switching

A use of more than one language in a single utterance. For example, *Papa, can you buy me a panini, please?* A common feature of bilingual and multilingual language use.

Cognates

Similar or identical words which have shared origins. For example, *father* (English), *Vater* (German) and *pater* (Latin) have a shared origin. *Gratitude* (English) and *gratitud* (Spanish) are both derived from *gratitudo* (Latin). English *ship* and *skiff* share the same Germanic origin.

Cohesion

Grammatical or lexical relationships that bind different parts of a text together and give it unity. Cohesion is achieved through various devices such as connectives, ellipses and word associations. These associations include synonyms, antonyms (for example, *study/laze about*, *ugly/beautiful*), repetition (for example, *work, work, work – that's all we do!)* and collocation (for example, *friend* and *pal* in, *My friend did me a big favour last week. She's been a real pal*.)

cohesion

grammatical or lexical relationships that bind different parts of a text together and give it unity. Cohesion is achieved through various devices such as connectives, ellipses and word associations (sometimes called lexical cohesion). These associations include synonyms, antonyms (for example, 'study/laze about', 'ugly/ beautiful'), repetition (for example, 'work, work, work – that's all we do!') and collocation (for example, 'friend' and 'pal' in, 'My friend did me a big favour last week. She's been a real pal.')

Collocation

Words that typically occur in close association and in particular sequence. For example, *salt and pepper* rather than *pepper and salt* and *ladies* and *gentlemen* rather than *gentlemen* and *ladies*.

Communication

A mutual and reciprocal exchange of meaning.

Communicative competence

An acquired capability to understand and interact in context using the target language (TL). Defined by the use of appropriate phonological, lexical, grammatical, sociolinguistic and intercultural elements.

Complex sentence

A sentence with more than one clause. In the following examples, the subordinate clauses are indicated by square brackets: *I took my umbrella [because it was raining]; The man [who came to dinner] is my brother.*

complex sentence

has one or more subordinate clauses. In the following examples, the subordinate clauses are indicated by square brackets: 'I took my umbrella [because it was raining].'; '[Because I am studying for an exam], my time is limited.'; and 'The man [who came to dinner] is my brother.'

Complexity

A degree to which language use is complex as opposed to simple. Elements of language complexity include:

Composing

A process of producing written, spoken, graphic, visual or multi-modal texts. It includes:

It also includes applying knowledge and control of language forms, features and structures required to complete the task.

Compound sentence

A sentence with two or more main clauses of equal grammatical status, usually marked by a coordinating conjunction such as *or, and, but.* In the following examples, the main clauses are indicated by square brackets: *[Alice came home this morning] [but she didn't stay long]. [Kim is an actor], [Pat is a teacher], [and Sam is an architect].*

compound sentences

has two or more main clauses of equal grammatical status, usually marked by a coordinating conjunction such as 'and', 'but' or 'or'. In the following examples below, the main clauses are indicated by square brackets: '[Jill came home this morning] [but she didn't stay long].'; '[Kim is an actor], [Pat is a teacher], [and Sam is an architect]'.

comprehension strategies

strategies and processes used by readers to make meaning from texts. Key comprehension strategies include: activating and using prior knowledge; identifying literal information explicitly stated in the text; making inferences, based on information in the text and their own prior knowledge; predicting likely future events in a text; visualising by creating mental images of elements in a text; summarising and organising information from a text; integrating ideas and information in texts; and critically reflecting on content, structure, language and images used to construct meaning in a text.

Comprehension strategies

Strategies and processes used by listeners, readers and viewers of text to understand and make meaning. These include:

- making hypotheses based on illustrations or text layout

- drawing on language knowledge and experience (for example, gender forms)

- listening for intonation or expression cues

- interpreting grapho-phonic, semantic and syntactic cues.

Comprehension/comprehending

An active process of making/constructing/deciphering meaning of language input through listening, reading, viewing, touching (as in braille) and combinations of these modes. It involves different elements: decoding, working out meaning, evaluating and imagining. The process draws upon the learner's existing knowledge and understanding, text–processing strategies and capabilities; for example, inferencing or applying knowledge of text types and social and cultural resources.

Concrete language

A language used to refer to the perceptible and material world and to particular persons, places and objects. For example, *school*, *girl*; as opposed to *abstract language,* used to refer to ideas or concepts removed from the material world such as *peace, kindness, beauty.*

concrete symbols

can include: whole or part of real objects; a miniature version of the real object; photographs; pictures (pictures must clearly depict the object)

Conjunction

A part of speech that signals relationships between people, things, events, ideas. For example, Sophie and her mother might come and visit, or they might stay at home. The conjunction and links the two participants, while or links alternative options.

conjunction

a word that joins other words, phrases or clauses together in logical relationships such as addition, time, cause or comparison. There are two types of conjunctions: coordinating conjunctions and subordinating conjunctions. Coordinating conjunctions are words that link words, groups/phrases and clauses in such a way that the elements have equal grammatical status. They include conjunctions such as 'and', 'or' and 'but'. Subordinating conjunctions introduce certain kinds of subordinate clauses. They include conjunctions such as 'after', 'when', 'because', 'if' and 'that'.

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Content

A subject matter used as a vehicle for language learning.

context

the environment in which a text is responded to or created. Context can include the general social, historical and cultural conditions in which a text is responded to and created (the context of culture) or the specific features of its immediate environment (context of situation). The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.

Context

An environment and circumstances in which a text is created or interpreted. Context can include the general social, historical and cultural conditions in which a text exists or the specific features of its immediate environment, such as participants, roles, relationships and setting. The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.

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Convention

An accepted language or communicative practice that has developed and become established over time. For example, use of punctuation or directionality.

conventional behaviours

can include: speech, actions, formal gesture (eg head nod, shake, wave hello/goodbye), directing others' attention and pointing.

conventions

an accepted language practice that has developed over time and is generally used and understood (for example, use of punctuation)

create

develop and/or produce spoken, written or multimodal texts in print or digital forms

Create

Develop and/or produce spoken, written or multimodal texts in print or digital forms.

Cues

Sources of information used to facilitate comprehension of language, that may be visual, grammatical, gestural or contextual.

Culture

In earlier models of language teaching and learning, *culture* was represented as a combination of literary and historical resources, and visible, functional aspects of a community group's way of life such as food, celebrations and folklore. While these elements of culture are parts of cultural experience and organisation, current orientations to language teaching and learning employ a less static model of culture. Culture is understood as a framework in which things come to be seen as having meaning. It involves the lens through which:

- people see, think, interpret the world and experience

- make assumptions about self and others

- understand and represent individual and community identity.

Culture involves understandings about 'norms' and expectations, which shape perspectives and attitudes. It can be defined as social practices, patterns of behaviour, and organisational processes and perspectives associated with the values, beliefs and understandings shared by members of a community or cultural group. Language, culture and identity are understood to be closely interrelated and involved in the shaping and expression of each other. The intercultural orientation to language teaching and learning is informed by this understanding.

De-centre

A capacity to step outside familiar frames of reference, to consider alternative views, experiences and perspectives and to look critically and objectively at one's own linguistic and cultural behaviour.

Decode

A process of working out the meaning of a text. Decoding strategies involve readers/listeners/viewers drawing on contextual, lexical, alphabetic, grammatical and phonic knowledge to decipher meaning. Readers who decode effectively combine these forms of knowledge fluently and automatically, using meaning to recognise when they make an error and to self-correct.

Dialect

A variant of a language that is characteristic of a region or social group.

Diaspora

A scattered population with a common origin in a smaller geographical area.

Digital media

Various platforms via which people communicate electronically.

Digital texts

Audio, visual or multimodal texts produced through digital or electronic technology. They may be interactive and include animations or hyperlinks. Examples of digital texts include DVDs, websites and e-literature.

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Digraph

Two letters that represent a single sound:

- vowel digraphs have two vowels (for example, 'oo', 'ea')

- consonant digraphs have two consonants (for example, 'sh', 'th')

Dipthongs

Two vowel sounds pronounced in a single syllable with the individual vowel sounds distinguished. (For example, *hour*)

Directionality

A direction in which writing/script occurs, for example, from left to right, right to left.

Encode

A process of changing spoken language into symbols of written/digital language.

Enunciation

A clear and distinct pronunciation of language.

evaluative language

positive or negative language that judges the worth of something. It includes language to express feelings and opinions, to make judgments about aspects of people such as their behaviour, and to assess the quality of objects such as literary works. Evaluations can be made explicit (for example, through the use of adjectives as in: 'She's a lovely girl', 'He's an awful man', or 'How wonderful!'). They can also be left implicit (for example, 'He dropped the ball when he was tackled', or 'Mary put her arm around the child while she wept').

Face

A 'socio-dynamic' term which concerns self-delineated worth that comes from knowing one's status. Relates to concepts such as reputation, self-respect, honour and prestige. A key element of social relations in Chinese, Japanese and many other cultures.

Filler

A sound or word used in spoken conversation to signal a pause, hesitation or unfinished contribution. For example, *I went to the station...er... then I caught a train...* Frequent use of fillers characterises early stages of second language (L2) development, but proficient speakers and first language (L1) speakers also use them as an opportunity to reflect or recast.

Fluency

An ability to produce spoken or written language with appropriate phrasing, rhythm and pace. It involves the smooth flow of language, lack of hesitation or undue pausing and characterises the largely accurate use and automatisation of the target language.

Form-focused learning activities

Activities designed to rehearse, practise, control and demonstrate particular language structures, forms or features. For example, drills, rehearsed role plays/dialogues, games and songs, set sequences of language patterns.

Formulaic language

Words or expressions which are commonly used in fixed patterns and learned as such without grammatical analysis. For example, *Once upon a time* (story-starter)*; G'day, how are you going?(*greeting in Australian English).

Framing

A way in which elements of text are arranged to create a specific interpretation of the whole.

framing

the way in which elements in a still or moving image are arranged to create a specific interpretation of the whole. Strong framing creates a sense of enclosure around elements while weak framing creates a sense of openness

Genre

A category used to classify text types and language use; characterised by distinguishing features such as subject matter, form, function and intended audience. Examples of genres typically used in early language learning include greetings, classroom instructions and apologies. More advanced language proficiency includes the ability to use genres such as narrative or persuasive text, creative performance and debates.

The language we use and the description of language as a system. In describing language, attention is paid to both structure (form) and meaning (function) at the level of the word, the sentence and the text.

grammar

the language we use and the description of language as a system. In describing language, attention is paid to both structure (form) and meaning (function) at the level of the word, the sentence and the text

Grapho-phonic knowledge

Knowledge of how letters in printed language relate to the sounds of the language and of how symbols (letters, characters) represent spoken language.

Homophone

A word identical in pronunciation with another but different in meaning (for example, *bare* and *bear, air* and *heir*).

Honorific

A grammatical form, typically a word or affix, that has at least part of its meaning the relative social status of the speaker in relation to the addressee, other participant or context. Parts of speech which signify respect, politeness and emphasize social distance or status.

Hybrid texts

Composite texts resulting from a mixing of elements from different sources or *genres.* For example, email, which combines the immediacy of talk and the expectation of a reply with the permanence of print.

Hypermedia

A multimedia system in which related items and forms of information, such as data, texts, graphics, video and audio, are linked and can be presented together by a hypertext program.

Hypertext

A text which contains links to other texts.

Identity

A person's conception and expression of individuality or group affiliation, self-concept and self-representation. Identity is closely connected to both culture and language. Thinking and talking about the self is influenced by the cultural frames, which are offered by different languages and cultural systems. Identity is not fixed. Second language learners' experience with different linguistic and cultural systems introduces them to alternative ways of considering the nature and the possibilities associated with identity.

Ideograph

A graphic character that indicates meanings without reference to the sounds used to pronounce the word.

Idiomatic expressions

A group of (more or less) fixed words having a meaning not deducible from the individual words. Idioms are typically informal expressions used by particular social groups and need to be explained as one unit (for example, *I am over the moon*, *on thin ice, a fish out of water, fed up to the back teeth*).

Indicative hours

An indication for the purposes of curriculum development of the assumption about learning time on task.

Infinitive

A base form of a verb.

informal behaviours

can include vocalising; turning/pushing/moving away; leaning/moving/reaching towards; frowning; smiling; blinking; looking at/touching/person; guiding person's hand; pointing to/touching desired object

Input

Direct contact with and experience of the target language; the stimulus required for language acquisition and learning. Input can take multiple forms and be received through different modes.

Intensifiers

Words that are usually used with adjectives to emphasise their meaning and are expressed by means of an adverb (for example, *very interesting, awfully boring*)

Intercultural capability

An ability to understand and to engage in the relationship between language, culture and people from diverse backgrounds and experience. This involves understanding the dynamic and interdependent nature of both language and culture, that communicating and interacting in different languages involves interacting with values, beliefs and experiences as well as with words and grammars. An intercultural capability involves being open to different perspectives, being flexible and curious, responsive and reflective; being able to decentre, to look objectively at one's own cultural ways of thinking and behaving, and at how these affect attitudes to others, shade assumptions and shape behaviours. Characteristics of an intercultural capability include cognitive and communicative flexibility and an orientation and ability to act in ways that are inclusive and ethical in relation to diversity and difference.

Intercultural language teaching and learning

An orientation to language teaching and learning that informs current curriculum design; framed by the understanding that language and culture are dynamic, interconnected systems of meaning-making; that proficiency in an additional language involves cultural and intercultural as well as linguistic capabilities. The focus is on developing communicative proficiency and on moving between language–culture systems. It includes the reflexive and reciprocal dimension of attention to learners' own language(s) and cultural frame(s).

Interpret

In the context of L2 learning, *interpret* refers to two distinct processes:

- the act of translation from one language to another

- the process of understanding and explaining; the ability to conceive significance and construct meaning, and to explain to self or others

Intonation

A key component of communication, involving patterns of pitch and melody of spoken language that can be used like punctuation; for example, to express surprise or suggest a question, to shade, accentuate or diminish emphasis or meaning, and to regulate turn-taking in conversations.

Language

A human cognitive and communicative capability which makes it possible to communicate, to create and comprehend meaning, to build and sustain relationships, to represent and shape knowledge, and to imagine, analyse, express and evaluate.

Language is described and employed:

- **as code** – comprising systems, rules, a fixed body of knowledge; for example, grammar and vocabulary, sound and writing systems

- **as social practice** – used to do things, create relationships, interact with others, represent the world and the self; to organise social systems and practices in dynamic, variable, and changing ways

- **as cultural and intercultural practice** – means by which communities construct and express their experience, values, beliefs and aspirations

- **as cognitive process** – means by which ideas are shaped, knowledge is constructed, and analysis and reflection are structured

Language comprehension

A process of interpreting meaning from spoken, written, tactile and multimodal representations of language.

Language features

Features of language that support meaning; for example, sentence structure, noun group/phrase, vocabulary, punctuation, figurative language. Choices in language features and text structures together define a type of text and shape its meaning. These choices vary according to the purpose of a text, its subject matter, audience and mode or medium of production.

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Language functions

Varied ways in which language is used to achieve particular purposes; for example, to persuade, to entertain, to apologise, to argue and/or to compliment.

Language patterns

Identifiable repeated or corresponding elements in a text. These include patterns of repetition or similarity, such as the repetition of imperative verb forms at the beginning of each step in a recipe, or the repetition of a chorus after each verse in a song. Patterns may alternate, as in the call and response pattern of some games, or the to-and-fro of a dialogue. Patterns may also contrast, as in opposing viewpoints in a discussion or contrasting patterns of imagery in a poem.

Language specificity

Distinguishing features of a particular language. These include lexico-grammatical and textual features, writing system(s), phonetic systems, and cultural elements which influence language use such as:

- politeness or kinship protocols

- the nature of language communities which use the language

- the historical and/or current relationship of a language with education in Australia

- features of its 'learnability' in terms of teaching and learning in the context of Australian schooling.

Language systems

Elements that organise how a language works, including the systems of signs and rules (phonological, syntactic, semantic and pragmatic) that underpin language use. These systems have to be internalised for effective communication and comprehension.

layout

the spatial arrangement of print and graphics on a page or screen including size of font, positioning of illustrations, inclusion of captions, labels, headings, bullet points, borders and text boxes

Learning trajectory

A conceptualised developmental sequence of learning, including learning goals, learning activities, knowledge and skills to be developed at progressive levels.

Level statements

Descriptions in broad terms of the developmental characteristics of students and their language learning at particular phases along the Foundation–Year 12 continuum.

Lexical cohesion

A use of word associations to create links in texts. Links can be made through the use of repetition of words, synonyms, antonyms and words that are related, such as by class and subclass.

listen

to use the sense of hearing as well as a range of active behaviours to comprehend information received through gesture, body language and other sensory systems

Literacy resources

Individual resources and capabilities which learners bring to their learning experience; these include text knowledge, grammatical and vocabulary knowledge, knowledge of phonetic and writing systems. They also include critical, reflective and intercultural capabilities that support new literacy experience in a different language.

Macro skills

Four major language skills of listening, speaking, reading and writing.

Media texts

Spoken, print, graphic, or electronic communications created for a public audience. They often involve numerous people in their construction and are usually shaped by the technology used in their production. Media texts studied in different languages can be found in newspapers, magazines and on television, film, radio, computer software and the internet.

Mediate

To move between different linguistic and cultural systems, referencing own first language(s)/culture(s) while learning to use and to understand those of the target language. This movement involves:

- noticing, interpreting, responding sensitively and flexibly

- conveying culturally-shaped ideas, values, experience to others

- exploring how ideas and experiences are represented and conveyed in different languages and cultures

- considering similarities, overlaps, collisions and adjustments

- developing the capacity to communicate and represent different perspectives and interpretations.

Mediating operates in two distinctive ways:

- in practices such as interpreting and translating, with attention to what can happen in these processes in terms of 'losing' or 'gaining' meaning

- as the element of the learning experience, which involves noticing, responding, comparing and explaining differences in expression and perspective.

Medium

Resources used in the production and transmission of texts, including tools and materials used (for example, digital text and the computer, writing and the pen or the keyboard).

Metalanguage

A vocabulary used to discuss language conventions and use (for example, language used to talk about grammatical terms such as *sentence, clause, conjunction*; or about the social and cultural nature of language, such as *face, reciprocating, register*.)

Mnemonic

Memorising information by use of an aid such as a pattern, rhyme, acronym, visual image.

Modal verb

A verb attached to another verb to express a degree of probability (for example, *I might come home*) or a degree of obligation (for example, *You must give it to me, You are to leave now*).

Mode

Various processes of communication: listening, speaking, reading/viewing, signing and writing/creating. Modes are also used to refer to the semiotic (meaning making) resources associated with these communicative processes, such as sound, print, image and gesture.

Morpheme

The smallest meaningful unit in the grammar of a language. Morphemes are not necessarily the same as either words or syllables. The word *cat* has one morpheme while the word *cats* has two morphemes: *cat* for the animal and *s* to indicate that there is more than one. Similarly, *like* has one morpheme while *dislike* has two: *like* to describe appreciation and *dis* to indicate the opposite. The process of identifying morphemes assists comprehension, vocabulary building and spelling.

Morphology

Principles of word formation and inflection, especially with respect to constituent morphemes.

Multimodal text

A text which involves two or more communication modes; for example, the combining of print, image and spoken text in film or computer presentations.

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Narrative

A story of events or experiences, real or imagined.

Narrative devices

Techniques used to help in the narrating of a story or reported event. For example, imagery, metaphor, allusion.

narratives

ways of making sense of the past based on a selection of events. There are different types of narratives such as accounts of the past that relate a story (for example personal, fictitious) and historical recounts (such as the course of events during the Second World War)

Neologism

A new word is created, for example, *Smartphone, modem, AIDS* or an existing word is used in a new way, for example, *deadly*.

nominalisation

process for forming nouns from verbs (for example, 'reaction' from 'react' or 'departure' from 'depart') or adjectives (for example, 'length' from 'long', 'eagerness' from 'eager'). Nominalisation is also a process for forming noun groups/phrases from clauses (for example, 'their destruction of the city' from 'they destroyed the city'). Nominalisation is a way of making a text more compact and is often a feature of texts that contain abstract ideas and concepts.

Noun

A part of speech that includes all words denoting physical objects such as *man, woman, boy, girl, car, window.* These are *concrete nouns*. *Abstract nouns* express intangibles, such as *democracy, courage, success, idea.*

nouns

a word class that includes all words denoting physical objects such as 'man', 'woman', 'boy', 'girl', 'diamond', 'car', 'window' etc. These are called 'concrete nouns'. 'Abstract nouns' express intangibles such as 'democracy', 'courage', 'success', 'fact', 'idea'.

Oracy

An ability to express oneself in and to understand spoken language; it includes oral and aural proficiency.

Orthography

Writing words with correct letters or characters according to common usage.

Paralanguage

Additional elements of spoken communication which are integrated with vocal (voice) and verbal (words) elements, and contribute significantly to communication and meaning-making. For example, voice quality, volume and pacing, facial expressions, gestures, posture and body movement.

Paralinguistics

A study of paralanguage elements of expression.

Pedagogy

A combination of conceptual knowledge, practical skills and reflective capabilities which constitute the 'art and science' of teaching.

Performance

A use of the language in real situations, putting language knowledge into practice; it involves accuracy, fluency and complexity.

Phoneme

The smallest meaningful unit in the sound system of a language. For example, the word *is* has two phonemes: /i/ and /s/; *ship* has three phonemes: /sh/, /i/, /p/. A phoneme usually has several manifestations dependent on varying phonological contexts. For example, the *p* in *pin* and *spin* differs slightly in pronunciation but is regarded as being the same phoneme; that is, as having the same functional meaning within each word.

Phonics

A relationship between letters or characters and the sounds they make when pronounced. L2 learning involves developing phonic awareness and proficiency.

phonics

the term used to refer to the ability to identify the relationships between letters and sounds when reading and spelling

Phonological awareness

Understanding that every spoken word is composed of small units of sound, identifying relationships between letters and sounds when listening, reading and spelling. It includes understandings about words, rhyme and syllables.

Pragmatics

A study of how context affects communication; for example, in relation to the status of participants, the situation in which the communication is happening, or the intention of the speaker.

Prediction

An informed presumption about something that might happen. Predicting at text level can include working out what a text might contain by looking at the cover, or working out what might happen next in a narrative. Predicting at sentence level includes identifying what word is likely to come next in a sentence.

