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TABLE OF CONTENTS

[CURRICULUM ELEMENTS 3](#_Toc118271489)

[Years 7–8 (Year 7 entry) 3](#_Toc118271490)

[Years 9–10 (Year 7 entry) 12](#_Toc118271491)

CURRICULUM ELEMENTS

Years 7–8 (Year 7 entry)

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

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

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| **Sub-strand: Creating text in Korean** | |
| create spoken, written and multimodal, informative and imaginative texts, for familiar contexts and purposes, using appropriate vocabulary, expressions, grammatical structures and some textual conventions, using hangeul with support  AC9LK8EC06 | * reporting orally or in writing on events in their immediate environments or personal worlds, such as a school or community event, celebration, excursion, or the arrival of a new student, for example, 우리 학교는 커요, 우리 반은 한국문화원에서 견학을 해요 * using multimodal presentation to report on Korean-speaking regions, such as creating a presentation about an area in Korea and incorporating graphs or tables representing important information about the region, for example, popular foods, leisure activities, industries and transport * compiling a list of questions and conducting an interview, for example, interviewing a Korean-speaking person visiting the school or in a secure online exchange, about family, home, interests and abilities, and presenting the responses in a podcast or newsletter * creating a print or digital poster in Korean to promote travel to a significant cultural location on a First Nations Country/Place, including what to see and do * creating texts to present information or ideas to a particular audience, for example, to advertise an event, create a virtual tour of the school or report on a favourite band or type of music * describing and classifying aspects of Australian culture for a Korean audience, for example, food and diet, daily life, significant places or cultural practices * developing and using bilingual texts for specific audiences, for example, a big book or game for young learners of Korean, invitations to a class event or posters for a performance, noticing how meanings need to be tailored to take into account intended audience and cultural perspectives * creating stories in different modes such as video clips or digital photo stories, based on real or imaginary characters, places and events * composing and participating in dialogues and imagined interactions, and explaining the relationships between characters and contexts in a short drama or song, for example, 여우야, 여우야, 뭐 하니? / 여우님, 여우님, 뭐 해요? * labelling pictures of Korean and Australian classrooms and homes, and highlighting differences in the arrangement of items such as furniture and wall displays |

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

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

Years 9–10 (Year 7 entry)