Prefix

A meaningful element (morpheme) added before the main part of a word to change its meaning. For example, unhappy.

prefixes

meaningful elements (morphemes) added to the beginning of words to change their meaning (for example, 'un' to 'happy' to make 'unhappy')

Preposition

A part of speech that precede a noun, noun phrase phrase or pronoun, thereby describing relationships in a sentence in respect to:

- space/direction (below, in, on, to, under – for example, she sat on the table).

- time (after, before, since – for example, Í will go to the beach after lunch).

- those that do not relate to space or time (of, besides, except, despite – for example, he ate all the beans except the purple ones)

Prepositions usually combine with a noun group or phrase to form a prepositional phrase. For example, in the office, besides these two articles.

prepositional phrases

typically consist of a preposition followed by a noun group/phrase. Prepositional phrases occur with a range of functions, including: adverbial in clause structure (for example, 'on the train' in 'We met on the train.'); modifier in noun group/phrase structure (for example, 'with two children' in 'a couple with two children'); and modifier in adjective group/phrase structure (for example, 'on golf' in 'keen on golf').

Productive language use

One of the two aspects of communication through language (see *receptive language*) involving the ability to express, articulate and produce utterances or texts in the target language.

Pronoun

A part of speech that refers to nouns, or substituting for them, within and across sentences. For example, *Ahmad chose a chocolate cake*. *He ate it that evening* (where *he* and *it are* personal pronouns; and *that* is a demonstrative pronoun).

Pronunciation

A manner in which a syllable is uttered.

Prosody

Patterns of rhythm, tempo, stress, pitch and intonation used in language; for example, in poetry or public speaking.

Proxemics

A use of space, posture and touch as elements of non-verbal communication.

Purposeful learning

Learning which results from authentic language experiences that involve real purpose and achievable outcomes.

Question

A commonly employed prompt to elicit language use. A key element of scaffolding to support learners' use of language and to encourage further contributions. Different types of questions provide different prompts:

- **closed questions** are questions for which there are predictable answers. For example, *What time is it?* These are typically used as prompts for short answers, as a framework for testing comprehension or reviewing facts, and for routinized interactions. They are frequently used to scaffold early language development.

- **open questions** are questions with unknown and unpredictable answers that invite and support more elaborated and extended contributions from learners. For example, *How do you feel about that?What do you think might happen next?* They are used as stimulus to discussion, reflection and investigation.

Questions are an important element of intercultural language teaching and learning. The quality of questions determines the quality and substance of the learning experience. Effective questions relating to the nature of language, culture and identity and the processes involved in language learning and intercultural experience guide the processes of investigating, interpreting and reflecting which support new understanding and knowledge development.

Read

Process visual or tactile symbols (for example, braille), words or actions in order to derive and/or construct meaning. Reading includes elements of decoding (of sounds and symbols), interpreting, critically analysing and reflecting upon meaning in a wide range of written, visual, print and non-print texts.

Receptive language

One of the two components of communication through language (see *productive language*): the 'receiving' aspect of language input, the gathering of information and making of meaning via listening, reading, viewing processes.

Reciprocating

An integrating element of intercultural communication that involves movement and relationship, interpreting and creating meaning, and understanding the process of doing so. It involves not only the exchange of words but also an exchange of understanding between the people involved. It comes into play when the learner 'self' encounters and interacts with the 'other' (the target language speaker, the target language itself as text or experience); when the existing language code and cultural frame encounters a different code and frame. This experience impacts on the learner's perspective and sense of identity and on their usual ways of communicating. Reciprocating involves conscious attention to the process: attention to the self (*intraculturality*) and to the likely impact of the self on the other person involved (*interculturality).* Things previously taken for granted are noticed in reference to new or different ways. Key elements of reciprocating include conscious attention, comparison, reflection and analysis:

- recognition that both partners in an exchange are involved in the 'effort of meaning'

- willingness to work out what the other person means, the cultural and social context they are speaking from and the perspectives, which frame what they are saying

- making necessary adjustments to own and each other's input, orientation and stance that will help the exchange to be successful.

Register

A variety of language used for a particular purpose or in a particular situation, the variation being defined by *use* as well as *user*. For example, informal register or academic register.

Romanisation

A transcription from a differently scripted language, such as Chinese or Japanese, into the Latin alphabet.

Root of a word

A word/word element that cannot be reduced to a smaller unit and from which other words are formed. For example, plant in replanting.

Scaffolding

Support provided to assist the learning process or to complete a learning task. Scaffolded language support involves using the target language at a level slightly beyond learners' current level of performance, and involves incremental increasing and decreasing of assistance. Task support provides assistance to perform just beyond what learners can currently do unassisted, to progress to being able to do it independently. Scaffolding includes modelling and structuring input in ways that provide additional cues or interactive questioning to activate existing knowledge, probe existing conceptions or cue noticing and reflecting.

Scanning

A text processing strategy adopted to search for specific words, ideas or information in a text without reading every word. For example, looking for a word in the dictionary or a name in a phone directory. Scanning involves moving the eyes quickly down the text looking for specific words and phrases to gain a quick overall impression/to get the gist.

Script

A writing system in which characters or symbols represent components of language (letters, syllables, words).

Semantic knowledge

Knowledge gained at a meaning rather than a decoding level. This involves understanding the relationship between signifiers (words, phrases, symbols, signs) and the meanings they represent. Semantic information is supported through reference to prior knowledge, cultural connotations and contextual considerations.

simple sentences

have the form of a single clause (for example, 'David walked to the shops.' or 'Take a seat.')

Skimming

A text processing strategy aimed at gaining information quickly without focusing on every word.

Speak

Convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants, and needs, and to comment about the world

Stereotype

A widely held but fixed and oversimplified image or idea of a particular type of person or thing

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Stress

An emphasis in pronunciation that is placed on a particular syllable of a word; for example, *she will conduct the orchestra; her conduct is exemplary.*

Suffix

A meaningful element added after the root of a word to change its meaning (for example, to show its tense : *–ed* in *passed*. Common suffixes in English include *–ing; –ed; ness; –less; –able*).

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suffixes

meaningful elements added to the ends of words to change their meaning (for example, to show its tense: 'ed' in 'passed'). Common suffixes are 'ing', 'ed', 'ness', 'less' and 'able')

Synchronous

Occurring or existing at the same time.

Syntax

An ordering of sentence elements such as words, group/phrases and clauses. In some education settings, the terms *syntax* and *grammar* are used interchangeably.

Talk

Convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants, and needs, and to comment about the world

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Task

An integrated experience and use of language, set in a context, accomplishing a purpose, focused on meaning. A task provides an organising structure and context for meaning-focused language learning. Unlike form-focused language activities and exercises, task-based learning involves the achievement of a goal or authentic outcome. Learners draw from existing language resources and seek out unfamiliar resources as needed to complete the task. Scaffolding is provided by the teacher via the task cycle, which includes form-focused teaching. Examples of tasks: researching an issue, sharing ideas and then categorising and presenting results; planning and having a picnic; designing and publishing an online newsletter.

Task-based language learning (TBLL)

An orientation to language teaching and learning, which focuses on the use of the language in meaningful and 'life-like' tasks and activities. The completion of the task is not an end in itself, as tasks are part of the overall learning and using of the language, providing a context and purpose for developing language competence and a means of assessing and evaluating learning outcomes. Learners work independently and/or collaboratively, draw on existing language resources, generate solutions to communicative problems, seek out additional or new language and other resources needed to complete the task. Focused language work, such as grammar knowledge, vocabulary building, social and cultural competence, is integrated with task preparation and completion processes. Tasks provide opportunities to integrate the four modes of language use, to develop fluency, complexity and problem-solving capacity, as well as including work on accuracy and focus on form. A task has limits as a one-off learning event, but is used as a meaningful component of learners' overall learning progression.

tenses

a grammatical category marked by a verb in which the situation described in the clause is located in time. For example, present tense 'has' in 'Sarah has a headache' locates the situation in present time, while past tense 'had' in 'Sarah had a headache' locates it in past time. However, the relation between grammatical tense and (semantic) time is not always as simple as this. For example, present tense is typically used to talk about: present states, as in 'He lives in Darwin'; actions that happen regularly in the present, as in 'He watches television every night'; 'timeless' happenings, as in information reports such as 'Bears hibernate in winter'; references to future events, as in 'The match starts tomorrow' where the tense is present but the time future. Likewise in 'I thought the match started tomorrow' where the subordinate clause 'the match started tomorrow' has past tense but refers to future time texts.

Text

An identified stretch of language, used as a means for communication or the focus of learning and investigation. Text forms and conventions have developed to support communication with a variety of audiences for a range of purposes. Texts can be written, spoken or multimodal and in print or digital/online forms. Multimodal texts combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word, as in film or computer presentation media.

Text processing strategies

Strategies learners use to decode and understand text. These involve drawing on contextual, semantic, grammatical and phonic knowledge in systematic ways to work out what a text says. They include predicting, recognising words and working out unknown words, monitoring comprehension, identifying and correcting errors, reading on and re-reading.

Text structure

Ways in which information is organised in different types of texts (for example, chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect). Choices in text structures and language features together define a text type and shape its meaning. Different languages/cultures structure texts differently in many instances.

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Text types (genres)

Categories of text, classified according to the particular purposes they are designed to achieve, which influence the features the texts employ. For example, texts may be imaginative, informative or persuasive; or can belong to more than one category. Text types vary significantly in terms of structure and language features across different languages and cultural contexts. For example, a business letter in French will be more elaborated than a similar text in English; a request or an offer of hospitality will be differently expressed in Japanese or German.

texts

the means for communication. Their forms and conventions have developed to help us communicate effectively with a variety of audiences for a range of purposes. Texts can be written, spoken or multimodal and in print or digital/online forms. Multimodal texts combine language with other systems for communication, such as print text, visual images, soundtrack and spoken word as in film or computer presentation media.

Textual features/conventions

Structural components and elements that combine to construct meaning and achieve purpose, and are recognisable as characterising particular text types (*see language features).*

Tone

A use of pitch and contour in spoken language to nuance words and, in some languages, to distinguish lexical or grammatical meaning. In Chinese, for example, the tones are distinguished by their pitch range (register), duration and contour (shape). All Chinese syllables have a set tone, which distinguishes it and its meaning from another syllable. However, in certain environments tones can change or be modified, while in rapid spoken Chinese a great many unstressed syllables carry no tone at all.

Translation

A process of translating words/text from one language into another, recognising that the process involves movement of meanings and attention to cultural context as well as the transposition of individual words.

Transliteration

Writing a letter or word using the closest corresponding letter or word from a different language or alphabet.

Verb

A part of speech which expresses existence, action, state or occurrence. For example*, they watch football; she is exhausted; the day finally came.*

auxiliary verb – a verb that combines with another verb in a verb phrase to form tense, mood, voice or condition. For example, *they will go, I did eat lunch, she might fail the exam.*

verb

a word class that describes a kind of situation such as a happening (for example, 'climbed' in 'She climbed the ladder') or a state (for example, 'is' in 'The koala is an Australian mammal').

verb groups

consists of a main verb, alone or preceded by one or more auxiliary or modal verbs as modifiers. For example, verb groups/phrases: create tense, as in 'He [was happy]', 'She [is working] at home', 'I [have seen] him before'; express modality using modal verbs such as 'can', 'may', 'must', 'will', 'shall' and so on, as in 'You [must be] mad', 'He [will have arrived] by now', 'She [may know] them'; and create passive voice, as in 'A photo [was taken]'.

verbs

a word class that describes a kind of situation such as a happening (for example, 'climbed' in 'She climbed the ladder') or a state (for example, 'is' in 'The koala is an Australian mammal').

view

observe with purpose, understanding and critical awareness. Some students participate in viewing activities by listening to an adult or peer describing the visual features of text, diagrams, pictures and multimedia

voice

in English grammar voice is used to describe the contrast between such pairs of clauses as 'The dog bit me' (active voice) and 'I was bitten by the dog' (passive voice). Active and passive clauses differ in the way participant roles are associated with grammatical functions. In clauses expressing actions, like the above examples, the subject of the active ('the dog') has the role of actor, and the object ('me') the role of patient; whereas, in the passive, the subject ('I') has the role of patient and the object of the preposition by ('the dog') the role of actor. In clauses that describe situations other than actions, such as 'Everyone admired the minister' and 'The minister was admired by everyone', the same grammatical difference is found, so that the object of the active ('the minister') corresponds to the subject of the passive; and the subject of the active ('everyone') corresponds to the object of the preposition 'by'. And in the literary sense, it can be used to refer to the nature of the voice projected in a text by an author (for example, 'authorial voice' in a literary text or 'expert voice' in an exposition).

Word borrowing

A practice of incorporating words from one language into another. For example, the use of Italian words such as *pianissimo, cannelloni* in English and the use of English ICT terms in many languages. The increasing frequency of word-borrowing between languages reflects intercultural contact, contemporary cultural shifts and practices in a globalised world, issues of ease of communication and efficiency and technological specialisation.

write

plan, compose, edit and publish texts in print or digital forms. Writing usually involves activities using pencils, pens, word processors; and/or using drawings, models, photos to represent text; and/or using a scribe to record responses or produce recorded responses

The Australian Curriculum
Languages - Korean

Korean

Overview

Context statement

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

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

Australia and the Republic of Korea have established and reinforced people-to-people relationships through cultural and educational exchanges for more than half a century. The first recorded contact between Australia and Korea took place in the late 19th century through Australian missionaries visiting the Korean Peninsula. In the early 20th century, there was a period when contact between the two countries was not possible due to the Japanese colonial rule over Korea. With the end of World War II and Australia's participation in the United Nations Commissions on Korea (UNCOK) in 1947 and in the Korean War (1950–1953), the two countries formed a strong bond and have established a strong trade partnership. With an increasing awareness of the need to expand the partnership to other sectors, awareness of the need to better understand the country and culture, and to learn the language, has also increased as opportunities for exchanges and collaborations are expanding to education, science and technology, culture, media, sports, leisure, tourism and community activities. Visitors from Korea, including primary-aged students on study trips, may provide young Australian learners of Korean with opportunities for rich cultural and linguistic experiences.

The place of the Korean language in Australian education

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

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

The nature of Korean language learning

The Korean language has its own alphabetic writing system called *Hangeul*. *Hangeul* consists of 24 basic letters, comprising 14 basic consonants and 10 basic vowels. Learning *Hangeul* involves learning how to combine consonants and vowels to produce a syllable in Korean, which corresponds to a syllabic block in its written form. As students learn *Hangeul*, they also learn about its philosophical, scientific, linguistic and cultural underpinnings, where the three elements of vowel letters (•, ㅡ, ㅣ) symbolise the three respective elements in oriental cosmology – heaven, earth and human – and consonant letters symbolise the shapes of the speech organs: lips, teeth, tongue and throat. Students' learning is enhanced by understanding the importance of *Hangeul*'s creator, King Sejong the Great, who, in the 15th century, believed that his people's wellbeing was directly related to literacy and could be enhanced through the creation of a writing system that would represent their spoken language.

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

The diversity of learners of Korean

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

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

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

PDF documents

Resources and support materials for the Australian Curriculum: Languages - Korean are available as PDF documents.

Languages - Korean: Sequence of content

Languages - Korean: Sequence of Achievement - F-10 Sequence

Languages - Korean: Sequence of Achievement - 7-10 Sequence

The Australian Curriculum
Languages - Korean
Years F–10 Sequence

Foundation to Year 2

The nature of the learners

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

Korean language learning and use

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

Contexts of interaction

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

Texts and resources

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

Features of Korean language use

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

Level of support

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

The role of English

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

Foundation to Year 2 Content Descriptions

Communicating

Socialising	Elaborations
Interact and socialise with peers and teacher to greet, introduce themselves and give basic personalinformation [Key concepts: self, family; Key processes: greeting, playing, imitating] (ACLKOC115)	• greeting the teacher and peers using appropriate expressions and body language, for example, 안녕하세요? 안녕? 만나서 반가워요 • introducing themselves using 저는…이에요/예요 as a set phrase • asking about and expressing likes/dislikes usingsimple language such as 뭐 좋아해요? 고양이를 좋아해요
Engage in guided group activities and simple exchanges such as playing games;group singing or dancing; contributing ideas through key words, images, mimes [Key concepts: play, group; Keyprocesses: singing, chanting, observing, drawing] (ACLKOC116)	• participating in group singing and chanting and performing actions,for example, 가나다 노래, 안녕 노래 • making simple requests using … 주세요 and expressing thanks, 고맙습니다 • providing descriptions of familiar objects or people,for example, 마이클이에요, 코예요 • following instructions for language games such as pass the message, 코코코 놀이

Interact in familiar classroom routines and follow simple classroom instructions [Key concepts: routines,interactions; Key processes: observing, responding] (ACLKOC117)	• using ... 있어요/없어요 and 네/아니요 to interact with the teacher inroutine exchanges such as roll call • responding with appropriate actions to the teacher's simple instructions such as 따라하세요, 일어나세요, 앉으세요,인사하세요 • asking questions and responding to the teacher and peers by using 뭐예요? ...이에요/예요 • using 안녕하세요?; 안녕히 가세요/계세요, to greet or to take leave

Informing	Elaborations
Locate specific words and expressions in simple texts such as signs, titles and captions, and use information tocomplete guided oral and written tasks *[Key concepts: text, meaning; Key processes: locating, noticing,matching]* (ACLKOC118)	• using a variety of skills such as labelling,matching, clicking and dragging, drawing, miming and actions to locate and use information • locating and using information to describe, name, draw and trace, for example, 머리, 손. 발 • classifying and categorising information gained from others, such as aboutfavourite foods, for example, 미셸은 피자를 좋아해요 • using contextual and visual cues whilereading with the teacher, for example, using illustrations and printed/audio narrations when reading Big Books ordigital books
Share simple information aboutthemselves, known people, everyday objects and places of interest [Key concepts: self, preference; Key processes:describing, showing] (ACLKOC119)	• reporting on information gathered from friends using simple structures such as ... 좋아해요 and ...있어요 • contributing to aclass photo story, for example, creating and reading aloud captions to own photos (저는 ...이에요/예요) and aspects of personalinformation (저는 바나나를 좋아해요; 저는 토끼가 없어요) • using simple sentencestructures, familiar vocabulary, concrete materials and supporting gestures to communicate about self and the immediateenvironment, for example, 뭐예요? 양이에요. 저는 씨월드를 좋아해요

Creating	Elaborations
Participate in chants,choral and shared reading of short imaginative texts in audio-visual, print and digital media such as cartoons, storiesor rhymes, and responding through play-acting, illustrating, miming or making short statements [Key concepts:character, story; Key processes: playing, choral reading] (ACLKOC120)	• participating in shared reading, sharing opinions and responding to questions about imaginative texts • responding to imaginative textsincluding digital texts, stories, rhymes and songs through play-acting, illustrating, facial expression or movement • interacting with a character or puppet in an imaginary situation or setting, for example, 안녕하세요?; 저는 미나예요; 만나서 반가워요 • makingsimple evaluative statements about favourite characters in stories, rhymes or songs, for example, … 좋아해요/싫어해요 • re-creating stories, rhymes and songs through mime, dance or drawing with simple captions

Create captions to images for individual presentation and participate in shared performances and imaginative activities using familiar words, phrases and language patterns [Key concepts: performance; Key processes:drawing, singing, dancing] (ACLKOC121)	• creating own version of a story bysequencing a series of pictures with captions or by creating a storyboard with labels using modelled language, forexample, 안녕하세요?; … 있어요? 네, 있어요 / 아니요, 없어요; 고맙습니다 • performing songs, rhymes and action stories using non-verbal forms of expression such asclapping, gestures and facial expressions to support the making of meaning • creating and presenting own Big Books, storyboards or digital texts based on imaginary scenarios infamiliar contexts, for example, 곰 세 마리

Translating	Elaborations
Translate familiarwords and phrases, using visual cues and word lists, explaining the meaning of particular words, gestures andexpressions [Key concepts: similarity, difference; Key processes: noticing] (ACLKOC122)	• noticing words in Korean and English that have the same meaning, such as 테니스,컴퓨터, 코알라 and considering why • recognising that every language has its own words, sounds and gestures to make meaning • using Korean and/or English to name familiar objects and conduct simple conversations,translating when necessary to help others understand • sharing and interpreting simple expressions and songs with friends and family, for example, showing them how to sing학교 종, 생일 노래

Create labels, captions or short statements in Korean and English for the immediatelearning environment and for familiar objects or images [Key concepts: counterpart; Key processes: naming, labelling,matching] (ACLKOC123)	• creating a bilingual picture dictionary for theirclassroom use • matching Korean and English texts, for example, name tags of friendsin Korean and English • creating bilingual captions in Korean and Englishfor a photographic display using digital technologies to show parents or others about a class event or experience suchas sports day, school camp or pets day

Reflecting	Elaborations
Notice aspects of Korean language andculture that are 'new', sharing how interacting in Korean can be different to interacting in own language/s [Keyconcepts: respect, acceptance; Key processes: noticing, comparing] (ACLKOC124)	• noticing that there are different ways to greet people in Korean, recognising theirsimilarities and differences to those in their own language and culture • familiarising themselveswith simple spoken exchanges in Korean, including how to use appropriate gestures, for example, how to bow and make handgestures when saying 안녕하세요? • describing how it feels to useKorean, for example, when singing a song or hearing Korean spoken by others • includingsome Korean words and expressions in English conversation when it feels appropriate (for example, 네, 선생님, 고맙습니다),noticing changes in behaviour or body language when speaking Korean

Recognise themselves as members of different groups, including the Korean class, the school, their family and community, and consider their roles within these different groups [Key concepts: self, role; Key processes: noticing] (ACLKOC125)	• naming languages they know and are learning, for example, 한국어 • making simple statements about themselves, including who they are and their personal preferences, for example, 저는 …이에요/예요, 저는 … 좋아해요/싫어해요 • noticing their own use of words, expressions or behaviours that make them who they are, such as using words from different languages, ways of celebrating or communicating that may not be familiar to other people

Understanding

Systems of language	Elaborations
Recognise the sounds of the Korean language and the forms of Hangeul syllable blocks, and understand that the syllable block is the basic unit of writing in Korean, associating individual syllable blocks with their pronunciations [Key concepts: phonic awareness, meaningfulness, unit of writing; Key processes: recognising, discriminating, mimicking] (ACLKOU126)	• differentiating Korean and English sounds, for example, by comparing names in Korean and English (for example, 로버트 versus 'Robert') • categorising names according to their first consonant, for example, 마크, 매튜, 마이클 • discriminating between simple vowel and consonant letters in a syllable block • recognising the order of strokes in writing syllable blocks
Recognise some basic features of the Korean grammatical system, such as the verb-final rule, the sentence-final –요, and notice chunks in which a noun or pronoun is combined with a case marker as part of a sentence [Key concepts: word order, politeness; Key processes: noticing, selecting] (ACLKOU127)	• recognising –요 at the end of a sentence through its repetitive use in sentences such as 따라하세요 and 안녕하세요? • noticing that the Korean copula alternates between two forms (–이에요 and –예요) and using it with own names, for example, 마이클이에요/매튜예요 • understanding that 저 is used to refer to the self • identifying a structure where a noun or a pronoun is followed by a basic case marker such as –은/는, –이/가 and –을/를 (for example, 저는) as a chunk which has a syntactic function in a sentence • understanding how to make a simple question using a basic question word, for example, 뭐 좋아해요?
Notice and use simple vocabulary to identify familiar objects and to describe simple actions, states or qualities in familiar contexts [Key concepts: word, meaning, name; Key processes: noticing, selecting] (ACLKOU128)	• identifying and using basic words for familiar objects, for example, body parts, pets and days of the week • responding to a simple question using 네/아니요 to express agreement/disagreement • using basic verbs with the –어/아요 ending in familiar contexts, for example, 있어요, 없어요, 좋아해요

Notice and identify different types of simple spoken, written and digital texts used for different purposes in familiar contexts [Key concepts: text; Key processes: recognising, identifying] (ACLKOU129)	• listening to and viewing different types of simple texts in Korean including digital or online texts and recognising that Korean is used for purposes such as songs, chants, dialogues and stories • identifying Korean words in spoken and written texts where Korean is used alongside words from other languages

Language variation and change	Elaborations
Recognise that there are different words and expressions used by Korean speakers to address and greet people in different contexts and situations [Key concepts: appropriateness, respect; Key processes: noticing, comparing] (ACLKOU130)	• noticing differences in greetings and expressions used in different social settings where people of different ages and/or different degrees of familiarity are involved • identifying social relationships between people interacting in videoclips, cartoons, photographs or role play
Recognise that languages change continuously and borrow words from each other [Key concepts: word-borrowing; Key processes: noticing, selecting] (ACLKOU131)	• recognising loan words originating from other languages, for example, 코알라, 캥거루, 펭귄, 초코렛, 아이스크림 • identifying Korean words used in English contexts, for example, taekwondo, kimchi
Recognise that Korean is one of many languages spoken in multicultural Australia and in the world [Key concepts: multilingualism, community; Key processes: noticing, naming] (ACLKOU132)	• understanding that the world contains many different languages spoken by many different communities of speakers and that most people in the world speak more than one language • naming languages they have encountered in their everyday life, such as the languages of their neighbours or classmates • exploring the range of languages spoken in Australia, including Aboriginal languages and Torres Strait Islander languages, Asian languages and world languages

Role of language and culture	Elaborations

Understand that ways people use language reflect their culture, such as where and how they live and what is important to them, finding examples of similarities and differences between Korean and Australian ways of communicating [Key concepts: language, culture, meaning; Key processes: noticing, making connections]

(ACLKOU133)

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- comparing gestures and body language associated with language use in different cultures, for example, bowing and saying 안녕하세요? when greeting in Korean, different ways of kissing on the cheek saying 'hi' in English-speaking cultures including Australia and pressing noses (that is, hongi) and saying 'kia-ora' when greeting in Maori
- exploring the meaning of 'culture' and how it involves visible elements, for example, ways of eating or symbols such as flags, and invisible elements, for example, how people live, what they value, and how they think about themselves and others

Korean

Foundation to Year 2 Achievement Standard

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

Students discriminate Korean sounds and script from those of English and other languages. They identify the syllable block as the unit of writing and associate individual syllable blocks with their pronunciations. They identify their own names written in Korean using syllable blocks (for example, 로버트, 마크) and pronounce them using Korean sounds. Students identify –요 at the end of a sentence as indicating some polite meaning. They identify 저 as referring to self and 저는 as an equivalent to 'I' in a sentence. They choose between –이에요 and –예요 when they construct a sentence using a copula (for example, 재키예요; 마 이클이에요). They identify Korean language as the language of Korea and as one of the many languages used in Australia and in the world. Students identify some loan words from other languages and Korean words used in Australia and other countries. Students identify differences and similarities between their own and others' languages and cultures.

Years 3 and 4

The nature of the learners

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

Korean language learning and use

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

Contexts of interaction

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

Texts and resources

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

Features of Korean language use

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

Level of support

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

The role of English

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

Years 3 and 4 Content Descriptions

Communicating	
Socialising	**Elaborations**
Socialise and build relationships with peers and teacher through the exchange of personal information in relation to self, friends and family members [Key concepts: friendship, occasions, celebration; Key processes: expressing, sharing] (ACLKOC134) 📋 ⫶ᴋ ℂ ⚇ ℅	• asking and answering questions relating to personal information about themselves,each other, friends, family members, favourite things and special talents, for example, 누구예요? 몇 살이에요? • interacting with each other, for example, by using 나/저도 좋아요; 아, 그래요? as set phrases in action-related exchanges and shared activities such as games, including interactive computer games, role-plays and composing chants/rhymes • exchanging simple correspondence such as notes,invitation or birthday cards in print or digital form

Participate in collaborative tasks and shared experiences such as creating and playing simple language games or dialogues that involve simple negotiation, or preparing and presenting a group display [Key concepts: participation, cooperation; Key processes: problem-solving, contributing] (ACLKOC135)	• asking and responding to questions in group activities such as number games, for example, using 몇이에요? and … 이에요/예요, for example, 삼이에요 to form a group with those who have the same number card • negotiating requests using simple Korean expressions, for example, 지우개 있어요?; 아니요, 없어요; 빌려 주세요; 네, 여기 있어요 • preparing, rehearsing and carrying out presentations, such as a Korean item for school assembly, or a digital presentation about a significant cultural event or celebration, for example, *Taegeukgi, taekwondo*
Participate in everyday classroom activities such as responding to teacher's instructions, attracting attention and asking for repetition [Key concepts: instructions, respect; Key processes: interacting, expressing] (ACLKOC136)	• getting a turn to ask a question, for example, 질문 있어요 • requesting repetition, for example, 다시 해 주세요 • following instructions given in Korean, for example, 해 보세요, 들으세요, 쓰세요, 말하세요, 읽으세요 • answering teacher's questions, 이게/저게/그게 뭐예요? (given as a set phrase), in a short Korean sentence as a set phrase, for example, 그게/그건 책상이에요 • praising or complimenting each other, for example, (아주) 잘했어요

Informing	**Elaborations**
Identify topics and key points of factual information in short spoken, written, digital and multimodal texts related to familiar contexts, routines and interests [Key concepts: routines, pastimes; Key processes: selecting, categorising, recording] (ACLKOC137)	• gathering information about other people's activities, for example by surveying peers about weekend or daily activities, for example, 주말에 뭐 해요? 수영해요; 오늘 뭐 해요? 학교에 가요 • compiling information and reporting it to others, for example, by making a shared class graph showing popular leisure activities • listening to short spoken texts with some unfamiliar language, identifying points of information, for example, the name and number on a recorded phone message, the age of a child interviewed • obtaining and using factual information from print, digital or multimodal texts related to other learning areas, for example, completing a simple science experiment, naming countries and significant land features, or recording distances using geography skills

Present information gathered from different types of texts relating to people, objects, places and events [Key concepts: home, school, information; Key processes: organising, informing, presenting] (ACLKOC138)	• reporting on information gathered from sources including online resources such as interviews, surveys or brochures, using different media including those in digital formats such as drawings, posters and captioned photos • using simple descriptive language and supporting resourceto introduce family members and friends, identifying relationships (우리 엄마예요; 친구예요) and cultural backgrounds (호주 사람이에요;한국 사람이에요) • creating a class profile from information collected from each other, for example, creating a chart or database to identify favourite sports, food, or colours (크리켓, 불고기, 빨간색) • presenting information on events or topics of possible interest to Korean children of their own age (for example, 생일, 방학), using multimodal resources and realia support and building vocabulary to describe actions and feelings

Creating	Elaborations
Participate in and reflect on imaginative experiences such as digital interactive stories or video clips, identifying characters, main ideas and events, and sharing feelings or ideas by acting out responses or expressing preferences or opinions [Key concepts: character, plot; Key processes: shared reading, performing, recounting] (ACLKOC139)	• listening to, viewing and reading text in different formats, including digital texts such as video clips, paintings and stories, for example, Korean traditional tales (해님달님, 흥부와 놀부) • participating in shared reading and responding to questions about characters, ideas and events, for example, by illustrating and captioning aspects of the texts • playing mime games using characters from imaginative stories experienced • sharing imaginative experiences in short statements about aspects such as characters, settings or events (흥부가 착해요) • using movement or actions to reinforce meaning in texts such as television programs, songs or games
Create and perform simple imaginative and expressive spoken and written texts such as dialogues or collaborative stories, using formulaic expressions and modelled language [Key concepts: imagination, humour; Key processes: presenting, composing] (ACLKOC140)	• composing, modifying and completing own versions of skits, chants and songs, with teacher's guidance and scaffolding, and the stimulus of different imaginative texts and experiences • creating individual texts such as comics, diary entries and short stories, using modelled language to express own ideas and imagined experience • producing and presenting picture/digital books or short scripted plays or animations that use favourite Korean words and expressions • creating and performing alternative versions of stories or action songs, using voice, rhythm and gestures to animate characters, or using drawings or story maps to create visual context

Translating	Elaborations

Translate simple Korean words and expressions for peers, teachers and family, noticing how they have similar or different meanings when translated to English or other languages [Key concepts: specificity, commonality, meaning; Key processes: explaining, comparing] (ACLKOC141)	• noticing different aspects of Korean and English language and culture, such as naming conventions (for example, 박준호 versus 'JohnSmith') and explaining differences such as order and spacing • noticing Korean in texts such as signage and labels, and producing their equivalents in English • translating Korean texts such as public signs to understand the gist, noticing how meaning changes when translated into English, as in the case of expressions of politeness • identifying words that change their meaning according to the context, for example, 집(home/house: 집에 가요, 우리 집이에요), or 있어요 (have … /there is (are) … :저는 지우개가 있어요; 제니 있어요?)
Create simple bilingual resources for their learning and for the school community [Key concepts: similarity, difference; Key processes: selecting, relating, describing] (ACLKOC142)	• producing a parallel bilingual word list by identifying known Korean words or expressions and relating them to English equivalents, and vice versa, noticing that direct translation sometimes does not work • preparing descriptions in both Korean and English about familiar topics, using modelled language and choosing vocabulary from word lists, discussing differences in expression between the two languages with the teacher • creating bilingual texts for the classroom and the school community using digital technologies (for example, posters, songs and online newsletter items), sharing ideas about how to represent meaning in different languages for different audiences

Reflecting	Elaborations
Share own experiences of communicating and using language/s, noticing how these are influenced by their own culture/s [Key concepts: open-mindedness, politeness; Key processes: experimenting, reflecting, connecting] (ACLKOC143)	• reflecting on different ways of naming, greeting and addressing someone (for example, by first name or title, including (non-)use of honorifics and aspects of body language such as eye contact) and on the issue of appropriateness in both Korean and Australian cultures • reflecting on each others' 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 • sharing ideas about how some Australian terms and expressions might be understood from a Korean perspective, for example, 'bushwalking', 'kick a footy' or 'lamington'

Associate themselves with wider networks such as clubs, countries or language-speaking communities, and reflect on how being a Korean language user broadens these networks [Key concepts: membership, profile; Key processes: describing, identifying] (ACLKOC144)	• identifying various groups they belong to and reflecting on themselves as members of multiple groups • appreciating their additional identity as a learner of the Korean language and culture and their expanded role in their own network • creating own profile using spoken, written or digital forms of expression to identify roles in or memberships of various groups, including their identity as a person knowing more than one language • describing themselves as members of various groups by profiling themselves with drawings of their friends, family, class and school, naming them using 친구, 우리 가족, 우리 반 and 우리 학교

Understanding

Systems of language	Elaborations
Recognise characteristics of Korean pronunciation and intonation patterns, the alphabetical nature of Hangeul, and the structural features of individual syllable blocks including 받침 [Key concepts: sound discrimination, word recognition, syllable, syllable block, 받침, alphabetic system; Key processes: recognising, exploring, experimenting, relating] (ACLKOU145)	• learning sets of Korean vowels and consonants • discriminating between sounds in Korean, for example, 가/카/까; 다/타/따; 바/빠/파; 사/싸; 자/차/짜; 내/네; 너/노 • experimenting with *Hangeul* consonants and vowels to construct/deconstruct syllable blocks, for example, ㅊ + ㅏ ◊ 차; ㄱ + ㅏ + ㅇ ◊ 강; ㅅ+ ㅜ ◊ 수; ㄱ + ㅗ + ㅁ ◊ 곰 • identifying how pronunciation and intonation are used in spoken, written and multimodal texts, for example, 좋아요; 아주 좋아요; 좋아요?
Understand and use key grammatical forms and structures such as basic pronouns and case markers and the polite verb ending –어/아요 in own simple language production, and recognise politeness embedded in humble or honorific forms such as 저 and –(으)세요 [Key concepts: grammar, sentence; Key processes: sequencing, relating, predicting] (ACLKOU146)	• constructing sentences with an –어/아요 ending on topics of personal interest in simple structures with support such as scaffolding, modelling or cues and in meaningful contexts, for example, 저는 사과를 먹어요 • using –(으)세요 for different types of sentences (such as statements, questions, requests or commands) and recognising the honorific meaning embedded in –세– • using 저 and 나 to refer to self and understanding different contexts where they are used • using a structure, a noun or pronoun + a case marker/particle (–은/는, –이/가, –을/를, –에, –도) as a set phrase, for example, 저는, and understanding differences in meanings • understanding that 이게, 저게 and 그게 refer to objects without naming and that they are subjects in sentences, for example, 이게 뭐예요? • asking simple questions about a person, object or number using abasic question word such as 누구/누가, 무엇/뭐 or 몇, for example, 지금 뭐 해요? 누구예요?

Recognise and use vocabulary to describe familiar people, objects and places, and basic routines, including Sino- and pure Korean number words with basic counters, words for colours, names of sports [Key concepts: meaning, function, objects, people, number systems, action, state, quality; Key processes: identifying, naming, describing, qualifying] (ACLKOU147) 📄 🔢 🌐	• using number expressions with appropriate counters, for example, 한 개, 두 마리, 세 명, 아홉 살, 삼학년 • using basic common action and descriptive verbs to describe their daily lives or preferences, for example, 가요, 일어나요, 들어요, 해요, 좋아요, 나빠요, 착해요 • using vocabulary related to school (for example, 학교, 책, 지우개, 친구), home (for example, 집,가족, 엄마, 아빠), sports and leisure activities (for example, 방학, 수영, 캠핑) • using vocabulary to describe familiar objects or people, for example, 빨간색 가방 • using some adverbs as part of formulaic language, for example, 지금/오늘/주말에 뭐 해요? 아주 잘 했어요
Recognise differences in language features and text structures in different types of texts, including those in digital form, used in familiar contexts [Key concepts: language features, mode, purpose; Key processes: observing patterns, distinguishing] (ACLKOU148) 📄 ⋮⋮ 🌐	• identifying familiar text types in different modes and using them in activities such as converting dialogues to chants • recognising language features typically associated with particular texts, for example, the use of imperatives in games • noticing differences between written and spoken texts (for example, comparing a written story with a spoken version), or comparing how texts within the same mode can differ, for example, a birthday card and an email message

Language variation and change	Elaborations
Build understanding of the variability of language use in Korean, for example, in relation to the age and relationship of participants [Key concepts: relationships, age; Key processes: identifying, routinising] (ACLKOU149) 📄 🌐 👥 🔗	• greeting and taking part appropriately in familiar situations, for example, with peers and with the teacher, identifying differences of contexts and addressees, for example, 안녕?; 안녕하세요?; 안녕히 가세요/계세요; 잘 가/있어 • recognising the appropriateness of gestures to accompany language when addressing teachers, friends or visitors to school
Understand that languages change over time and influence each other through contact and cultural exchanges [Key concepts: language change, influence; Key processes: observing, identifying, discussing] (ACLKOU150) 📄 🌐 🔗 ᴧᴧ	• viewing images of the original version of 훈민정음 and recognising that some letters in the original are not used in modern Korean, for example, •, ㆆ, △ • reflecting on and discussing which languages Korean might have influenced and might have been influenced by over time, for example, Chinese, Japanese, English, French and Italian ᴧᴧ

Reflect on and share their experience when using Korean and when using own language/s, recognising cultural elements that may cause different feelings [Key concepts: culture, identity, attitudes; Key processes: identifying, comparing, reflecting] (ACLKOU151)	• reflecting on contexts where cultural elements are embedded in language use in Korean (for example, bowing when saying 안녕하세요?) and comparing this with equivalent contexts and ways of using language in English • recognising that 우리 means 'my' when used with certain words, for example, 우리 가족, 우리 나라, and sharing their ideas/experience about such use

Role of language and culture	Elaborations
Compare and reflect on different ways of using language in everyday situations in Korean, Australian and other cultures, sharing ideas about possible reasons for the differences and variations [Key concepts: difference, expression, importance; Key processes: identifying, distinguishing, connecting] (ACLKOU152)	• recognising the importance of politeness explicitly expressed in Korean and comparing this with English, for example, 만나서 반가워요 versus 'Nice to meet you' • understanding that language carries information about the people who use it and that common expressions often reflect cultural values important to that language community • reflecting on individual words which may be interpreted differently by people who do not know Korean culture, for example, 우리 집, 우리 선생님 • identifying non-verbal expressions that are typical or expected in communication in different cultures, for example, eye contact, bowing, nodding, pointing

Korean

Years 3 and 4 Achievement Standard

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

Students discriminate between meaningful sounds in Korean which are not distinguished in English or other languages such as /ㄱ/ versus /ㅋ/ versus /ㄲ/ or /ㅐ/ versus /ㅔ/, and associate the pronunciation of simple words with their script. Students differentiate statements from questions according to intonation. They identify simple consonant and vowel letters in *Hangeul* and combine them to construct a syllable block. They create short texts using syllable blocks combined together to form a word. They apply their understanding of Korean and English having different grammatical systems by using appropriate word order (subject-object-verb) and case–marked formulaic chuncks (for example, 저는, 사과를) in simple Korean sentences. They identify differences between Korean and English in some aspects of language use such as naming conventions or ways of addressing people. They apply their understanding of the importance of politeness in using Korean and select the appropriate form of language to acknowledge age and social relationships when greeting (for example, 안녕? versus 안녕하세요?; 안녕히 가세요/안녕히 계세요 versus 잘 가/잘 있어). They identify aspects of language use in both Korean and English that people from other cultures might or might not regard as appropriate, such as ways of greeting or (not) making eye contact during interactions.

Korean

Years 5 and 6

The nature of the learners

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

Korean language learning and use

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

Contexts of interaction

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

Texts and resources

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

Features of Korean language use

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

Level of support

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

The role of English

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

Years 5 and 6 Content Descriptions

Communicating	
Socialising	**Elaborations**
Describe people, places, objects and everyday routines relating to school and home environments; express feelings and share interests and preferences [Key concepts: routine, interests, leisure; Key processes: describing, corresponding, interacting] (ACLKOC153)	• exchanging experiences of everyday life and leisure activities using –해요/했어요 as a chunk, for example, 오늘 한국어를 공부해요 / 어제 영어를 공부했어요 • sharing experiences and feelings such as weekend activities and likes/dislikes using 나/저도 …–어/아요 and 나/저도 …–었/았어요 as set phrases, for example, 나/저도 좋아요/좋았어요, 나/저도 한국어를 공부해요/공부했어요 • interacting via different modes of communication including class blogs or wikis to exchange personal information and to express opinions, for example, … 어때요/어땠어요? • recounting experiences with family and friends in speaking and writing, for example, in conversations, diaries or blogs (토요일에 저는 친구하고 쇼핑했어요.제니하고 웨스트필드에 갔어요 ...)

Collaborate in group tasks and shared experiences that involve making collective arrangements, such as making decisions or suggestions in group games, or creating and performing a role-play that involves simple transactional exchanges [Key concepts: task, organisation; Key processes: planning, organising, decision-making] (ACLKOC154)	• making collaborative decisions and arrangements using Korean in traditional Korean games either in online or offline mode, for example, playing 윷놀이(*yunnori*) counting (하나, 둘, …), ordering (첫 번째, 두 번째, …), numbering (일, 이, 삼, …) and using other expressions in Korean to decide on the movement of markers • creating and performing role-plays such as simulating simple transactions that involve asking for or giving prices or asking for goods or services, for example, 얼마 예요?; 오천 원이에요; 아이스크림 한 개 주세요 • allocating and swapping roles in group games or simulated transactional exchanges
Interact in classroom activities such as creating and following shared class rules and procedures, expressing opinions and asking for permission or clarification [Key concepts: interaction, politeness; Key processes: requesting, clarifying] (ACLKOC155)	• expressing opinions using set phrases such as 저는 …이/가 맞는/틀린 것 같아요, for example, 저는 미나가 맞는 것 같아요 • asking for permission using …에 가도 돼요? as a set phrase, for example, 화장실에 가도 돼요? • asking for clarification, for example, … 이/가 한국어로 뭐 예요? • giving advice and reminders to peers, for example, 빨리/천천히 해요; 숙제했어요?

Informing	**Elaborations**
Listen to, view and read texts for specific information drawn from a range of sources relating to social and cultural worlds in different times, places and communities, and to different learning areas [Key concepts: lifestyle, event, environment; Key processes: collating, comparing, tabulating] (ACLKOC156)	• identifying information in texts such as advertisements, conversations, brochures and announcements, and sharing this information with others in another format, for example, presenting a chart of favourite television programs or computer games • reading texts and extracting key points about an issue or topic (such as weather, types of activities for young people, daily routines), and sharing information with peers, for example, 날씨가 어때요? 비가 와요; 언제 만나 요? 내일 두 시에 만나요 • reading, viewing and listening to texts to collect information about concepts related to other learning areas such as the arts, humanities and science • identifying and comparing perspectives represented in spoken and written informative texts, for example, 누가 썼어요/말했어요? …이/가 맞는 것 같아요? 왜 맞아요?