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

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| **Strand: Communicating meaning in Korean** | | **Years 9–10 (Year 7 entry)** |
| **Sub-strand: Interacting in Korean** | | |
| **Content descriptions** Students learn to: | **Content elaborations**  This may involve students: | |
| initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, opinions and experiences about their own and others’ personal worlds  AC9LK10EC01 | * initiating and sustaining small talk, such as discussing the weather, for example, 오늘 날씨가 어때요? / 오늘 날씨가 따뜻해요. / 날씨가 따뜻하면 뭐 하고 싶어요? * describing ideas and offering opinions, for example, giving reasons for statements, 동생은 시끄러워서 안 귀여워요 * sharing ideas with peers about topics of interest and seeking their opinions, for example, 민수는 그 영화가 재미있다고 해요. 그런데 저는 별로 안 좋아했어요. 어떻게 생각해요? * posing and responding to questions about future plans and aspirations, for example, 왜 한국어를 배워요?, 한국에 가고 싶어서 한국어를 배워요 * participating in discussions with peers, using communication strategies such as asking for clarification/repetition, for example, … 이/가/은/는 무슨 뜻이에요? 다시 말해 주세요, and indicating concession, for example, 괜찮아요 * sustaining responses by providing detail such as listing and describing activities, for example, 저는 주말에 학교에서 친구하고 농구를 해요, and responding to hypothetical situations, for example, 비가 오면 무엇을 해요? * initiating a conversation by using expressions appropriate to the context and the audience, for example, 지금 무엇을 해요?, 어디에 가요?, 이 노래를 들었어요? * developing conversation on topics of mutual interest, for example, 주말에 시간이 있어요? / 네, 토요일 오후와 일요일에 시간이 있어요. / 토요일 아침에 뭐 해요? / 아홉 시부터 열두 시까지 운동해요. | |
| use Korean language in exchanges to question, offer opinions and compare and discuss ideas  AC9LK10EC02 | * giving and following instructions such as 책을 책상 위에 놓으세요, 쓰지 마세요, and requesting clarification, for example, 다시 설명해 주세요; 무슨 뜻이에요? * checking for and indicating understanding, for example, 알겠어요? / 네, 알겠어요/아니요, 모르겠어요 * asking for and making suggestions relating to shared activities, for example, 무엇을 먼저 이야기할까요? … 한테 물어 보세요 * sharing information about similar topics of interest, for example, opinions about current music and bands, popular television series or movies * watching a documentary on global issues such as 한류, 환경, and using descriptive and expressive language to exchange views on the topic * participating in reflective activities and evaluations of classroom experiences, using language such as 어떻게 생각해요?, 제 생각에는 …, 아마 …, 글쎄요, –(으)ㄴ/는 것 같아요 | |
| use non-verbal, spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers  AC9LK10EC03 | * presenting a poster or text to peers to introduce a social or environmental issue such as 소셜 미디어 or 봉사, using appropriate body language * planning for an event or scenario, such as collaboratively arranging a class excursion, birthday party, or using transport, for example, 지하철을 타면 빨리 갈 수 있어요, 맛이 어때요? / 김치가 매워요. 하지만 맛있어요 * discussing plans or chores and daily needs with a host family, for example, 도시락이 필요해요, 저는 집안 일을 도울 수 있어요, 이번 주말에 어디에 갈까요? * applying for opportunities or reflecting on participation in events such as a speaking contest, student exchange program, scholarship or fundraising, for example, 일 년 후에 한국으로 여행 갈 거예요. 그래서 한국어를 열심히 공부해요, 저는 한국어 말하기 대회에 참가하려면, 어떻게 해요?, 상을 못 받았지만 수고했어요. 좋은 경험이었어요 * conducting transactions in authentic or simulated situations, for example, purchasing goods such as clothes, food, or stationery in a Korean shop and checking the receipt to confirm the price and information relating to the purchase 이 모자가 얼마예요?, 모자가 예쁘지만 너무 작아요. 더 큰 모자를 보여 주세요, 써 보세요, 영수증 좀 보여 주세요 * asking advice from others to plan for situations such as seeking medical treatment, for example, 머리와 목이 아파요. 어떻게 해야 해요? | |
| **Sub-strand: Mediating meaning in and between languages** | | |
| interpret information, ideas and perspectives in a wide range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience  AC9LK10EC04 | * organising, categorising, and reporting information to inform particular audiences, selecting modes of presentation such as tables, concept maps, web postings and charts * viewing texts detailing lifestyles in diverse Korean-speaking communities, identifying features of local lifestyles that reflect modernity or tradition, and evaluating the information for relevance, appropriateness, and significance * recording and synthesising information from Korean media texts such as television programs, reports, interviews, video clips, documentaries and social networks, for example, learning about healthy Korean food culture and presenting on that topic in multimodal texts * listening to or reading First Nations Australians’ stories in English, and creating a profile of them in Korean * identifying key ideas, messages, main events and characters in a text and creating a new scene, story development or video clip, for example, writing an ending to a story or dialogue * interpreting from context and explaining to others the meaning and cultural references of unfamiliar words or expressions such as idioms, for example, 그림의 떡, 발이 넓다, 귀가 얇다, 손이 크다 * listening to, reading and viewing texts in various modes, and responding by making connections with own experiences, for example, 저도 … 한 적이 있어요, and expressing opinion, 생각에는 … –(으)ㄴ/는 것 같아요 * listening to, reading and viewing stories such as Korean folktales, for example, 소가 된 게으름뱅이or 단군 신화, and discussing associated ideas and values, for example, attitudes towards greed, jealousy or loyalty, considering how these relate to contemporary societies and personal experiences of culture/s | |
| apply strategies to interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts  AC9LK10EC05 | * translating short texts such as announcements, notices, songs, advertisements or extracts from stories and films, considering contexts and audiences and reflecting on how cultural elements are encoded in language, for example, the use of kinship terms, titles and terms of address, and the way of answering negative questions such as 안 했어요? 네, 안 했어요 / 아니요, 했어요, 다른 것은 없어요? / 네, 없어요 * using dictionaries to support the translation process, including ‘back translations’, considering why a word or expression does or does not translate readily, and reflecting on possible ways to translate words and expressions without losing their original meaning, for example, 세배, 새해 복 많이 받으세요, 벼/쌀/밥 * comparing a Korean and English version of a familiar text such as instructions or a children’s story, to determine the ages of intended audiences and any differences in contexts, such as relationships and the degree of formality, noticing how these are taken into account differently in the translated and original versions, for example, 옛날 옛날에 나무꾼이 살았어요. 그 나무꾼은 … * reflecting on diverse interpretations of everyday language use in Korean, including body language and gestures, and identifying Korean cultural elements, making comparisons with own language, such as inferring based on context whether expressions are greetings or genuine questions, for example, 어디 가요?, 밥 먹었어요?, 어떻게 오셨어요? * producing bilingual texts in different formats, including digital texts such as captioned photos, notices, signs and instructions, for particular audiences in familiar contexts such as in Korean or Australian schools, highlighting key terms and expressions associated with the context, for example, 과목, 수학, 과학, 사회, 역사, 수업 시간, 과외 활동, 학원 * developing bilingual texts to inform others in the local community about events, such as a poster to announce a lunchtime concert or fundraising food stall, a display for a local venue such as a library, youth club or market stall, for example, 힙합 동아리에 오세요!, 청바지를 팝니다, 이메일로 연락해 주세요 * identifying differences in language use, such as language register in different social and cultural contexts, and relating those differences to the roles and relationships of participants in the interaction, for example, noticing the differences between 안녕하세요? versus 안녕?, 안녕히 가세요 versus잘 가 * examining variations in language used in face-to-face and written and digital communication, particularly noticing colloquial language and how it differs from standard forms, such as more frequent use of contractions, acronyms, omission of particles and informal style, for example, 무엇을 해요? versus뭐 해요?, 이것이 versus이게 /이거 | |

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