Convey ideas and information indifferent modes to suit particular audiences and contexts on subjects of interest to young people [Key concepts: content, audience, purpose; Key processes: describing, reporting, using digital tools] (ACLKOC157)	• creating a website for a contact group of Korean students, posting information on own interests and experiences, for example, 방학, 친구, 운동, 미디어, and using resources such as sound, visuals or graphics to highlight elements which may be unfamiliar to Korean students • constructing a visual, digital or narrative profile of the local community for people arriving from overseas, collecting information from public and community texts such as fliers, newsletters, advertisements and brochures • creating a video clip to present information or ideas to a particular audience, for example, a virtual tour of the school or classroom for exchange student groups • creating an interactive display or performance to inform younger children of the benefits of learning Korean

Creating	**Elaborations**
Share responses to a range of imaginative texts in different forms including digital texts by expressing opinions and feelings about key ideas, characters and actions, making connections with own experience or feelings [Key concepts: fact, fiction; Key process: expressing, describing, explaining] (ACLKOC158)	• listening to and viewing texts in various modes including those in digital mode (for example, performances, game shows and artwork), sharing opinions or feelings about them using expressions such as … 어때요?; 좋아요/좋았어요; 재미있어요/재미있었어요 • producing storyboards to represent key events in different types of imaginative texts, including captions or word bubbles to capture moods or feelings, for example, 무서워요; 행복해요; 이상해요 • asking about and providing reasons for feelings and opinions using 왜요? and 왜냐하면 … as set phrases • responding to questions about characters, events or effects in different types of imaginative texts such as puppet shows, stories and films, using modelled language to express reactions, for example, 용감해요, 예뻐요, 슬퍼요, 아파요 • comparing favourite characters in stories, plays or cartoons, listing words or expressions associated with their personality (…은/는 착해요, 예뻐요, 멋있어요, 무서워요,이상해요, …) and explaining how they can relate to them (저는 …이/가 좋아요, 싫어요, …)
Compose and perform a variety of creative texts based on a stimulus concept or theme, sharing them face-to-face and online to present to different audiences [Key concepts: imagination, expression; Key processes: performing, creating] (ACLKOC159)	• composing texts for own and others' enjoyment and interest, for example, a description of an imaginary character, animal or event • creating texts to share with others face-to- face or online, for example, a commercial for a new product, a short film, video clip or rap, or a poster for an imagined event • creating and performing alternative versions of known songs or raps by creating lyrics with support of language model or scaffolding • creating a poem, rap or song, experimenting with rhyme and rhythm, for example, writing a shape poem, an acrostic poem or 삼행시

Translating	**Elaborations**

Translate simple texts identifying words and expressions that may not readily correspond across languages, and expanding descriptions or giving examples where necessary to clarify meaning [Key concepts: correspondence, interpretation; Key processes: selecting, interpreting, translating] (ACLKOC160)	• creating Korean versions of Australian school signs and notices, considering why some words or expressions require freer translation than others, for example, the sports oval, the tuckshop, the office • identifying words in Korean and English that cannot be readily translated, clarifying meanings for such words by providing examples, explanations or extra information, for example, 벼 ('rice as a crop'), 쌀 ('rice as raw grains'), 밥 ('cooked rice/meals') • interpreting Korean expressions in familiar texts such as greeting cards or story titles that do not translate easily into English, for example, 생신 축하합니다, considering how these expressions reflect aspects of Korean language or culture
Create bilingual texts and resources such as signs, notices, captions, displays, websites or word banks for own learning, and share them in the school community and with learners of Korean in the virtual community [Key concepts: bilingualism; Key processes: translating, comparing, modifying] (ACLKOC161)	• creating bilingual texts for digital or multimodal resources for the community, for example, a virtual tour for school with signs, notices, labels and short comments in Korean and English, for example, 조용히 하세요 ('Be quiet'), 도서실 ('Library') • creating parallel lists of informal Korean and English expressions for everyday interactions with friends and family in print and digital modes • composing bilingual texts such as posters for class or school assembly performances, events or displays, for example, 10 월 3일 개천절 • constructing and co-maintaining a bilingual website with a sister- school or contact group ofyoung learners of English in a Korean- speaking community

Reflecting	**Elaborations**
Examine their perceptions of and reactions to Korean culture embedded in the language, and reflect on the relationship between language and culture [Key concepts: etiquette, reaction, assumption; Key processes: comparing, describing, reflecting] (ACLKOC162)	• finding examples of the significance of gestures across cultures, for example, (not) making eye contact when talking to older people, and reflecting on these • comparing interactions between Korean speakers and interactions in similar Australian contexts by observing them in their immediate environments or from resources such as video clips or films (for example, students and teachers, or people interacting on the street or in shops, identifying who bows at the beginning and end of the interaction, who uses –요 at the end of sentences or how they shake hands) • recognising and exploring cultural aspects embedded in or accompanying language use, for example, the use of honorifics and different terms of address • noticing the impact of their own assumptions about Korean people and culture when engaging with texts, and considering what assumptions Koreans might hold about Australian people and culture

Explore connections between aspects of identity such as nationality, ethnicity and language use, considering how these are related to culture and own identity, and to learning Korean language and culture

[Key concepts: sense of belonging, identity; Key processes: comparing, relating, reflecting]

(ACLKOC163)

- experiencing aspects of traditional Korean culture, for example, trying on traditional costumes (한복) or carrying out traditional performances (for example, 사물놀이), and commenting on the experience, for example, 한복이 멋있어요; 한복을 입어 보세요; 사물놀이가재미있어요, comparing their experiences of Korean culture with their own culture/s, making connections between them
- reflecting on their individual cultural experiences and relating these to the enrichment of their sense of identity
- considering whether learning and using Korean impacts on their sense of identity either in or out of the classroom

Understanding

Systems of language	Elaborations
Understand the relationships between letters and sounds, and between intonation and punctuation/printing conventions in Korean, applying this understanding to own speech, reading and writing [Key concepts: pronunciation, spelling, punctuation, correspondence; Key processes: recognising, analysing, relating, predicting] (ACLKOU164)	- pronouncing words following basic pronunciation rules, for example, pronouncing 한국어, 같이 and 감사합니다 as 항구거, 가치 and 감사함니다 - using basic punctuation in writing, including a question mark (?) for questions and a full stop (.) for other types of sentences - recognising spacing and spelling rules in reading and writing, for example, 소라가 방에 있어요 versus 소라 가 방에 있어요 - comparing spacing and spelling rules in Korean with such rules in English and other known languages

Understand and use aspects of the Korean grammatical system such as verb conjugations, suffixes, some particles, basic conjunctions and the honorific system, building a metalanguage to talk about basic grammatical features in Korean

[Key concepts: grammatical rules, grammatical terminology, forms, functions, speech levels; Key processes: classifying, applying, explaining, distinguishing]

(ACLKOU165)

- expressing simple events occurring in the past using –었/ 았–, for example, 캔버라에 살았어요
- making simple negation using 안 and 못, for example, 비 가 안 와요, 김치를 못먹었어요
- expressing events occurring in sequence by using:
  - conjunctive adverbs such as 그리고 at the beginning of the second of two sentences, for example, 밥을 먹 어요. 그리고 운동해요
  - a conjunctive suffix (clausal connective) in acoordinative structure –고, for example, 밥을 먹고 운동해요
- using particles –하고 (as a meaning of 'together with') and –에서, for example, 친구하고 쇼핑했어요, 학교에서 공부해요
- using a structure, a noun + –(으)로, as a set phrase and understanding the meaning of the particle –(으)로, for example, 펜으로 쓰세요. 한국어로 뭐예요?
- using the complex structures –(으)ㄴ/는 것 같다 and –도 되다 in the informal polite style ending –어/아요 to express opinions and give/request permission, for example, 맞는 것 같아요; 가도 돼요?
- using question words to ask about reasons and prices in set phrases 왜요? and 얼마예요? and asking about states, feelings or opinions using 어때요, for example, 영 화가 어땠어요?
- recognising the formal polite ending –ㅂ/습니다 and the intimate ending –어/아, 해, and understanding the different contexts where different levels of politeness and formality are indicated by verb endings, for example, 미안 합니다/미안해요/미안해
- recognising how word orders are different and syntactic functions are realised differently in simple sentences in Korean and English, for example, '저는 (subject) 사과를 (object) 먹어요 (verb)' versus 'I (subject) eat (verb) an apple (object)'

Identify and use appropriate terms and expressions, such as honorific and qualifying words and counters for specific purposes and contexts [Key concepts: honorification, time, descriptive/action verbs, context; Key processes: predicting, applying, relating] (ACLKOU166)	• using vocabulary to describe basic activities in school and home environments including leisure activities using common verbs such as 공부해요,쇼핑해요, 운동해요, 먹어요, 살아요, …, and nouns such as names of basic facilities (방, 교실, 화장실, ...) and of the days of the week (월요일,화요일, …) • describing emotions, feelings or viewpoints using basic descriptive verbs, for example, 재미있어요, 무서워요, 행복해요, 이상해요, 용감해요, 예뻐요, 슬퍼요, 맞아요, 틀려요, 싫어요, 아파요, 멋있어요 • describing the weather using 날씨가 좋아요/나빠요 or 비가 와요 as set phrases • using basic words specifically related to everyday life of Koreans, for example, 밥, 김치 • using basic adverbs to describe ways in which a certain action takes place, for example, 빨리, 천천히, 조용히 (빨리 하세요, 천천히 가세요, 조용히 하세요) and to indicate time using 어제, 오늘 and 내일 • using basic honorific/humble words appropriately for peers or adults, for example, 생신, 계세요, 저 • using counters with numbers in two systems (장, 잔, 권, 그루, 송이, 원, 시, 분, 번째, …) and Arabic numerals with appropriate pronunciations, for example, 책 세 권, 10살,6학년, 7시
Identify and use distinctive features of different types of spoken and written texts in Korean such as salutations in different contexts [Key concepts: genre, structure, audience; Key processes: comparing, connecting, applying] (ACLKOU167)	• identifying the functions of parts of simple discourse such as letters/cards of invitation, for example, … 에게/께 ('to' in salutation) and … (으)로부터/올림 ('from' in closing), and comparing them with English • identifying the purpose, context and intended audience of a range of familiar texts, for example, phone messages, sports reports, take-away food orders • recognising differences between spoken and written texts, noting that some types of text such as emails or text messages combine elements of each

Language variation and change	Elaborations
Recognise that variables such as age and personal and social relationships impact on language use in Korean, considering similar variations in language use in English and other languages represented in the classroom [Key concepts: social distance/affinity, cross-cultural differences; Key processes: identifying, analysing, reflecting] (ACLKOU168)	• recognising social relationships between participants in interactions through their language use, for example, 미안합니다/미안해요/미안해 • reflecting on how such differences are expressed in own and other cultures and languages • analysing how the language of texts such as invitations and greeting cards can vary depending on the occasion and the degree of closeness of the relationship between people

Recognise the dynamic nature of languages and cultures, and the changing and influential relationships that exist between languages [Key concepts: language contact, change; Key processes: collecting data, identifying, connecting, reflecting] (ACLKOU169)	• listening to and viewing stories onthe creation of *Hangeul* and reflecting on the background/rationale for its creation, for example, stories about 세종대왕, 홍익인간, • (천), ㅡ (지), ㅣ (인) • sharing knowledge of some historical aspects of own languages, including Australian English and Aboriginal languages, for example, koala/gula, kangaroo/gangurru • identifying Korean words used in Australia and sharing own experience of using/encountering them, for example, 비빔밥 (*bibimbap*), 아리랑 (*arirang*) • matching Korean loan words from English and other languages, and exploring their origins, for example, 피아노 (piano), 피자 (pizza), 케밥 (kebab)
Investigate how language can be used to influence people, ideas and the understanding of cultures [Key concepts: perceptions, influence; Key processes: comparing, explaining, predicting, reflecting] (ACLKOU170)	• exploring various ways language is used to influence perceptions of people, through verbal interactions, for example, using polite language or slang, or other means of communicating, for example, fashion or graphic design • experimenting with spoken and written Korean to enhance and explore others' perceptions of Korea and Korean, forexample, by designing art work using Korean letters/expressions and by predicting and reflecting on responses

Role of language and culture	Elaborations
Explore how beliefs and value systems are reflected in everyday language use [Key concepts: diversity, beliefs, attitudes; Key processes: examining connections, comparing, describing, reflecting] (ACLKOU171)	• understanding the significance of social conventions and cultural concepts, for example, 잘 먹겠습니다, 잘 먹었습니다 • reflecting on diverse interpretations of everyday language use in Korean, for example, possible interpretations of such phrases as 어디 가요? and 밥 먹었어요? as either greetings or genuine questions depending on the context • reflecting on and comparing culturally embedded meanings of equivalent proverbs inKorean and English, providing possible reasons for the differences in expression of the same meaning, for example, 식은 죽먹기 versus 'piece of cake'

Korean

Years 5 and 6 Achievement Standard

By the end of Year 6, students engage in classroom interactions to carry out collaborative tasks, to exchange information and to express feelings and ideas related to specific contexts, personal interests and daily routines at home and school. They ask and answer questions with appropriate intonation and gestures, changing sounds on syllable boundaries in a word as appropriate (for example, pronouncing words such as 한국어, 같이 and 감사합니다 as 항구거, 가치 and 감사함니다). They use simple structures for a range of functions, including making simple arrangements and conducting simple transactions (for example, 아이스크림 한 개 주세요. 얼마예요? 오천 원이에요), and some complex structures such as –도 되다 and –(으)ㄴ/는 것 같다 as set phrases to ask for permission (for example, 화장실에 가도 돼요?) and to offer their own opinions (for example, 저는 …이/가 맞는/틀린 것 같아요). They use particles such as –(으)로, –하고 and –에서 as part of a set phrase (a noun/pronoun + particle) to indicate instrument (*with/in* …, for example, 연필로 쓰세요, 한국어로 뭐예요?), accompaniment (*together with* …, for example, 친구하고 쇼핑했어요) and location (*at/in* …, for example, 학교에서 공부해요). They describe two events occurring in sequence, such as daily routines, using two sentences with a 그리고 at the beginning of the second sentence or the –고 coordination (for example, 밥을 먹어요. 그리고 운동해요;밥을 먹고 운동해요), and past experiences using a suffix –었/았– (for example, 캔버라에 살았어요). They negate statements (for example, 안 가요, 못 먹었어요) and construct questions about reasons, prices and opinions/feelings, using set phrases such as 왜요? 얼마예요? and 어때요?/어땠어요? (for example, 영화가 어땠어요?). They use descriptive language (such as 예뻐요, 멋있어요) and manner and time adverbs (such as 빨리, 천천히, 어제, 오늘, 내일). Students describe amounts of familiar items, including currency and time, using number words from either the pure Korean or the Sino-Korean number system in their appropriate forms, with a range of counters (such as 장, 잔, 권, 그루, 송이, 원, and 시) and in appropriate word order (for example, 책 세 권). They pronounce Arabic numerals appropriately according to the accompanying counters (for example, 10살, 6학년). Students locate specific information in a range of familiar spoken, written and digital texts, identifying familiar vocabulary and grammatical features to support understanding. They use simple and formulaic language with the support of structured models and scaffolding to create short texts with familiar structures and features, in various modes and formats. Students translate texts between Korean and English in familiar formats, and create their own simple bilingual texts, using known words and expressions. They provide extra information or explanations for words or expressions that have no equivalents in the other language or cannot be readily translated, such as 벼 versus 'rice as a crop', 쌀 versus 'rice as raw grains' and 밥 versus 'cooked rice or meals'. They identify aspects of Korean language in which Korean culture is embedded, such as politeness embedded in –(으)세요.

Students differentiate between spoken and written forms of Korean by applying their understanding of rules that govern pronunciation and writing using *Hangeul* syllable blocks, and by associating spoken forms of known words with their written forms. They change verb forms using suffixes such as –었/았– and –고 by applying their understanding of grammatical elements that affect different grammatical meanings and functions. They identify the topic/subject and the object in simple sentences and explain how word order in Korean is different to English using basic metalinguistic terms such as word order, subject, object and verb. Students identify distinctive features of familiar spoken and written texts in different genres, such as language used at the beginning or closing (for example, …에게/께; …(으)로부터/올림), and relate them to distinctive purposes, intended audiences and social contexts of texts. Students apply their understanding of the importance of context, age and social relationships in language use during interaction, and identify age as particularly important in determining the level of politeness and formality in using Korean (for example, 미안합니다 versus 미안해요 versus 미안해). Students provide examples of how spoken and written forms of language change over time, and explain how *Hangeul* was initially created and continues to change. They explain how languages borrow words with culture-specific meanings from each other and provide such examples from Korean words borrowed from English and other languages (for example, 피아노, 케밥) and Korean words used in Australia (for example, 비빔밥 (*bibimbap*), 아리랑 (arirang)). Students provide relevant comments on how language is used to influence people's perceptions (such as in advertisements or campaigns), and identify their own ways of thinking about Korean associations such as brand names or names of cultural items. They compare gestures or body languages involved in communication using Korean and other languages and identify similarities and differences across cultures. They provide examples where direct translation is not possible, such as terms or expressions that reflect cultural practices (for example, 잘 먹겠습니다/잘 먹었습니다, 식은 죽 먹기), and determine whether their equivalents exist in their own language/s.

Korean

Years 7 and 8

The nature of the learners

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

Korean language learning and use

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

Contexts of interaction

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

Texts and resources

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

Features of Korean language use

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

Level of support

Learners need continued scaffolding, modelling and material support particularly at the paragraph and entire text level for written language and for developing fluency and accuracy in spoken language. Explicit instruction of grammatical features and modelling will be effective for their development of metalanguage use and expansion of metalinguistic knowledge of Korean. Learners are encouraged to be autonomous and to self-monitor in task-based activities integrated with implicit form-focused learning approach. Learners continue to use dictionaries with teacher support with increasing independence and to access word lists, charts and examples to enrich their receptive and productive language use.

The role of English

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

Years 7 and 8 Content Descriptions

Communicating

Socialising	Elaborations
Initiate and sustain interactions with peers and adults by seeking and offering ideas, expressing thoughts and feelings and making connections across different areas of interest [Key concepts: respect, significance, experience; Key processes: exchanging, connecting, explaining, using communication strategies] (ACLKOC172) 📄 ⠸ 🌀 🐾 ⠞ ✦	- initiating conversations by using expressions such as 지금 뭐 해요? 어디 가요? and 어제 … 봤어요? as appropriateaccording to context and participants, and developing conversations on topics of mutual interest - exchanging information and opinions about various topics such as family, friends, teachers, subjects, entertainment,sport and leisure, travelling, for example, 왜 한국어를 배워요? 한국어는 과학적이에요. 그리고 배우기가 쉬워요 - expressing hopes and feelings, describing personal plans (for example, plans for school holidays), giving reasons orbackground information, for example, 소라가 좋아서 한국어를 배웠어요; 방학 때 뭐 할 거예요? 한국에 갈 거예요; 시험이 끝나서 기분이 좋아요 - usingcommunication strategies such as asking for clarification or repetition, or giving feedback to indicateconcession/acceptance/satisfaction, for example, 무슨 뜻이에요?; 다시 말해 주세요; 괜찮아요 - communicating with peers via online correspondence or social networking to seek or share informationor ideas on social, cultural or environmental issues, for example, 한국에서 보통 쓰레기를 어떻게 버려요? 한강에서 언제나 물놀이를 할 수 있어요? 방학 때 뭐해요? 가끔 서핑을 해요 ✦ - recounting significant events, special occasions and milestones, for example, 지난 주말에 학교 캠프에 갔어요, 거기에서…

Taking action in collaborative tasks, activities and experiences which involve negotiation, making arrangements, problem-solving and shared transactions [Key concepts: collaboration, priority, alternatives; Key processes: planning, discussing, negotiating] (ACLKOC173)	• expressing preferencesfor plans, comparing and contrasting alternatives (for example, 사물놀이를 할 거예요. 그런데 꽹과리가 없어요. 어떻게 해요? …; 저는 금요일에 소풍 가는 것이 더좋아요, 금요일에 못 가면 …) • making plans and decisions with others, for example, arranging a birthday party or class excursion(소라의 생일 파티에서 무엇을 할까요? 춤도 추고 노래도 불러요. 한국 노래를 할 줄 알아요? 네, 할 줄 알아요. 그러면 한 번 해 보세요), agreeing or disagreeing with others'opinions or suggestions, for example, 좋은 생각이에요, 글쎄요, 별로…, 그 생각에 동의해요/동의하지 않아요 • responding to invitations by accepting, declining, andgiving excuses, for example, 네, 참석하겠어요; 미안하지만 바빠서 못 가겠어요 • participating in transactions andnegotiations such as purchasing food, clothing, souvenirs or transport (for example, 이 모자가 얼마예요? 조금 작아요. 더 큰 모자를 보여주세요.) and maintaining the interaction (for example, 기념품이 너무 비싸요. 너무 비싸면 조금 싼 것을 사세요) • planning and participating in learning experiencesthat combine linguistic and cultural elements (for example, an excursion to a Korean restaurant, exhibition, festival orperformance), rehearsing language forms, structures, vocabulary and behaviours, for example, 한국 식당에 갈까요?; 이 식당에서 뭐가 제일맛있어요?; 순두부 찌개와 불고기가 맜있어요; 뭐 드릴까요? 순두부 찌개 하나 주세요; 맛있었어요? 네, 아주 맛있었어요. 그렇지만 조금 매웠어요 • asking for, giving and following directions to real or virtual locations (for example, 병원에 어떻게 가요?;쭉/곧장/왼쪽/오른쪽으로 가세요; 버스를 타고 세 정거장을 가세요; 서울역에서 갈아타세요) using electronic information devices, apps, street maps ordirectories • seeking and offering opinions in collaborative decision-making in classactivities such as playing (electronic) games, for example, playing 윷놀이 (어떻게 할까요? 말을 세 칸 움직여요/옮겨요)
Participate in classroom interactions and exchanges such as giving and following instructions, clarifying meanings, explaining and describing actions and reflecting on responses [Key concepts: responsibility, mindful learning, exchange; Key processes: eliciting, monitoring, reflecting] (ACLKOC174)	• inviting people to give opinions or suggestions 어떻게 생각해요? 무엇을 먼저 이야기할까요? • expressing opinions using reflective language as set phrases, for example, 제 생각에는 …, 아마…, 글쎄요, …–인 것 같아요 • indicating/checking understanding or non-understanding(알겠어요/모르겠어요(?)) and clarifying instructions or specific meanings (다시 설명해 주세요, 무슨 뜻이에요?) • giving andfollowing instructions, and asking and responding to questions relating to aspects of learning activities, for example,아직 쓰지 마세요, 숙제를 언제까지 해요/내요? 어디에서 정보를 찾아요?

Informing	**Elaborations**

Identify, classify and compare information and ideas obtained from spoken, written, print or digital texts [Key concepts: information, data; Key processes: classifying, summarising, evaluating] (ACLKOC175)	• identifying context,purpose and audience of texts such as advertisements, signs, announcements and recipes • gathering factsindependently and collaboratively about events or people and report information to others, by accessing simple textsfrom sources such as magazines, interviews, announcements and websites, for example, drawing a timeline to show asequence of events or to profile a famous Korean, or person from their country of origin • listening to, viewing and reading texts that reflect different aspects of Korean culture, art, historyor geography, noting key words, specialised terms or points of information to be re-used when sharing the information inprint and digital forms such as class magazines or web postings • analysing and summarisinginformation from texts such as television programs, reports, interviews, video clips, documentaries and social networks,using tools such as tables, concept maps and charts to organise and order information and inform others of findings • comparing details from a range of texts about specialoccasions and ceremonies, and discussing culture-specific terms and representations
Present oral and written reports, summaries and comparisons of information obtained from a range of Korean texts in different modes [Key concepts: leisure, travel; Key processes: summarising, reporting, using multimedia presentation technology] (ACLKOC176)	• classifyinginformation gathered from different print and electronic sources and creating flow charts, tabulations, posters orcartoons to be used in advertisements, notices and instructions in print and digital formats • creating texts such as notices, brochures and posters to inform others aboutissues and upcoming events such as Korean cultural performances or class excursions, for example, 소풍 날짜, 장소, 시간, 준비물 • organising information for a Korean audience, for example, creating a presentation to explain sport and leisureactivities (씨름, 태권도, 축구, …) or a video recording of a cooking demonstration • reporting on own and others' experiences of events such as a school camp, a holiday or concert, or playing a newcomputer game

Creating	Elaborations

Compare ways in which people, places and experiences are represented in different imaginative and expressive texts, drawing on own interpretations, those of peers and personal experiences [Key concepts: expression, imagination, humour; Key processes: expressing, comparing, analysing, reflecting] (ACLKOC177)	• expressing personal opinions about ideas in Korean texts in various modes such asstories, excerpts from films, paintings, songs or video clips, for example, …이/가/은/는 착한 사람인 것 같아요; 이/그 노래가 정말아름다워요/슬퍼요/신나요 ᴨᴧ • statingpersonal preferences about characters, attitudes and events in texts (for example, using 제가 가장 좋아하는/싫어하는 ... as a setphrase), including spoken and written comments on reactions, for example, 크리스는 자주 농담을 잘해요, 그래서 재미있어요 • reflecting on ways people, places andexperiences are expressed in imaginative texts, and comparing them with those expressed in own and peers' work and inthe work of artists or authors encountered in other learning areas such as the arts, English or history, forexample, 아리랑, *Waltzing Matilda* • comparing key messagesand beliefs from Korean and Australian texts such as 단군신화, Creation or Dreaming stories, fables, myths and legends ✋ • comparing contemporary Korean and Australian music popularamong young people by listening to music stations, viewing video clips, reading print or online music magazines;identifying similarities and differences in expressions, themes and styles of performance
Create and present imaginative texts including digital and interactive texts to entertain others, involving imagined characters and contexts [Key concepts: imagination, amusement, expressive language; Key processes: character and context building, creating] (ACLKOC178)	• creatingstories with self as the main character in imaginative settings in the past, future or virtual reality, incorporatingcommunicative styles and social behaviours observed in Korean texts (for example, 저는 화성에서 왔어요 …, 지구에 정들었어요) • illustrating imaginative stories in visual forms such as cartoons or captioned photo stories • producing performances to present imaginative stories, for example, role-plays,skits, raps, using expressive language for sounds and shapes/movements (똑똑, 첨벙첨벙, 콜콜, …) • creatingalternative versions of stories such as a Korean tale or film script with a new character and an alternative ending
Translating	**Elaborations**

Compare own translation of texts with others, discussing differences and possible reasons and alternatives, and reflecting on how to make connections between meanings in different languages [Key concepts: culture, equivalence; Key processes: mediating, interpreting, translating] (ACLKOC179)	• translating existing texts or texts produced by self and others into Korean andEnglish, experimenting with unknown words or expressions, using and evaluating translation resources such as web-basedtranslation tools and print and digital dictionaries • translating texts, identifying culture-specific vocabulary (forexample, 세배하다, 성묘하다, 추석) and expressions (for example, 새해 복 많이 받으세요, 그림의 떡), discussing the translation process (such aspossible reasons for equivalence/non-equivalence), choosing 'best fit' words or omitting words • paraphrasing or annotating wordsor expressions where equivalence is not possible, discussing their original meanings and how to convey them (forexample, 정들었어요, 'mufti day') • comparing different versions oftranslations, reflecting on the differences in translation of the same text and identifying possible reasons for suchdifferences
Create texts in Korean and English on same themes or events in different modes such as digital photo stories, short video clips or cartoons, and provide subtitles, captions or commentaries in either language to help meaning [Key concepts: equivalence, culture; Key processes: identifying, explaining, designing] (ACLKOC180)	• creating subtitles, captions orcommentaries for texts such as brochures, slide show presentations or video clips that inform the school community ofaspects of Korean culture (such as dining at a Korean home, shopping at a market, attending a ceremony, giving a gift) • producingtexts in Korean and English on community events such as posters or advertisements in print or multimedia format, forexample, to promote a concert or an interview with a celebrity for a teen radio station • creatingtexts such as songs or dialogues in multimedia format in either Korean or English with subtitles displayed in thelanguage (for example, English) which is not the language used as the medium (for example, Korean)

Reflecting	**Elaborations**

Reflect on the experience of using Korean to communicate in different social situations and on their individual responses to differences in language use [Key concepts: social context, comfort/discomfort, intercultural communication; Key processes: monitoring, analysing, adjusting] (ACLKOC181)	• experiencing authentic or virtual interaction where Korean language and culture are involved, for example, face-to-face interaction with community members through an excursion or at Korean festivals, web-chatting, ePal, socialnetworking • experimentingwith Korean gestures and body language, and considering which will or will not be incorporated into own interactionswhen communicating in Korean, for example, using both hands when giving something to older people or beckoning downwardsto signal others to come • noticing the use of Korean expressions of fillers (such as 어, 음, 저, …) and exclamations (어머나!, 아이고!진짜!) and deciding whether or not to adopt them in own language use • makingappropriate language choices with awareness of social situations, for example, using 선생님as an address term whencommunicating with an older person to show respect, and not overly using 너/당신 to refer to the communication partner nor그/그녀 to refer to the third party • reflecting on how own cultural etiquette and behaviour may be interpreted wheninteracting with speakers of Korean, noticing own body language and modifying gestures, such as beckoning with the palmfacing upwards or downwards, rubbing hands or making direct eye contact when talking to older people • identifying elements of successful intercultural communication whenusing Korean or other languages, for example, awareness of differences, flexibility, and respect for other perspectivesand traditions
Create spoken, written or multimodal texts that reflect significant experiences related to the experience of learning Korean language and culture [Key concepts: identity, significance, perspective; Key processes: explaining, discussing, reflecting] (ACLKOC182)	• mapping their own linguistic and cultural profiles, for example, by creating a chart/timeline/webprofile to highlight formative elements such as family languages, key relationships and intercultural experiences • describing their significant past encounters with Korean language and culture involving people, placesand events, and the influence these encounters have had in shaping own identity, recording their experiences by, forexample, keeping a digital/online journal in blogs or wikis • reflecting on own identity, relating it to own past experience involving Korean language and culture,and considering how others' experience impacts on their identity • sharingand comparing, face-to- face and online, cultural and intercultural experiences and language capabilities, andexchanging views on the benefits of speaking more than one language, such as having a larger vocabulary to draw on, newinsights and perspectives, and opportunities for new experiences

Understanding

Systems of language	Elaborations

Use appropriate pronunciation rules and writing conventions to produce and read short texts in Korean that include some less familiar language

[Key concepts: system, rules, patterns; Key processes: inferring, analysing, applying rules]

(ACLKOU183)

- applying pronunciation rules and writing conventions to reading and writing,inferring meanings of less familiar texts provided in Korean, such as 먹고, 어떻게 and 축하합니다 pronounced as 먹꼬, 어떠케 and 추카함니다
- experimenting with pronunciation of lessfamiliar texts
- comparing how loan words from English are written in *Hangeul* and pronounced in Korean with how their original counterparts in English are written and pronounced, for example, 테니스 versus 'tennis', 포크 versus 'fork', 인터넷 versus 'internet'
- composing texts, applying spacing rules in Korean

Understand and use grammatical forms and structures such as suffixes for tense, honorifics and polite style marking, and auxiliary verbs and particles, using appropriate metalanguage to identify or explain forms, structures and parts of speech [Key concepts: parts of speech, grammatical structures, syntactic relationship, honorifics; Key processes: applying rules, categorising, explaining]

(ACLKOU184)

- extending the use of case markers and particles to express the genitive case (소라의 생일이에요), a time frame (아침부터 저녁까지 서핑했어요), the instrumental case (색연필로 그림을 그려요) and the directional case (왼쪽으로 가세요), and to use a nominal connective –와/과 (불고기와 김치를 먹어요)
- learning how to modify a noun by using an adjectival form of the premodifying descriptive verb suffixed by –(으)ㄴ, for example, 좋은 생각, 착한 사람
- expressing future plans using –(으)ㄹ 거예요, for example, 한국에 갈 거예요
- expressing intention or conjecture using –겠–, for example, 파티에 참석하겠어요, 비가 오겠어요
- asking for or offering suggestions using –(으)ㄹ까요? for example, 무엇을 살까요? 이 책을 읽을까요?
- connecting clauses using conjunctive suffixes (clausal connectives) such as –어/아서, –지만, –(으)면 to express events or ideas in different relationships
- identifying time references expressed by forms and structures of verbs such as –었/았– and –(으)ㄹ 거예요 and learning how to use them in two-clause sentences, for example, 김치가 맛있었지만 조금 짰어요; 학교에 가서 공부할 거예요
- using basic complex-verb structures such as –어/아 주다, –고 있다, –(으)ㄹ 줄 알다, –(으)ㄹ수 있다 and –어/아 보다 as set phrases in their –어/아요 form to express complex ideas, for example, 보여 주세요, 자고 있어요, 할 줄 알아요, 먹을 수 있어요, 읽어 보세요
- learning how to construct noun phrases out of verbs using a suffix –기 and using it with case markers or particles, for example, 한국어를 배우기가 쉬워요
- extending the use of polite language to honorific particles and humble/honorific words, for example, 할머니께 선물을 드렸어요; 할아버지, 진지 드세요
- understanding and developing metalanguage for parts of speech relating to grammatical functions such as naming (학교, 연필), referring to people or objects (나/저, 이것/저것/그것), qualifying things (예쁜 꽃) and expressing actions, states or qualities (먹어요, 좋아요)
- comparing how the case of a noun or pronoun is identified in Korean and English sentences, for example, 저는 사과를 먹어요 versus 'I eat apples'

Understand and use some words and expressions that reflect Korean culture, noticing those that need additional explanation to convey their original meaning in translation [Key concepts: culture-specific words, idioms, expressiveness; Key processes: predicting, applying, selecting]

(ACLKOU185)

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

른쪽

- using question words such as 언제, 어디서, 어떻게, 어느, and 무슨 to obtain specificinformation
- using humble/honorific words such as 드려요, 드세요, 진지
- recognising fillers (such as아, 음, 저. …) and exclamations (such as 어머나!, 아이고! 진짜!)

Examine grammatical structures and features and vocabulary in a range of personal, informative and imaginative texts in spoken and written modes, noticing how these contribute to textual cohesion, and compose short texts for different purposes considering cultural aspects involved
[Key concepts: coherence, cohesion, text conventions; Key processes: describing, analysing, experimenting]

(ACLKOU186)

- experimenting with language appropriate to particular text typesin audio- visual, print or digital/online media, such as descriptive language in documentaries, reflective language indiaries and journal entries, and persuasive language in advertisements
- creating short texts, developing ideas coherently andusing basic cohesive devices such as:
  - consistent use of the informal polite sentence ender −어/아요 throughout textconsisting of multiple sentences
  - agreement of honorific elements such as honorific particles, words and suffixesin a sentence and throughout the text
  - basic conjunctive adverbs (for example, 그리고, 그러나, 그런데, 그렇지만, 그러면) andsuffixes (clausal connectives) (for example, −고, −어/아서, −지만, −(으)면)
- analysing forms, features and purposes of texts, such as how texts are organised in terms of layout,sequencing of ideas, headings and stylistic devices

Language variation and change	Elaborations
Explore how language use varies according to context, purpose and audience and to the mode of delivery and the relationship between participants [Key concepts: context, negotiation, interrelationship; Key processes: comparing, connecting, reflecting] (ACLKOU187)	- identifying linguistic/textual features used in different types of text, for example,different degrees of formality and flexibility expressed in conversations, speeches, letters, emails and electronic textmessages - recognising how language use, such as the level of politeness, reflects the intention of the speakeror author and impacts on the further development of relationships, for example, switching from a polite style to anintimate style (저를 좋아해요?; 나 좋아해?) - comparing language structures in Korean and English and how these are used to create affinity ordistance, for example, the use of 반말 or colloquial language - comparing elements of communication suchas body language, the use of personal space and silence in different cultural contexts and exchanges

Explore and reflect on the impact of social, cultural and intercultural changes such as globalisation and new technologies on Korean as a language of local, international and virtual communication and on their own individual use of language [Key concepts: globalisation, influence, digital media; Key processes: researching, explaining, reflecting] (ACLKOU188)	• examining how the creation of *Hangeul* impacted on the common people's lives in a kingdom in 15th-century Korea, and discussing the role ofscript in aspects of culture and everyday life • exploring how globalisation has accelerated the use of English words and expressions in Koreanlanguage use, and discussing the advantages/disadvantages of these influences on languages, such as using technologicalterminology (for example, 인터넷, 키워드) or mixing Korean and English as lyrics in contemporary Korean popular music • examining how acronyms or short forms of words are used in Korean and in English (for example, 쌤, 여친, 남친, 'ASAP','RSVP'), and discussing how these forms reflect people's changing lifestyles • reflecting onchanges in their own language/s, identifying new terms and behaviours that they have adopted with changes in technologyand social media, and on how such terms and behaviours have become part of everyday language used in different modes(for example, handwritten notes using language for electronic messaging, acronyms or emoticons replacing whole words orphrases)
Explore the power and influence of language in local and global contexts [Key concepts: social power, context; Key processes: analysing, explaining, recounting, reflecting] (ACLKOU189)	• investigating examples of the social power of language, drawing onother learning areas such as the humanities, other languages and the arts • reflecting on and sharingexperiences where language has played a vital role in their daily life, such as improving or maintaining socialrelationships (for example, giving praise, persuading) • recognising the importance of a writing system suitable for its orallanguage in transmitting culture within its community and across time

Role of language and culture	Elaborations
Analyse how beliefs and value systems are reflected in language use and communicative behaviours, and reflect on how what is considered normal in communication varies across cultures [Key concepts: norms, beliefs, value system; Key processes: analysing, interpreting, reflecting] (ACLKOU190)	• investigating cultural and historical backgrounds underlying culturallyappropriate body language, gestures and verbal expressions in Korean and other languages; reflecting on and discussingdifferences across cultures • investigating and using language associated with significantcultural practices and events or celebrations, for example, 설날, 단오, 추석, 한글날 • discussing attitudes towards diversity and difference, including theuse of stereotypes and generalisations, and considering how these affect communication • reflecting onown cultural identities and how they are expressed differently in different settings such as home, school and othersocial domains, considering how these might be interpreted and responded to by people from different cultures

Korean

Years 7 and 8 Achievement Standard

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

Students identify grammatical elements such as case markers, particles, suffixes and verb endings from simple Korean sentences, and compare how grammatical functions of nouns and verbs are determined in Korean and English sentences. They provide examples of the Korean honorific system that works at grammar and word levels (for example, 진지 드세요) and illustrate how politeness and respect are important aspects of Korean language and culture. Students differentiate between oral and written forms of words, and apply spelling conventions and spacing rules in their writing. Students explain how word order in Korean differs from English and use a metalanguage to identify common features such as nouns, verbs, cases and subject–object–verb/subject–verb–object constructions. Students identify and reproduce characteristic grammatical features in familiar texts. They vary their language use and make choices of linguistic features, such as the use of polite forms, according to the context. They provide examples showing that Korean is a language for local, international and virtual communication and that it continuously changes as society and culture change, impacted by globalisation and new technologies. Students explain how cultural values and ideas are embedded in language and communicative behaviours. They give examples from their own language/s and cultural behaviour/s which may be interpreted differently from other cultural perspectives and give such possible interpretations.

Years 9 and 10

The nature of the learners

At this level, students bring existing knowledge of Korean language and culture and a range of learning strategies to their learning. They are increasingly aware of the world beyond their own and are engaging with youth-related and social and environmental issues. They need continued guidance and mentoring, but are increasingly independent in terms of analysis, reflection and monitoring of their language learning and intercultural experiences. They are considering future pathways and options, including how Korean could be part of these.

Korean language learning and use

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

Contexts of interaction

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

Texts and resources

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

Features of Korean language use

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

Level of support

While learners are increasingly less reliant on the teacher for support during communicative interactions, continued support and provision of rich language input from the teacher is needed for their sustained learning of Korean. The teacher provides implicit and sometimes explicit modelling and scaffolding in meaningful contexts. Learners need explicit instruction and explanation to understand highly complex structures and functions of grammatical items and meanings of highly abstract and/or culture-specific vocabulary. Provision of opportunities to discuss, clarify, practise and apply their knowledge is critical in consolidating their acquired knowledge and skills and in enhancing learner autonomy. Students may self-monitor their learning by keeping record of critical and constructive teacher feedback, peer support and self-review (for example, through portfolios, peer reviews, e–journaling, online discussion forums). They continue to access word lists, graphic organisers and modelled texts, and the teacher gives precise guidance for using dictionaries, particularly with dictionary forms of verbs.

The role of English

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

Years 9 and 10 Content Descriptions

Communicating

Socialising	Elaborations

Initiate, sustain and extend interactions with each other and with other familiar and less familiar people, for example, by seeking and giving advice, discussing aspirations, relationships and social and cultural issues, exchanging and reflecting on different ideas

[Key concepts: youth, diversity, perspectives; Key processes: developing relationships, proposing, discussing]

(ACLKOC191)

- asking for and providing specific information in sustained interactions, for example, 언제 한국에 가 봤어요? 작년 여름에 갔다 왔어요, 그 때한국은 여름이 아니고 겨울이었어요, …; 크리스만 안 보이는데요? 아마 크리켓을 하고 있을 거예요 …

- following up own andothers' responses by elaborating on and extending the topic, for example, 누구하고 같이 갔어요? 가족하고 함께 갔어요; 거기에서 뭐 했어요?; 왜 저 가수를좋아해요? 노래도 잘 하고 멋있잖아요 …

- sharing ideas and makingsuggestions relating to own and others' experiences, for example, 한강에서 축제를 한다고 해요. 여러분도 한번 축제에 가 보세요

- participating in exchanges, using communicationstrategies such as showing empathy, down-toning or indirectly expressing disagreement, for example, 그렇지요?; 좋았겠어요; 아마;글쎄요; 그런가요?; 아닌 것 같은데요

- corresponding with peers by using telephone/video calls, text messages or computer-mediated communication tools to build relationships and share views on aspects of teenage life, such as friends,responsibilities, interests, aspirations and topical issues, for example, 함께 한국에 가면 재미있을 것 같아요; 왜 숙제를 못 했어요?; 축구를 하느라고숙제를 못 했어요; 공부하느라고 바쁜 척했어요; 주말에 음악을 들으면서 책을 읽었어요; 비행기를 기다리는 동안에 인터넷을 했어요

Arrange and manage shared activities such as problem-solving and different types of transactions, adopting different roles to present diverse views and perspectives
[Key concepts: roles, perspectives, shared responsibility; Key processes: persuading, commenting, evaluating]

(ACLKOC192)

- solving problems by explaining discoveries and results, discussingideas, suggesting a range of options with specific information such as roles of participants, locations, time, methodsand reasons, for example, 한국에 갔더니 아름다운 산이 아주 많았어요. 다음에 갈 때 같이 갑시다; 언제 …–겠어요?; 누가 …–(으)ㄹ래요?; 어떻게 …–(으)ㄹ계획이에요?; 왜 그렇게생각해요? 어디에서 …–(으)면 좋을까요?; 선생님께 여쭤 봅시다

- planning andnegotiating collaboratively in scenarios or events related to travelling or living in Korea, such as living with a hostfamily, seeking medical treatment, or using transport, for example, 안녕히 주무세요/잘 자; 팔을 다쳤는데 병원에 가야 할까요?; 지하철을 타면 5시까지 도착할수 있을 거예요

- comparing thequality of goods and taking action, for example, 이것이 저것보다 훨씬 더 신선해요. 그러니까 이것을 사요; 기차가 버스보다 더 편리하니까 기차로 가요

- makingcomplaints and recommendations, for example, 그 식당은 서비스가 친절하지 않으니까 가지 맙시다

- sharing experiences and transactions, for example, 주말에 영화를 같이 보러 갈래요?; 무슨 영화가 좋아요?; 영화가 몇 시에 시작해요?; 입장권이 얼마 정도 해요?;비행기 표를 겨우 샀어요; 하마터면 부산에 가지 못할 뻔했어요

- planning shared events or activities, using online and digital forms of communication such as emails,chat forums and community websites, for example, intercultural components of 호주 한국 국제 영화제, 한국 문화원, 관광명소, 자매학교

- presentingviews and perspectives at real or simulated forums, protests or rallies to raise awareness of environmental, social orethical issues such as쓰레기 분리수거, 청소년 실업 문제, 환경보호 캠페인, 절약, 낭비, 지구 온난화, using language, for example, 쓰레기 분리수거에 대해서 …; 청소년실업 문제가 심각하다고 합니다 …; 호주에는 여름에 비가 자주 오지 않기 때문에 물을 아껴야 해요; 물을 절약하는 방법은…; 에너지를 낭비하면…; 깨끗한 환경 …

- transacting for goods and services, considering concepts such as value, availability, competition and ethics, forexample, 세 시 전에 출발하는 버스가 있어요?; 환경보호 캠페인에 참가하고 싶은데 누구한테 연락해야 해요?

Use interactional language to elicit, offer, negotiate, report, and reflect and elaborate on opinions and ideas
[Key concepts: opinions, reflection, metalanguage; Key processes: justifying, elaborating, reflecting]

(ACLKOC193)

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- participating in class discussionby:
  - expressing own opinion such as agreement or disagreement with others, for example, 저는 민수가 맞다고 생각해요; 저는 정답이4번이라고 생각했어요
  - eliciting and reflecting on others' opinions, for example, 왜 그렇게 생각해요?; 어떻게 그렇게 되었어요?; 정말 그럴까요?; 아,그렇군요
- interacting in class activities such as gamesor events, by taking turns, expressing agreement/disagreement, giving encouragement/praise or critique, for example, 내차례예요; 누가 먼저 하는 거예요?; 그건 아닌 것 같아요; 잘 할 수 있을 거예요
- discussing language and language learning using metalanguage, for example, 단어, 명사, 동사, 줄임말, 높임말/경어, 문장

Informing	Elaborations
Analyse, interpret and integrate information gathered from diverse sources relating to areas of interest to adolescents or young adults, making connections with own and each other's experience and with other learning areas [Key concepts: representation, cultural literacy; Key processes: analysing, synthesising, evaluating] (ACLKOC194) 📄 ⠛ 📡 👥 🔄 ᴧᴧ	- understanding gist and identifying keywords to extract specificinformation, by scanning through texts from various sources in conventional, digital or multimodal formats such asarticles, reports or podcasts on topics such as pop culture, youth employment, the environment and world sports, orthose related to other learning areas - distinguishing between fact and opinion in texts such as articlesand reports, using critical literacy skills to recognise bias, for example, identifying the author, audience and purposeof the text - analysing and interpretingcollected information by summarising, sequencing and prioritising, considering audience, purposes and context, forexample, 한국에는 태풍이 오고, 호주에는 사이클론이 와요/옵니다. 태풍은 …, 사이클론은 … - obtaining information in order to debate issues of interest such as the environment, expectations ofteenagers, and the generation gap, using persuasive or evaluative language, for example, 나는 ... 믿어요/확신해요; 이것은 분명히…−이에요/예요; 그렇지만 …; 정말 …−(으)ㄹ까요? - investigating aspects of Korean culture to determine a particular course of action, forexample, providing a Korean exchange student with a suitable placement, or a group of Korean visitors with a suitablemenu, or selecting an appropriate time of the year for a visit to Korea ᴧᴧ

Construct and present texts in different formats for different audiences, taking into account own perspectives and intended purpose [Key concepts: society, environment, media; Key processes: constructing, persuading, interconnecting, using computer-mediated communication tools] (ACLKOC195)	• producing texts for different types of audience (for example, classmates, parents, peers onsocial-networking websites, possible future employers) and for different purposes and in different contexts (forexample, school, community, social clubs, part-time jobs) to convey own ideas and interpretation of particular texts,using oral, print, multimodal and digital media such as blogs, letters, instructions, articles, podcasts and speeches • creating informative texts such as posters, brochures andweb pages, for example, a brochure promoting a holiday destination, a poster for a doctor's surgery encouraging healthyeating, a web page reviewing new music releases • writing persuasive texts such as blogs, tweets and posts to persuade or convince others,for example, on global warming (지구온난화), attending to the audience and context, for example, 우리 모두 생각해 봅시다. 지구온난화를 막지 못하면지구가 죽습니다. 북극과 남극의 빙하가 녹고, 자연이 파괴됩니다. 그러므로 … 우리가 먼저 지구온난화를 막아야 합니다 … • combining modes of presentation such as displays, videos or music toexplore social and cultural themes, for example, 다문화사회

Creating	**Elaborations**

Review and respond to different types of creative texts in different modes, identifying aspects of the language and culture that help to create effects such as emotion
[Key concepts: emotions, moral, values; Key processes: interpreting, reflecting, discussing]
 	
(ACLKOC196)
	• listening to,reading and viewing imaginative texts such as short stories, films, poetry, raps and songs, and:
	  • identifyingemotional aspects of the texts that are specific to Korean language and culture, for example, the use of expressivelanguage and the description of animals
	  • critically reflecting on and sharing own responses withothers
	
	• reading texts including those in digital and online modes such as extracts from a biography or diaryfor enjoyment and to gain insights into other people's experiences and perspectives
	
	• modifying existing texts, for example, creating an alternativeending, introducing a new character, changing the setting or adding a major event, or providing a video clip toaccompany and reinforce the meaning expressed in lyrics
	
	• creating texts to parody existing texts and to explore a range of genres, for example, re-creating a music clip oradvertisement
	
	• identifying and responding to key messages and values in traditional texts such as 민요, (for example,아리랑, 강강술래), 설화 (for example, 심청전, 흥부전) or dialogues in 탈춤, and considering their relevance in modern times
	
	• discussing how texts such as films, plays and songs portraysocial issues (such as conflict in relationships or poverty) and values (such as honesty and humility)

Create and present imaginative texts that express ideas through characters, events or settings, making connections between past, present and future, and between reality and imagination

[Key concepts: creativity, entertainment; Key processes: expressing, projecting, entertaining]

(ACLKOC197)

- creating various types of texts including those in digital and online forms suchas stories, songs, chants, or scripts for role- plays or skits, considering main characters, themes, settings and/orplots, for different types of audience, for example, young learners of Korean or parents of peers
- creating and presenting texts invarious forms, such as digital stories or performances that reflect significant Korean or Australian events or histories(for example, 한글날, 개천절, Australia Day, Anzac Day, National Sorry Day)
- creating and acting out imaginary characters in contextsthat involve possible intercultural circumstances, drawing on resources such as news reports or feature articles
- critiquing own and others'presentations, taking the perspectives of authors and performers (for example, 내가 애나라면 더 큰 소리로 말하겠어요)

Translating	Elaborations

Translate texts for different audiences and contexts, and reflect on how cultural values, attitudes, assumptions and world views are differently encoded in languages

[Key concepts: equivalence, values, representation; Key processes: reflecting, interpreting, comparing]

(ACLKOC198)

- translating short texts and excerpts from a range ofinformative and literary texts, identifying cultural elements and reflecting on how they are encoded in common words orexpressions, for example, the use of family terms, titles and terms of address, and the way of answering negativequestions and of using 가다/오다 from a perspective different from that involved in using 'go/come' (나하고 같이 갈래요? 샘하고 같이올래요? 지금 가요! 제니가 지금 와요!), and providing additional explanation, information or exemplification
- translating texts that contain cultural elements, for example, old sayings or proverbs, considering how differentlycultural values or culture-specific concepts are embedded in texts in different languages to represent same/similarideas or practices, for example, 호랑이도 제 말하면 온다 ('speak of the devil'), 소 잃고 외양간 고친다 ('to shut the barn door after thehorse has bolted')
- translating texts such asadvertisements, songs or film extracts, including those in online or digital form, examining the appropriateness oftranslation for specified audiences and contexts
- comparing own translation with others, noticing similarities anddifferences, and reflecting on why interpretations may vary

Create bilingual texts that reflect aspects of Australian culture (for example, Christmas celebrations) for Korean-speaking audiences in the school and wider community including virtual communities, reflecting on how meaning can be conveyed effectively [Key concepts: representation, critical and cultural literacy; Key processes: adjusting, referencing, reflecting] (ACLKOC199)	• creating captions or commentaries using Korean or English to accompany texts produced inEnglish or Korean such as lyrics, video clips and film extracts, exchanging and comparing own bilingual texts withpeers, discussing which version better fits the original version and why • producing public textsfor different contexts in both Korean and English such as brochures, advertisements or leaflets, for example, for Koreanexchange students to Australia or for student visitors to Korea on a study tour, and reflecting on the process ofworking in both languages • creating bilingual texts such as video clips with subtitlesexplaining Australian cultural practices, for example, bushwalking, New Year's Eve celebrations, the Melbourne Cup

Reflecting	Elaborations
Examine and modify own cultural assumptions and practices, taking responsibility for language use and choices, and recognising the significance of shared responsibility and mutual effort in intercultural communication [Key concepts: reciprocity, reflective literacy; Key processes: reflecting, adapting, taking responsibility] (ACLKOC200)	• reflecting on own engagement in communication with Koreans and how their language use wasperceived by self, and making adjustments to own Korean language use, for example, to feel comfortable with some silenceduring conversation; to be indirect when making refusals (saying 잘 모르겠는데요, 글쎄요); to speak in a rather monotone withoutbeing negative; to use address terms infrequently during conversation • reflecting on aspects of own experiences of intercultural communication, such as possible causes ofbreakdowns or breakthroughs in communication, repair and recovery strategies, and responses to and insights gainedthrough interactions • considering ways to improve intercultural understanding andacting on them, for example, by keeping a record (for example, journal, log, posting on forum) of memorable incidentsinvolving intercultural interactions • recounting own experiences of intercultural language use in oral or written forms, forexample, speeches or essays, reflecting on concepts such as 'culture', 'attitudes', 'assumptions' and 'values' • comparing understandings of the relationship between language, culture andidentity, using symbols, graphic representations, images and metaphors to represent how the relationship works • discussing how interculturalcommunication involves being flexible, responsive and open to alternative ways of communicating, for example, respondingto different levels of emotionality or confrontation in debate, or different levels of respect in casual exchanges orservice encounters

Investigate different aspects of their personal sense of identity, considering how learning and experiencing Korean language and culture have(or have not) changed own sense of identity, views or attitudes

[Key concepts: identity, values, attitudes; Key processes: analysing, evaluating, reflecting]

(ACLKOC201)

- producing an autobiographyin various formats such as articles, photo stories with captions, digital stories or short films, including importantepisodes related to the experience of learning Korean language and culture that have impacted on their identity andattitudes
- composing a 'cultural ID profile' to exchange withKorean-speaking friends, making decisions about what information will be of most interest
- sharing with others, views and opinions on the ongoing influence of Korean language learning, relatingit to own aspirations and ambitions, for example, composing a self-portrait with reference to Korean language andculture after 10 years
- reflecting on own culturalidentity in terms of family background, community relationships and contact with languages (including contact withKorean and other languages and cultures), tracking changes over time or context

Understanding

Systems of language	Elaborations
Apply features and rules of Korean pronunciation and Hangeul to understanding and producing a range of texts for different audiences and purposes [Key concepts: phonological rules, fluency, accuracy; Key processes: applying, analysing, synthesising] (ACLKOU202)	- using Koreanpronunciation and spelling rules for listening to and reading authentic texts and producing own written and oral texts - knowing when to pause in complex sentenceswith embedded clauses - understanding that there are variations in Korean pronunciation across peoplefrom different regions of Korea but that spelling follows standardised rules - writing in *Hangeul* independently, observing writing conventions and rules

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

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

(ACLKOU203)

- understanding and using the dictionaryforms of action and descriptive verbs, for example, to identify the meaningful part or to look up unknown verbs in adictionary (가다, 오다, 하다, 먹다, 들다, 듣다, 읽다, 덥다, 예쁘다, …)

- using a range of case markers and particles, includinghonorific forms as applicable, for appropriate grammatical functions, for example, −한테/에게, −한테서/에게서, −께, −께서, −께서는,−(으)로, −보다, −만, −마다

- understanding various functions/meanings of a topic marker −은/는,using it for functions other than marking the subject as the topic of the sentence (저는 마이클이에요) such as highlighting,emphasising or making contrast, for example, 저는 오렌지를 좋아하지 않아요. 그런데 사과는 좋아해요; 한국에는 태풍이 오고 호주에는 사이클론이 와요. 태풍은 …, 사이클론은 …

- making a relative clause, that is, a noun-modifying clause, by replacing the verb ending of theclause- final verb with −(으)ㄴ, −는, or −(으)ㄹ appropriately, for example, 저기에서 노래하는 사람이 누구예요?; 제가 어제 본 영화는 정말 슬펐어요; 언제 갈계획이에요?; 날씨가 좋은 날에 바비큐를 해요; 재미있을 것 같아요

- using long negative forms of verbs, such as −지 않다, −지 못하다

- usingnegative questions and answering appropriately, for example, 그 영화를 안 봤어요/보지 않았어요? 아니요, 봤어요 / 네, 안 봤어요/보지 않았어요; 김치를 못먹어요/먹지 못해요? 아니요, 먹어요/ 네, 못 먹어요/먹지 못해요; 숙제가 없어요? 아니요, 있어요 / 네, 없어요)

- understanding the concept of different speech levels and styles in Korean, and using sentence-final verb endings inthree speech styles appropriately for the audience: −ㅂ/습니다, −ㅂ/습니까, −ㅂ/읍시다, −(으)십시오 (the formal polite style); −어/아요(the informal polite style); and −어/아 (the intimate style)

- analysing the structure of complex verb phrases andexpanding their use, understanding how meanings are added to the main verb, such as desire, likelihood, shift ofactions, designation, habits, pretence (as if …) and verge (almost ...), for example, 알고 싶어요, 비가 올 것 같아요, 갔다 왔어요, 보러 가요,조깅을 하곤 했어요, 바쁜 척했어요, 가지 못할 뻔했어요

- reporting speech or thought using −다고/−(이)라고, forexample, 맞다고 생각해요, 4 번이라고 생각해요; 한국에서 가장 큰 축제라고 해요

- connecting ideas in different relationships using a range of conjunctive suffixes, noting thedifferent tense expressions in the two connected clauses, for example:
  - −다가: 학교에 가다가 친구를 만났어요: 학교에 갔다가 친구를만났어요
  - −(으)니까: 비가 올 것 같으니까 우산을 가지고 가세요
  - −(으)ㄴ/는데: 생각을 많이 해 봤는데 아직 잘 모르겠어
  - −느라고: 축구를 하느라고 숙제를 못 했어요
  - −더니: 한국에 갔더니 아름다운 산이 아주 많았어요

- −(으)면서: 소라가 음악을 들으면서 책을 읽고 있어요
- −다면: 한국에 간다면 제주도에 가 보고싶어요

- using the structures: a verb stem + −기 때문에 and a noun + 에 대해서 appropriately, forexample, 비가 자주 오지 않기 때문에 물을 아껴야 해요; 쓰레기 분리수거에 대해서 이야기해 봅시다

- understanding the function and meaning of a range ofdefective nouns (불완전 명사, for example, 동안, 때, 뻔, 것/거, 척, …) used in complex structures, and using them appropriately: …노래하는 동안(에) …; 한국에 갈 때(에) …; 비행기를 못 탈 뻔했어요; 학교에 갔을 거예요; 바쁜 척했어요

- using a range of sentence enders and understanding their differences in meaning and appropriateness to the context,for example, −잖아요, −(으)ㄹ래요, −(으)ㄹ까요, −(으)ㅂ시다, −(으)ㄴ/는데요, −지요

Understand and use vocabulary that conveys abstract ideas and establishes register and style for specific audiences [Key concepts: vocabulary choice, register, style; Key processes: predicting, applying, inferring]

(ACLKOU204)

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

Analyse and compose different types of texts in spoken and written modes for different purposes such as information exchange, social and cultural interaction or sharing imaginative experiences, using appropriate linguistic, textual and cultural elements [Key concepts: style, register, perspectives; Key processes: analysing, correlating, composing] (ACLKOU205)	• identifying register used in Korean texts, for example in recipes, such as the formal polite style used for statements(–ㅂ/습니다) and commands (–(으)십시오) or vocabulary used to determine audience, purposes and context • examining cohesive devicesused in Korean texts such as consistency in speech levels and honorific elements, conjunctors (–지만, –(으)니까, –어/아서, …),conjunctive adverbs (그러니까, 하지만, 그러므로, ...) and ellipsis, and their appropriateness for Korean discourse • creating own texts in Korean including thosein digital or online forms for particular audiences and purposes in particular contexts, for example, to introduceKorean food culture to parents invited to the Korean evening, using a range of appropriate discourse devices forcoherence and cohesion including appropriate vocabulary • comparing and contrasting the structures of a variety of authentictexts in Korean and English, exploring how the audience, purpose and context are considered differently in eachlanguage

Language variation and change	**Elaborations**
Examine variations and expectations reflected in Korean language that relate to roles, relationships and contexts of interactions, considering how and why these differ from interactions in English or in other languages represented in the classroom [Key concepts: cultural expectations, intercultural literacy; Key processes: examining, reflecting, explaining] (ACLKOU206)	• using language, body language and gestures in culturally appropriate ways,identifying and reflecting on expected roles in contexts specific to Korean or Australian culture • discussing possible consequences resulting from language userelated to different cultures, reflecting on how Korean ways of thinking and world views are reflected in Koreanlanguage by analysing texts such as old sayings, axioms, idioms and lyrics, for example, 호랑이도 제 말하면 온다, 김칫국부터 마신다, 빈 수레가요란하다, 아리랑 • reflecting onEnglish old sayings, axioms, idioms and lyrics that could be possible equivalents to Korean examples, and discussing howways of thinking and world views are reflected in different ways around the same ideas/phenomena in different culturesand languages

Reflect on the dynamic and ecological nature of language that interacts with constantly changing environments such as contact with different languages and cultures and changing sociocultural circumstances in local and global contexts, identifying and illustrating examples from Korean language forms and uses [Key concepts: exchange, change, variation, integration; Key processes: comparing, analysing, reflecting] (ACLKOU207)	• exploring how Korean language has changed over time, for example, byviewing Korean dramas in historical settings and those in contemporary settings and comparing the language used betweenpeople in comparable relationships such as between family members • examiningpossible influences on language change in Korean, such as exposure to other languages, contexts of use and thedevelopment of digital technology • comparing spoken andwritten texts (for example, spoken and print advertisements, face-to-face conversations and emails) to understand howmode relates to linguistic structures and features, and how this affects meaning • understanding that languages incorporate other languages into their systems andexamining how this takes place in Korean, for example, 조깅해요, 온라인으로
Explore how language shapes thoughts and world views and mobilises action [Key concepts: world views, thoughts, conceptualisation, perspectives; Key processes: analysing, reflecting, explaining] (ACLKOU208)	• collecting examples that show the reciprocal relationship between language andculture, drawing on areas of interest including other learning areas • comparing and discussing the examples collected and relating them to Korean language and culture,for example, how the creation of *Hangeul* in the 15th century has continued to impact on Korean language and culture up until now • reflecting on how world views of a culture are reflected in andshaped by the way people use everyday language, for example, different ways to answer negative questions between Koreanand English (숙제를 안 했어요? 아니요, 했어요 / 네, 안 했어요), or different perspectives involved in the use of 가다 /오다 and 'go/come' (파티에갈 거예요. 나하고 같이 가겠어요?; 빨리 올래요? 지금 가요!) • understanding how language influences people's actions and beliefs, for example, by analysing languageused in community appeals in response to natural disasters

Role of language and culture	Elaborations

Understand that language and culture are interrelated and reflect on how they shape and are shaped by each other [Key concepts: intercultural understanding, reciprocity, intercultural literacy; Key processes: critiquing, evaluating, reflecting]

(ACLKOU209)

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- recognising that language and culture are intertwined in texts andtogether convey cultural perspectives, concepts and values
- analysing how the Korean language may reflect cultural perspectivesand values such as collectivism, harmony, humility and the importance of ties between family members, for example, arange of kinship terms extending to remote relations, using kinship terms rather than first names to address members ofthe family and norms such as showing deference and saving face, for example, 네, 괜찮아요
- investigating the origins of particular expressions or words,developing awareness of the origins of meanings and how these may or may not change over time
- reflecting on own experiences of moving between cultures in the school, local and virtual communitiesand on their different roles played in different intercultural exchanges as a learner and user of Korean
- recognising the historical, political and culturalfunctions and values of language, researching how the Korean language played a role in maintaining the Korean people'sculture and everyday life under the cultural and linguistic oppression during the early 19th century colonial period andhow Korean culture and language lived it out, flourish and are recognised in the contemporary world

Korean

Years 9 and 10 Achievement Standard

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

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

The Australian Curriculum
Languages - Korean
Years 7–10 (Year 7 Entry) Sequence

Korean

Years 7 and 8

The nature of the learners

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

Korean language learning and use

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

Contexts of interaction

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

Texts and resources

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

Features of Korean language use

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

Level of support

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

The role of English

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

Years 7 and 8 Content Descriptions

Communicating

Socialising	Elaborations

Interact with peers and teachers, using appropriate language and gestures to exchange greetings, wishes, and information about self, family and friends, routines, events, leisure activities, interests, likes and dislikes [Key concepts: self, family, friendship, pastimes; Key processes: interacting, describing, expressing] (ACLKOC001)	• greeting and farewelling others, introducing themselves, expressing states of wellbeing, appreciation and wishes,using informal polite language appropriate for familiar interlocutors, for example, 안녕하세요?; 저는 … 예요/이에요; 만나서 반가워요;12살이에요; 7학년이에요; 안녕히 가세요/계세요 • describing friends, family members or pets, for example, 동생이 귀여워요, 눈이 커요, 앵무새가예뻐요, 날개가 빨간색이에요 • describing routines, likes/dislikes, events and leisure activities, for example, 6시에 일어나요; 주말에 뭐해요?바비큐를 해요; 무슨 운동/음식을 좋아해요? 크리켓을/불고기를 좋아해요
Participate in collaborative activities that involve planning, making arrangements, negotiating and transacting, using different modes of communication [Key concepts: activity, politeness, cooperation; Key processes: planning and managing tasks, role-playing] (ACLKOC002)	• planning and making decisions on details and information inorganising events, such as day, time, place, activity and participants, for example, 같이 가요, 언제/어디에서 만나요? 누가 해요? • negotiating arrangement, indicating modalitysuch as desire and possibility/capability, through the formulaic use of auxiliary verbs such as −고 싶어요 and −(으)ㄹ 수 있어요,for example, 무엇을 하고 싶어요?; 영화를 보고 싶어요; 할 수 있어요; 주말에 갈 수 있어요 • making arrangements and decisionsusing text types such as memos, emails, letters or text messages • participating in real and simulated familiartransactions, such as ordering/purchasing food using the basic −어/아요 or −(으)세요 form, for example, 아이스크림 하나 주세요, 여기 있어요,고맙습니다, 감사합니다
Engage in routine classroom interactions and activities, developing language for a range of basic classroom functions and processes [Key concepts: instructions, roles, routines; Key processes: participating, interacting, responding] (ACLKOC003)	• asking and responding to questions, for example,이것/저것이 뭐예요? …예요/이에요. 알아요, 몰라요, 네, 아니요, 맞아요, 틀려요 • asking how to say something in Korean or English, for example, …이/가/은/는 영어/한국어로 뭐예요? • expressing opinions using formulaic phrases such as 제 생각에는/으로는 …이/가 맞아요, for example, 제 생각에는/으로는 민수가 맞아요 • giving and following instructions and commands such as 일어나세요, 앉으세요, 쓰세요, 보세요, 들으세요, 따라하세요, 빨리 하세요 • interacting in classroom routines such as responding to the teacher during rollcalls, for example, … 있어요? 네, (여기) 있어요; 아니요, 없어요; …이/가 안 왔어요
Informing	**Elaborations**

Identify and classify factual information obtained from a range of spoken, written, digital and multimodal texts encountered in the media and in public spaces [Key concepts: information, leisure, special occasions; Key processes: classifying, sequencing, comprehending] (ACLKOC004)	• identifying context, purpose and audience oftexts such as advertisements, signs, notices and brochures, recognising features of language use in different types oftext • locating, classifying andsummarising data such as results of class surveys or factual information from notices, timetables and announcements;presenting findings to others, for example, in a digital visual presentation, poster or wall chart • reading and viewing a range of texts(for example, promotional brochures and signs, websites and cards) to obtain and compile information about Koreanplaces, lifestyles and practices • gathering information, collaboratively or independently, about people, times and activities, and usingthe information in new ways, for example, creating a timeline, diary or timetable to show a sequence of activities
Present ideas and information obtained from different sources in a variety of ways for a different audiences such as listing, tabulating, sequencing or charting information [Key concepts: community, lifestyle, event; Key processes: describing, composing, informing, using multimedia presentation technology] (ACLKOC005)	• reporting, orally and in writing, on events in their immediate environments orpersonal worlds, such as a school/community event, celebration, excursion, or the arrival of a new student, for example,토니는 아주 재미있어요, 토니는 김치를 안/못 먹어요 • presenting in the form of graphs or tables information collected from surveys, for example, resultsfrom a class survey about likes and dislikes, leisure activities or diets • creating texts to present information or ideas to a particular audience, for example, to advertise an event, create avirtual tour of the school or report on a favourite band or type of music • describing and classifyingaspects of Australian culture for a Korean audience, for example, food/diet, daily life, significant places or culturalpractices

Creating	Elaborations
Participate in imaginative experiences by listening to, viewing and reading texts, including online or digital texts, such as songs, stories and cartoons, sharing feelings, responses and ideas about aspects such as characters, settings and plots/events [Key concepts: plot, character, message; Key processes: identifying, relating, describing] (ACLKOC006)	• listening toand reading texts including those in online or digital form such as dialogues, cartoons, comics and stories, taking noteof key words or expressions and of language features such as characters' use of the informal polite-style ending –어/아요 • identifying and describing characters, settings, events and keyideas in texts, asking each other questions such as 여기는 학교예요, 누구예요? 어디예요? 무엇을 하고 있어요? 왜요? • expressing opinions aboutcharacters or settings in imaginative texts, using '… 같아요', for example, 뭐예요? / 뭐 같아요? 호랑이 같아요 • inventing a new aspect of a text, such as a new character, plot, object, perspective or an alternative ending

Create and perform a range of texts that express imagined experiences or events [Key concepts: imagination, mode, genre; Key processes: creating, experimenting, presenting] (ACLKOC007)	• composing and participatingin dialogues and imagined interactions, explaining the relationships between characters and contexts in a short drama orskit, rap or poem, for example, 여우야, 여우야, 뭐 하니? / 여우님, 여우님, 뭐 해요? • creatingstories in different modes such as a video clips or digital photo stories based on imaginary characters, places andevents • creating texts to entertain others, for example, a comic strip or Big Book for younger students, arole-play or imagined exchanges to present to parents, or a poem for an online newsletter or magazine • designing texts for real or imagined special occasions and imaginative games, such as greeting cards (for example,using 환영합니다, 축하합니다, 초대합니다), or board/electronic games (for example, using ideas from 윷놀이)
Translating	**Elaborations**
Translate simple idiomatic phrases and short texts such as labels, signs or short dialogues from Korean to English and vice versa, explaining perceived differences in meaning between the two versions [Key concepts: equivalence; Key processes: translating, comparing, explaining] (ACLKOC008)	• translating and interpreting personal texts collaboratively and with teacher support,noticing similarities and differences in language use and considering why these might exist, for example, 민수는/가 키가 커요,착해요, 입어요/써요 • translating public signs or notices from Korean to English and English to Korean, comparing meanings and consideringhow effective the translations are and why • using bilingualdictionaries and electronic translation tools, identifying issues such as multiple meanings of words, different words inthe same sound/form (that is, homophones), the need to consider context and to understand that meaning goes beyond theliteral, for example, 우리 집 (my house), 써요 (to wear/write/use/be bitter)
Create bilingual texts that refer to experiences, objects or events commonly encountered in both Australian and Korean contexts, considering how easily words or expressions translate and why some are more difficult to translate than others [Key concepts: audience, comprehensibility; Key processes: interpreting, comparing, explaining] (ACLKOC009)	• creatingbilingual resources such as picture dictionaries or photo stories, including those in digital form, with bilingualcaptions and labels, for example, comparing photos of Korean and Australian classrooms for exchange students to eachcountry and highlighting differences in the arrangement of furniture and wall displays • designing bilingual signage, for example,names of school facilities for school maps (화장실, 매점, 교실, 음악실, 수영장, …), explaining how well the translated labelsrepresent the attributes of their designated items • creating and using bilingual texts, including those in digital form, for specific audiences (forexample, 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
Reflecting	**Elaborations**

Engage with Korean speakers and resources in the school and wider community through various media, including online technologies, noticing how interaction involves culture as well as language [Key concepts: intercultural exchange, language, culture; Key processes: identifying, relating, describing] (ACLKOC010)	• observing interactions between Korean speakers in different contexts in theirimmediate environments or from resources such as video clips or films, noticing cultural aspects and recording theirsimilarities and differences in interactions in similar contexts in their own culture/s • describing in spoken or written mode, or using digital technologies, a significant person relating toKorea or Korean language whom they have encountered, discussing their personal qualities, why that person is importantto them, and how they are similar to or different from that person, for example, 저도 …–고 싶어요. 요리를 잘 해요. 가수가 되고 싶어요. 나/저에게중요해요 • reflecting onsignificant past encounters with Korean language and culture (and other languages and cultures that have shaped theirthinking) such as by creating timelines of their lives, including visual representations • describing and sharing encounters with Korean culture (forexample, 설날, 한복, 세배, 첫돌, 연날리기), comparing them to traditional games, festivals or celebrations in their own culture, andreflecting on how these connections are important to their identity • participating in guided discussion of the nature and role of 'culture' and its relationship with language, withreference to Korean, English and other known languages
Reflect on own identity, including identity as a user and learner of Korean, comparing observations made about experiences over time [Key concepts: self, profile, identity; Key processes: noticing, comparing, discussing] (ACLKOC011)	• communicating / sharing information about own identities in terms ofcultural background and personal and social experience, using declarative and descriptive statements, for example, 저는중국계 호주 사람이에요; (저는) 한국어하고 스페인어를 해요; (저는) … 회원이에요 • preparing information toexchange with Korean-speaking students, such as a class profile showing cultural backgrounds, languages used in thehome, interests and values, and using resources such as photos, captions, quotes and symbols • sharing ideas about how cultural aspects embedded in or accompanying Korean language use might be perceiveddifferently in different cultures, for example, politeness, terms of address, and gestures such as bowing when greetingolder people, using fingers when counting, or pointing with the index finger • sharing feelings or ideas on the reciprocal benefits of learning and knowing each other's languageand culture, for example, mutual understanding and friendship between themselves and peers from a Korean background

Understanding

Systems of language	Elaborations

Recognise features of the Korean sound and writing systems including Hangeul, making connections between spoken and written Korean texts

[Key concepts: sound discrimination, alphabetic system, syllable, syllable block, 받침; Key processes: identifying, distinguishing, relating]

(ACLKOU012)

- listening to and reproducing the sounds of Korean, noticing sound-symbol correspondence, for example, in consonants (발 versus 팔, 갈 versus 칼), in diphthongs transcribed as combinations of vowel letters (반가워요, 와요, 왜, 의사, 가위) and in tense consonants transcribed by double-consonant letters (살 versus 쌀, 자요 versus 짜요, 고리 versus 꼬리, 방 versus 빵)

- recognising the differences in intonation between statements, questions, requests and commands, for example, 가요; 가요?; 가요; 가요!

- constructing syllable blocks in different shapes, where a consonant and a vertical vowel are positioned side by side (for example, 가), a horizontal vowel is positioned underneath a consonant (for example, 누), or a consonant or a consonant cluster is added as a syllable-final consonant (받침) under the first two types of syllable blocks, for example, 각, 눈, 닭

- combining syllable blocks to write a word and applying spacing rules (띄어쓰기) and basic phonological rules (for example, 친구가 교실에서 책을 읽어요) when reading and writing

Understand and use aspects of the Korean grammatical system to form simple sentence structures, and identify features that are either specific to Korean or similar to English [Key concepts: grammatical rules, grammatical terminology, forms, functions, syntactic relationship, honorifics; Key processes: understanding, applying, comparing, explaining]

(ACLKOU013)

- referring to self and things using first person pronouns (저, 제, 나, 내, 우리) ordemonstrative pronouns (이것, 저것, 그것)
- using basic particles to mark case and other basic functions of nouns in asentence, for example, –이/가, –을/를, –은/는, –에, –에서, –하고
- using basic verbsincluding copula (–이에요/예요) to describe state/quality or action in present or past tenses with the informal polite-styleending –어/아요 (for example, 좋아요, 예뻐요, 재미있어요/재미있었어요, 먹어요/먹었어요, 가요/갔어요), including some set phrases with auxiliary verbssuch as –고 싶어요, –(으)ㄹ 수 있어요 and –고 있어요, for example, 수영할 수 있어요
- understanding that descriptive verbs in Korean grammar havefunctions similar to adjectives in English (describing qualities or states and modifying nouns) but that they alsobehave like verbs in a sentence (conjugating and being used as the main verb)
- using question words to makequestions, for example, 누구, 무엇, 언제, 어디, 어떻게, 왜, 몇, 무슨, 어느
- using some honorific words and suffixes (for example, 드세요, 선생님, 일어나세요) and humble words (저/제) as partof formulaic expressions
- using simple sentence structures in the subject–object–verb order to make statements orask questions
- producing a sentence without a subject/object, which can be retrieved or inferred from context,for example, 지금 뭐 해요? 공부해요
- using simple negation, placing 안 or 못 before a verb (for example, 안 가요, 못 해요) and replacing copula (–예요/이에요) withits negative form (–이/가 아니에요)
- comparing word order in Koreanand English, such as the verb-final rule and how to count objects, for example, 사과 한 개 versus 'one apple'

Recognise and use vocabulary relating to familiar environments and activities such as home, school, daily routines, leisure activities and cultural celebrations
[Key concepts: meaning, function, number systems, descriptive/ action verbs; Key processes: identifying, naming, describing, qualifying]

(ACLKOU014)

- discriminating between content words (words that have more to do with meaning, such as 나무 or 예뻐요) and function words(words that have less to do with meaning and more to do with grammatical functions, such as –이/가, 을/를, –은/는)
- identifying family members using basic kinship terms (어머니, 아버지, 동생, 언니, 오빠, 형)and others in school environments (선생님, 학생, 친구)
- usingvocabulary to describe people, animals or objects, for example, names of body parts (눈, 코. 입, 머리, 날개, …) and colours(빨간색, 노란색, 갈색, …)
- identifying familiar things, pets/animals, activities andplaces, using basic common nouns (운동, 수영, 축구, 요리, 음식, 사과, 오렌지, 집, 동물원, 공원, 영화, 코알라, 캥거루, 고양이, 강아지, 토끼, 호랑이, 여우, …)including some words for Korean food (밥, 불고기, 김치, …) and loan words from English (바비큐, 아이스크림, 크리켓, 텔레비전, 쇼핑, 컴퓨터, 조깅,…)
- identifying objects andfacilities in the school environment (책, 책상, 화장실, 매점, 교실, 음악실, 수영장, …), known languages (한국어, 영어, 아보리진어, 스페인어, 중국어, ...)and countries they are spoken in (한국, 호주, 스페인, 중국, ...)
- using common descriptive/actionverbs to describe qualities/states (좋아요, 예뻐요, 재미있어요, 재미없어요, 키가 커요/작아요, 착해요, 귀여워요, 맛있어요, 맛없어요, 맞아요, 틀려요) and actions (가요,먹어요, 좋아해요, 공부해요, 일어나요, 알아요. 몰라요, 주세요, 앉으세요, 보세요, 들으세요, 쓰세요, 따라하세요, 미세요, 당기세요), including some abstract words such as중요해요
- qualifying actions orstates/qualities using basic adverbs (아주, 잘, 같이, 빨리, 천천히)
- marking time using time vocabulary 어제, 오늘, 내일, 주말, –요일 (월요일, …)
- referring to what is being communicated / discussed using 이/그/저 (이 사과가 맛있어요), 이것/저것/그것 (이것이 영어로 뭐예요?) or 여기/저기/거기 whenreferring to a place (여기가 우리 집이에요)
- using numbers in Korean expressed in two different systems for different things (하나, 둘, 셋, … versus 일, 이, 삼, …)
- using basic counters and Arabic numeralswith appropriate pronunciations, for example, 사과 한 개, 학생 세 명, 11 살, 7 학년
- using basichonorific/humble words appropriately, for example, 저, 선생님, 생신
- using idiomatic expressions forgreeting, farewelling, for some learning activities and everyday interactions, for example, 안녕하세요? 만나서 반가워요, 안녕히가세요/계세요, 고맙습니다, 감사합니다, 환영합니다, 생일 축하합니다, … 같아요, …계 … 사람 (중국계 호주 사람), … 회원이에요
- recognising some words related to celebrations, festivals or traditions in Korea, forexample, 설날, 세배, 첫돌, 연날리기, 한복

| | • recognisingsome specialised vocabulary, for example, 안전띠, 구명 조끼, 비상구, … |

Recognise textual structures and features characteristic of familiar personal, informative and imaginative texts, noticing how they contribute to the making of particular meaning [Key concepts: genre, audience, structure; Key processes: identifying, sequencing, comparing] (ACLKOU015)	• identifying the purpose, intended audience and key language features of short texts such as road signsor instructions, for example, 천천히; 미세요/당기세요 • identifying text-type conventions from familiar types of text such as letters, emails,or greeting/invitation cards, and comparing them with English, for example, salutations, the order of elements in anaddress, and format of the date, for example, …에게, …로부터, 4월 3일 금요일 • understanding how to create textual cohesion, using elements such as conjunctions to sequence and linkideas and maintain the flow of expression, for example, 그리고, 그러나, and making politeness levels consistent in a textthrough the use of the informal polite ending −어/아요 across sentences • listening, viewing and reading for gist, context and purpose, drawing on knowledge of types of text, context andlanguage features to predict and confirm meaning, for example, the use of imperative verb forms (−(으)세요) and specialisedvocabulary in an in-flight safety demonstration (안전띠, 구명 조끼, 비상구, 산소마스크, …)

Language variation and change	Elaborations
Recognise that Korean language use varies according to contexts, situations and relationships [Key concepts: context, variation; Key processes: recognising, collecting, analysing] (ACLKOU016)	• identifying and discussing patterns in language use associated with gender, age,social status or purpose • observing differences in communication that are informaland formal (for example, 안녕하세요? versus 안녕하십니까?) • collecting and analysing samples of language from texts such as video clips or print/electronicforms of communication to explore differences in communicative style and expression between social groups in Korean andAustralian cultures
Understand the dynamic nature of Korean and other languages [Key concepts: language contact, word- borrowing, globalisation; Key processes: observing, identifying, classifying] (ACLKOU017)	• viewing images of the original version of 훈민정음 and recognising that some lettersin the original are not used in modern Korean script, for example •, ㆆ, ㅿ • identifying loan words in Korean borrowed from other languages, for example,텔레비전, 쇼핑, 컴퓨터 • identifying hybrid −하다 verbs where a loan word (noun)and −하다 are conjoined to behave as a verb, for example, 쇼핑해요, 조깅해요 • identifying words whichhave similar meanings and pronunciation across different languages, reflecting on the possible origins of such words andtheir associated cultures

Explore how language use and communicative practices can influence people's lives, thoughts and perceptions
[Key concepts: perceptions, influence; Key processes: mapping, distinguishing, comparing]

(ACLKOU018)

- identifying examples of language use that show membership of aparticular social group, for example, slang, accents, jargon
- observing how differently abbreviated forms inmultimedia and social media are accepted in Korean and English, for example, 'ASAP', 'RSVP', 쌤, 여친, 남친
- examining the presence of Korean language and culture in theAustralian linguistic landscape (for example, signage, food, art and music, local newspapers, television or radio), andreflecting on how this is perceived by other cultural groups in Australia

Role of language and culture	Elaborations
Identify beliefs, attitudes and value systems reflected in their own everyday language use in English, other languages and Korean, comparing ways of communicating across cultures [Key concepts: culture, language, interdependence; Key processes: identifying, analysing, making connections] (ACLKOU019)	- identifying non-verbal expressions taken for granted in communication in different cultures, for example, the use/non-use of eye contact, bowing, nodding, pointing - reflecting on individual words which may be interpreted differently by people whodo not know Korean culture, for example, 우리 집, 우리 선생님 - discussing, questioning andexplaining understanding of other cultures including Korean to others non-judgmentally, for example, withoutstereotyping - understanding the significance of social conventions and cultural concepts, forexample, 잘 먹겠습니다, 잘 먹었습니다 - exploring howpoliteness is expressed differently in Korean and English

Korean

Years 7 and 8 Achievement Standard

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

Students describe how Korean is used not only in Korea and in the Korean community in Australia but also in the global context. They explain how languages and cultures change through contact by giving examples of Korean words known and used in other languages, loan words in contemporary Korean borrowed from English, and words with similar meanings or pronunciation across languages such as Korean, Chinese, Japanese and some European languages. They demonstrate their understanding of the alphabetic nature of Hangeul by identifying consonant and vowel letters and explaining how to combine them to construct a syllable block and explain how Hangeul was created to correspond to the Korean sound system. Students explain basic features of Korean and English using metalanguage and applying their understanding of rules for writing Hangeul, for pronunciation, for grammar and for text organisation in Korean. They identify how politeness is expressed explicitly and systematically through grammar and vocabulary in Korean and describe how the level of politeness in speech style is determined by the age and social relationships of participants in interactions in Korean. They describe how the spoken and written forms of a language change over time for example, by differentiating between older and modern versions of Hangeul script. They demonstrate their understanding of the close relationship between language and culture by describing how Korean language reflects ways of thinking and behaving associated with Korean people and their lifestyles. They adjust their language use to suit situations and contexts and use non-verbal elements in culturally appropriate ways when using Korean.

Years 9 and 10

The nature of the learners

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

Korean language learning and use

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

Contexts of interaction

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

Texts and resources

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

Features of Korean language use

Learners have an increasing control over Korean pronunciation, writing in *Hangeul* and using vocabulary, forms and structures, and textual features. They approximate the pronunciation at syllable boundaries applying relevant Korean pronunciation rules, and write polysyllabic words that include 받침 using correct spelling. Their vocabulary expands to some abstract and expressive words and those drawn from other learning areas. They use various grammatical forms and structures, including a range of particles and basic conjunctive suffixes, with suitable vocabulary, to suit their communicative needs, such as expressing and exchanging opinions, making transactions, or collaborating with others in different tasks. They recognise a range of more complex grammatical forms and structures used in texts and understand more complex relationships between ideas and events, using some of them as set phrases. They develop understanding of how language structures and features build up textural features in Korean texts. They become increasingly familiar with the use of honorific elements in Korean and other cultural practices accompanying language use, developing awareness of the interconnectedness of language and culture. They understand language varies according to the context, audience and purposes, recognising the importance of age and social relationship in language choice in Korean. They reflect on how language changes with social cultural changes, and on their own language use. They have increasing awareness of their identity as users of two or more languages and reflect on how their own sense of identity has developed and changed through intercultural experiences encountered while learning Korean language and culture.

Level of support

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

The role of English

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

Years 9 and 10 Content Descriptions

Communicating

Socialising	Elaborations

Initiate and sustain interactions to develop relationships with peers and adults, to exchange ideas, opinions and feelings and to reflect on own and others' responses [Key concepts: youth, relationship; Key processes: communicating, explaining, using communication strategies] (ACLKOC020)	• initiating a conversation by using expressions appropriate to the context and the audience such as 지금 뭐해요? 어디 가요? 어제 …봤어요? and developing the conversation on topics of mutual interest, for example, 주말에 시간 있어요? 네, 시간 있어요. 그런데 토요일 오후와 일요일에괜찮아요. 토요일 아침에 뭐 해요? 아홉 시부터 열 두 시까지 운동해요 • exchanging and describing opinions and ideas, expressing hopes andfeelings, and giving reasons for plans, for example, 왜 한국어를 배워요? 소라가 좋아서 한국어를 배웠어요. 어느 선생님한테서 배웠어요? 방학 때 뭐 할 거예요? 한국에 갈거예요. 시험이 끝나서 기분이 좋아요 • using communication strategies such as asking for clarification/repetition andindicating concession, for example, …이/가/은/는 무슨 뜻이에요? 다시 말해 주세요. 괜찮아요
Contribute to collaborative planning, decision-making, problem-solving and transactions, providing ideas or suggestions and considering options [Key concepts: contribution, prioritisation, alternatives; Key processes: discussing, negotiating, comparing] (ACLKOC021)	• participating in planning and decision-making with others, such as arranging a class excursion or abirthday party, for example, 소라의 생일 파티에서 무엇을 할까요? 춤도 추고 노래도 불러요. 한국 노래를 할 줄 알아요? 네, 아리랑을 할 줄 알아요. 그러면 한 번 해 보세요 • making transactions in eitherauthentic or simulated situations such as shopping in a Korean shop, purchasing goods such as fashion items, food or amobile phone and checking the receipt to confirm the price and information relating to the purchase, for example, 이 모자 가얼마예요? 모자가 예쁘지만 너무 작아요. 더 큰 모자를 보여 주세요. 써 보세요, 영수증 좀 보여 주세요 • planning collaboratively for an event by participating in scenarios related to travelling or living inKorea, for example, living with a host family, seeking medical treatment, or using transport, for example, 지하철을 타면 빨리 갈수 있어요; 맛이 어때요? 김치가 매워요. 하지만 맛있어요; 머리와 목이 아파요 • applying for services or opportunities such as studentexchange programs, scholarships or fundraising, explaining reasons for the application, for example, 일 년 후에 한국으로 여행 갈거예요. 그래서 한국어를 열심히 공부해요 …

Use classroom language to participate in shared activities and everyday routines, such as asking for clarification and responding to others' requests and questions

[Key concepts: mutual respect, task, participation; Key processes: discussing, clarifying]

(ACLKOC022)

- participating in reflective activities and evaluations of classroom experiences using language such as 어떻게 생각해요? 제생각에는 …, 아마 …, 글쎄요, –(으)ㄴ/는 것 같아요
- checking understanding and indicating understanding or not understanding (알겠어요? 네, 알겠어요/아니요, 모르겠어요)
- giving and following instructions such as 책을 책상 위에 놓으세요; 쓰지마세요 and requesting clarification, for example, 다시 설명해 주세요; 무슨 뜻이에요?
- asking for and making suggestionsrelating to shared activities, for example, 무엇을 먼저 이야기할까요? …한테 물어 보세요

Informing	Elaborations

Extract information from a range of short spoken, written, digital or multimodal texts in Korean, analysing and organising the information for particular audiences

[Key concepts: perspective, representation, concepts from other learning areas; Key processes: extracting, analysing, summarising, using computer-mediated communication tools]

(ACLKOC023)

- recording and synthesisinginformation from media texts, including television programs, reports, interviews, video clips, documentaries and socialnetworks
- organising and categorising information, selecting modes of presentation such as tables,concept maps, web postings and charts to inform particular audiences
- summarising information from various texts that reflect different aspects of Korean culture, art,history and geography relating to social or environmental issues, for example, 태풍은 한국에 보통 여름에 와요. 그렇지만 가을에도 가끔 와요
- reporting information inprint and digital forms, for example, Korean cultural elements represented in sites such as web pages
- deducing from context and explaining to others the meaning and culturalreferences of unfamiliar words or expressions such as words used in idioms or old sayings encountered in different typesof text, such as 그림의 떡

Convey ideas or viewpoints from different perspectives to various audiences in familiar contexts using different modes of presentation [Key concepts: content, audience, mode; Key processes: selecting, constructing, presenting] (ACLKOC024)	• describingaspects of Australian culture for a particular audience, for example, the physical environment, specific celebrations orfeatures of cuisine, including explanations of expressions such as 'the bush' or 'fair go' • creating texts such as brochures, cartoons,notices, blogs or video clips to introduce Korean culture or lifestyle to Australian friends, parents or peers on socialnetworking websites or to the general public, for example, 한국은 7월과 8월에 아주 더워요. 그래서 여름에 … • presenting information on different elements or perspectives on ideas such as seasons, festival food, costumes,entertainment (games, sports, dances, music …), specific cultural practices associated with festival days, for example,on 설날, 추석, in various modes (for example, concept maps, flow charts and tabulations, graphics or captioned photographs) • explaining to others a procedure or practice, for example, a recipe, the rules of a sport or a boardgame, instructions on caring for a pet/animal, or fashion tips, for example, by giving priority to classifiedinformation using 첫 번째, …, 두 번째, … • conveying information about different viewpoints on topics of interest such as sustainability, health or environmentalissues, for example, 호주의 강과 호수는 깨끗해요

Creating	Elaborations
Respond to imaginative texts such as stories, films or illustrations, explaining messages and key ideas, stating views on themes, events and values, and making connections with own experiences [Key concepts: themes, relationship, imagination; Key processes: comparing, interpreting, explaining] (ACLKOC025)	• listening to,reading and viewing imaginative texts in various modes, such as stories (print, digital or multimodal), films,paintings, songs or video clips, and responding by expressing views, 제 생각에는 …, –(으)ㄴ/는 것 같아요 • identifying key ideas, messages, main events and characters and creating a new scene, storydevelopment or video clip using parody • exchanging views on imaginative texts such as songs, stories,television programs and films, making connections with own experiences • reading stories such as Korean folktales, discussingassociated ideas and values (for example, attitudes towards greed, jealousy or loyalty), considering how these relate tocontemporary society and own cultural experience, for example, 소가 된 게으름뱅이

Create imaginative texts that draw on past experiences or future possibilities for the purpose of self-expression and performance for others
[Key concepts: culture, narrative, creativity, imagination; Key processes: creating, performing, entertaining]

(ACLKOC026)

- composing own texts such as films, posters, comics or short stories about imaginarypeople, places or experiences, for example, setting a story in the past or future, creating a new species, a new planet,space travel, or virtual reality
- illustrating and captioning imaginative stories in various formats such as cartoons, graphic storiesor photo stories, using descriptive and expressive language, for example, 호랑이는 아름다운 날개가 필요했어요; 날개가 생겼어요; '와, 대단해요!';'아니, 이럴 수가!'
- creating and presentingperformances such as role-plays or skits based on imaginative stories and scenarios that involve language related totime (for example, 옛날에, 처음에, 다음에, 마지막에, 끝) and emotional expression (for example, 신났어요, 무서웠어요, 슬펐어요, 기뻤어요)
- creating a range of textsto entertain particular audiences, for example, songs and video clips, skits, graphic stories for peers, children'sbooks and cartoons suitable for younger learners of Korean

Translating	Elaborations
Translate and interpret informative and imaginative texts for peers and the community, taking account of different audiences and contexts, identifying and explaining culture-specific aspects [Key concepts: equivalence, representation, perspectives; Key processes: translating, interpreting, comparing, evaluating] (ACLKOC027)	- translating short texts such asannouncements, notices, songs, advertisements, or extracts from stories and films, considering audiences and contextsand reflecting on how cultural elements are encoded in common words or expressions, for example, the use of familyterms, titles and terms of address, and the way of answering negative questions (안 했어요? 네, 안 했어요 / 아니요, 했어요) and ofusing 가다/오다 from a perspective different from that involved in 'go/come' (언제 우리 집에 와요? 지금 가요!) - comparing translations of familiar texts such as instructions or children's stories todetermine the ages of intended audiences and any differences in contexts (such as relationships and the degree offormality), noticing how these are taken into account differently in the translated and original versions - using print dictionaries and electronictranslators to support the translation process, including doing 'back translations', considering why a word orexpression does or does not translate readily and reflecting on possible ways to translate words and expressions withoutlosing their original meaning, for example, 세배, 새해 복 많이 받으세요, 쌀밥/보리밥 - analysing afamiliar text in its translated form (for example, a nursery rhyme, children's story, advertisement or web pagetranslated into Korean), noticing what has or has not been effectively translated, considering the challenges of thetranslation and how the text could be improved

Create bilingual texts for the wider community, such as notices, instructions, promotional material, performances or announcements, considering cultural aspects of each language [Key concepts: interpretation, bilingualism; Key processes: interpreting, composing, explaining] (ACLKOC028)	• providingbilingual captions for images of Korean or Australian scenes to explain cultural references, for example, bush, beach orcity images • producing bilingual texts in different formats including digital texts such ascaptioned photos, notices, signs and instructions, for particular audiences in familiar contexts, for example, forintending international students to Korean or Australian schools, highlighting key terms and expressions associated withthe context, such as 과목 (수학, 과학, 사회, 역사, …), 수업 시간, 과외 활동 • conveying information and providing instructions toothers in a range of bilingual texts including those in digital or online form, for example, a car park ticket, a healthbrochure/announcement, or instructions for a computer game • creating bilingual texts to inform others in the local community, for example, a posterto announce a lunchtime concert or fundraising food stall, a display for a local venue such as a library, youth club orflea market, for example, 힙합 동아리에 오세요!; 청바지를 팝니다; 이메일로 연락하세요

Reflecting	Elaborations
Interact with Korean speakers and resources, recognising that intercultural communication involves shared responsibility for meaning-making [Key concepts: norms, commitment, reciprocity; Key processes: questioning assumptions, adjusting, reflecting] (ACLKOC029)	• interacting with Koreans, noticing social norms and practices such as the use of personal space,gender roles, respect for older people, boyfriend or girlfriend relationships, same- sex hand-holding, and acceptabletopics of conversation (for example, 몇 살이에요?), and considering own reactions • describing their experience of authentic or virtual interaction involving Korean language and culture,for example, face-to-face interaction with community members through excursions or at Korean festivals, web-chatting, orother forms of social networking • monitoring, recording and reflecting onintercultural experiences, examining aspects that were unexpected, comfortable or uncomfortable, successful orunsuccessful, and considering possible reasons for such feelings of comfort/discomfort • recognising that social values such as politeness can be expressed differently indifferent cultures, and understanding features of Korean etiquette such as avoiding direct refusal, aiming to please byanswering a question even if they don't know the answer, expressing gratitude through actions and not necessarilylanguage (for example, limited use of 고맙습니다, 감사합니다) and waiting to be invited to eat or drink

Reflect on own identity and on how it is affected by the experience of Korean language learning

[Key concepts: identity, values, judgment; Key processes: observing, reflecting, explaining]

(ACLKOC030)

- gathering examples of language/s used by various people indifferent contexts, including the Korean language spoken by Koreans in different social/age groups and in differentplaces, and discussing how the examples reveal aspects of identity
- discussing challenges and rewards they feel duringintercultural interactions and how the experience of learning and using Korean challenges preconceptions or stereotypesand helps them to revise own attitudes
- recounting personalstories, in oral, written or digital forms, about significant encounters, explaining why they consider them significant
- monitoring own language use and sense of identity across a range of interculturalinteractions, such as by using a blog or journal, and considering personal experience, perspectives and values aboutbeing a learner and user of Korean
- sharing with others the ongoing influence of Korean languagelearning on the shaping of their identity

Understanding

Systems of language	Elaborations
Understand and use key features of Korean sound and writing systems, including pronunciation, intonation and print conventions, applying this understanding to own speech and writing [Key concepts: pronunciation, spelling, punctuation, correspondence; Key processes: recognising, analysing, relating, experimenting] (ACLKOU031)	- recognisingand reproducing sounds of Korean in sentences consisting of multiple clauses, attending to pauses and intonation toidentify clause sequences and types of sentences - pronouncing syllable blocks in a word, making appropriate changes to the soundson syllable boundaries according to pronunciation rules, for example, pronouncing such words as 한국어, 같이, 감사합니다, 먹고 and어떻게 as 항구거, 가치, 감사함니다, 먹꼬 and 어떠케 - experimenting with pronunciation rulesand intonation collaboratively with peers - using basic punctuation in writing, including aquestion mark (?) for questions and a full stop (.) for other types of sentences - using spacing and spelling rules in reading and writing, recognisingtheir differences to English, for example, 소라가 방에 있어요 versus 소라 가방에 있어요

Extend grammatical knowledge of Korean language, including the range of forms and functions of particles, suffixes, verb endings and irregular verb forms
[Key concepts: grammatical structures, modality, irregularity; Key processes: analysing, classifying, applying, explaining]

(ACLKOU032)

- modifying nouns using an adjectival form of a descriptive verb suffixed by –(으)ㄴ, for example, 예쁜 꽃, 맑은 물
- using particles such as –한테/에게, –한테서/에게서, –(으)로 (instrumental and directional), –보다, –와/과, –만, –도,–부터 and –까지, including honorific case markers –께, –께서, –께서는
- recognising the meaningful parts of a verb, for example, 먹+어요
- expressing ideas or events relating to the future, suggestions, plans and hopes using forms such as–(으)ㄹ 거예요 and –(으)ㄹ까요?
- learning how to ask and answer negativequestions, for example, 숙제를 안 했어요? 아니요, 했어요 / 네, 안 했어요)
- connecting clauses using basic conjunctivesuffixes (clausal connectives) –어/아서, –고, –(으)면, –지만
- using basic complex-verb structures such as –어/아 주다, –어/아 보다, –지 말다with an –어/아요ending to express provision, trial and prohibition (읽어 주세요, 입어 보세요, 쓰지 마세요)
- expressing time using structures such as: a noun + 때/동안; a noun +전/후에, for example, 방학 때; 일 년 동안; 한 달 전/후에
- using somebasic irregular verbs, such as 들어요 (듣다), 불러요 (부르다), 더워요 (덥다), 추워요 (춥다), 아름다워요 (아름답다)
- expressing relativelocation using a structure: a noun + a location word + 에, for example, 식탁 위에 상자가 있어요
- expanding metalinguisticknowledge by receptive use of:
  - intimate copula verb ending (a noun + (이)야)
  - expressions of intentions andlikelihood: –겠어요, –(으)ㄹ 것 같아요
  - conjunctors connecting clauses (–(으)니까, –(으)러)
  - complex structures such as–어/아야 하다, –어/아도 되다, with the informal polite ending –아/어요 (가야 해요, 먹어도 돼요), recognising that they are in the samestructure as –어/아 주다, –어/아 보다 and –지 말다 (verb stem + suffix + auxiliary verb) and that the auxiliary verbs add meaningssuch as obligation, permission and attempt
  - complex structures connecting verbs with various functions (to beintroduced as a set phrase, for example, –기 때문에, –기 위해(서)
  - levels of politeness in speech, for example, formalpolite, informal polite, intimate, for example, 해, 해요, 합니다
  - honorific suffix –시–, for example, 하십니다,가르치십니다

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

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

(ACLKOU033)

- using a range of common nouns and verbs for everyday interactions at home and school on familiarand broader topics (for example, 방학, 시험, 춤, 노래, 여행, 추다, 부르다, 배우다, 하다, 말하다, 끝나다, 만나다, 놓다, 사다, 팔다, 생기다), including wordsfor clothing (for example, 모자, 바지, 쓰다, 입다) and transportation (for example, 버스, 기차, 자동차, 지하철, 타다) and loan words fromEnglish (for example, 파티, 이메일, 인터넷)
- recognising and using some abstract vocabulary in theschool context (for example, 과목, 수업, 과외 활동, and names of school subjects such as 수학, 과학, …)
- using descriptive vocabulary to describe emotions (for example, 무섭다, 슬프다, 기쁘다. 신나다), senses (기분, 맛,맵다, 짜다, 아프다, 덥다, 춥다) and appearance (아름답다, 깨끗하다)
- using abstract vocabulary relating to cognitiveactivity (for example, 뜻, 생각(하다), 필요하다)
- recognising the difference between 나 and 저 referring to self and using them appropriately according tothe audience, for example, peers or adults
- indicating comparative quality using 더, for example, 더 커요
- expressing relative frequency of events (forexample, 가끔, 보통, 자주, 언제나)
- using common adverbs such as 다시, 먼저, 한번, 열심히
- indicating time/seasons using 오전, 오후, 주말,아침, 점심, 저녁, 봄, 여름, 가을, 겨울
- using Korean cardinal andordinal numbers appropriately with counters, for example, 스무 잔, 백 장, 천 송이, 첫 번째
- usinghonorific or humble words such as 분, 주무시다, 계시다, 말씀, 드리다
- identifying culture-embedded Korean words and expressions in context, for example, 추석, 새해 복 많이받으세요, 쌀밥/보리밥, 아리랑
- using vocabulary related to youth culture such as 동아리, 힙합,including some hybrid words (for example, K–팝)
- using reflective vocabulary such as 아마, 글쎄요
- using location words, for example, 앞, 뒤, 위, 아래, 옆
- inferring meaning of unfamiliar words or expressions from context, for example,게으름뱅이 (소가 된 게으름뱅이), 연락하다 (이메일로 연락하세요), 그림의 떡
- using idiomatic expressions as communicationstrategies or to enhance the interest of audiences, for example, 제 생각에는 …, –ㄴ/은/는 것 같아요, 괜찮아요
- using somespecial vocabulary in Korean to express ideas drawn from other learning areas, for example, 태풍, 강, 호수
- usingexclamatory vocabulary and expressions (for example, 와, 대단해요! 아니, 이럴 수가!)

Analyse and compose different types of texts, considering issues such as coherence, cohesion, and the relationship between textual conventions and audiences and contexts [Key concepts: coherence, cohesion, textual conventions; Key processes: analysing, explaining, composing] (ACLKOU034) 📄 ⵆ ⊙	- identifying how grammaticalchoices, words and images combine in a text to achieve particular intentions and effects (for example, using 나 insteadof 저 in an advertisement to make the target audience identify with the social group that would use the goods beingadvertised) - exploring and identifying basic cohesive devices in texts such as: - consistent use of the informal polite-style ending –어/아요 throughout texts of multiplesentences - agreement of honorific elements such as particles, words and suffixes in a sentence (for example, 선생님께꽃을 드려요; 할머니께서 주무세요; 저에게 말씀해 주세요; 그분은 누구세요?) and throughout the text - use of conjunctive adverbs, for example,그런데, 그래서, 그러면, 그렇지만, 하지만 and conjunctive suffixes (clausal connectives) such as –고, –어/아서, –(으)면 - creating short texts, (print or digital), with a focus on textualcoherence and cohesion
Language variation and change	**Elaborations**
Explore how Korean is used in varying ways for different purposes and audiences in different social and cultural contexts and situations by comparing different registers and styles used in texts in different modes [Key concepts: formality, register, language modes; Key processes: observing, analysing, relating, comparing] (ACLKOU035) 📄 ⵆ ⊙ 👥 ⌘	- identifying differences in language usein different social and cultural contexts and relating them to differences in the roles and relationships ofparticipants in the interaction, for example, noticing the use of 반말 (안녕히 가세요 versus 잘 가) - examiningvariations in language used in face- to-face and written and digital communication, particularly noticing colloquiallanguage and how it differs from standard forms, for example, more frequent use of contractions, acronyms, omission ofcase markers/particles and informal style - identifying levels of formality or register of language used in texts and explaining reasons for this, for example,the use of formal language when communicating with people in authority to show respect, the use of informal language incommercials to create a sense of familiarity

Explore and reflect on the nature of language change in response to changing cultural and social conditions [Key concepts: globalisation, social conditions, intercultural contact, popular culture; Key processes: reflecting, discussing, explaining] (ACLKOU036)	• understanding how *Hangeul* was created in response to the need for a writing system that would reflect the sound system of spoken Korean in 15th-century Korea; reflecting on how its creation has impacted on the Korean language and culture and people's lives up until now, discussing the role of scriptin aspects of culture in everyday life • discussing possible reasons for changes in Korean language use, such as exposure toother languages, changing contexts of use and the development of digital technology • exploring how globalisation has accelerated the use ofEnglish words and expressions in Korean language use, discussing advantages and disadvantages in the blending oflanguages • examining howacronyms or short forms of words are used in Korean and in English, discussing how these forms reflect people's changinglifestyles
Understand the symbolic nature and power of language in local and global contexts [Key concepts: culture, power, symbolism; Key processes: exploring issues, analysing, discussing] (ACLKOU037)	• understanding the nature of language that reflects and may effect changes in peoples' way of thinking and in aspectsof society, finding examples from Korean, English and other known languages (for example, discouraging the use oflanguage that implies social discrimination or replacing it with alternatives or newly created vocabulary • identifying the function and power ofcultural expressions such as stories, symbols, icons and anthems, for example, 단군신화, 애국가, 아리랑, 태극기, the Dreamtime,Aboriginal and Australian flags • exploring and discussing how and why new products and practices from other cultures areadopted, typically with terminology in the language/s associated • collecting and discussing examples of language impacting on society and culture, drawingon other learning areas such as history, social studies and the arts

Role of language and culture	Elaborations

Analyse and comment on cultural and linguistic practices indifferent contexts and reflect on own and others' communicative practices

[Key concepts: norm, value system, intercultural understanding; Key processes: analysing, reflecting, critical thinking]

(ACLKOU038)

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- examining cultural backgrounds underlying culturally appropriatebody language, gestures and verbal expressions in Korean and other languages
- reflecting on diverse interpretations ofeveryday language use in Korean, including body language and gestures, and identifying Korean cultural elements, makingcomparisons with own language, for example, possible interpretations of such expressions as 어디 가요? and 밥 먹었어요? as eithergreetings or genuine questions, depending on the context
- recognising that cultural values, customs and practices are constantly changing and areevident in language use, for example, the use of kinship terms to refer to people who are not blood relations, such as오빠/형, 언니/누나, 이모, 삼촌
- recognising that language use can reflect and express culturalidentity; that multiple languages exist in both Korea and Australia, including indigenous languages; and that manypeople are multilingual and value this capability as an integral part of their identity

Korean

Years 9 and 10 Achievement Standard

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

Students explain how language use is adjusted to different purposes and audiences in different contexts and situations by providing examples from differing spoken and written forms of Korean. They compare situations where it is or is not appropriate to use 반말 and other features of language such as text messaging or colloquial forms of expression in Korean, English or other known languages. They describe how languages change over time and through contact with other languages and cultures by identifying possible examples of such change in Korean and other languages. They relate grammatical elements in Korean such as case markers, particles, suffixes, and verb endings to their grammatical functions by explaining them using metalanguage (case, politeness, honorification, 반말, 높임말, native Korean/Sino-Korean). Students explain how cultural values and ideas are embedded in language use, including their own, and identify how language reflects ways of thinking, views of the world and everyday cultural routines, drawing on examples from Korean, English and other languages.