Korean
(F–10 Sequence and
7–10 Sequence)

Victorian Curriculum F–10 Version 2.0

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East Melbourne VIC 3002

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Contents

[Introduction 1](#_Toc174949102)

[Rationale 1](#_Toc174949103)

[Aims 2](#_Toc174949104)

[Structure 2](#_Toc174949105)

[Learning in Korean 4](#_Toc174949106)

[Curriculum – F–10 Sequence 7](#_Toc174949107)

[Foundation to Level 2 7](#_Toc174949108)

[Levels 3 and 4 18](#_Toc174949109)

[Levels 5 and 6 28](#_Toc174949110)

[Levels 7 and 8 37](#_Toc174949111)

[Levels 9 and 10 47](#_Toc174949112)

[Curriculum – 7–10 Sequence 56](#_Toc174949113)

[7–10 Sequence: Levels 7 and 8 56](#_Toc174949114)

[7–10 Sequence: Levels 9 and 10 66](#_Toc174949115)

# Introduction

## Rationale

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

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

Learning Korean develops learners’:

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

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

Korean migration has made a significant contribution in shaping multicultural Australia. There have been an increasing number of Korean-speaking communities established throughout Australia since the late 1960s. Korean language has been taught in Victorian schools and universities since the early 1990s. The influences of and interest in Korean cuisine, as well as popular culture, such as K-pop, cosmetics, films and television shows, are increasingly evident in Australian society.

Learning Korean enhances students’ understanding of different alphabets and writing systems, and their own language(s), and develops an appreciation of the language and cultures of Korean-speaking communities. It also enriches travel experiences, increases employment opportunities, and promotes understanding of diverse attitudes, beliefs and values.

Learning Korean provides opportunities for students to engage socially, culturally and economically in many domains, such as business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.

## Aims

The 4 interrelated aims of the Korean language curriculum are to develop knowledge, understanding and skills to ensure students:

* communicate in Korean
* understand the relationship between language and culture
* develop intercultural capabilities
* understand themselves as communicators.

## Structure

### Pathways

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

### Sequences

Korean is presented in 2 sequences that offer different entry points into language learning:

* F–10 Sequence, for students who begin to learn the language in Prep and continue to Year 10
* 7–10 Sequence, for students who begin to learn the language in Year 7 and continue to Year 10.

The VCAA acknowledges that these 2 sequences do not necessarily represent the variety of entry points into the curriculum. Teachers can use the sequences flexibly to meet the needs of their students by making appropriate adjustments to differentiate learning experiences and cater for learners of different backgrounds.

The F–10 Sequence is presented in 5 bands, beginning with Foundation to Level 2, followed by Levels 3 and 4, Levels 5 and 6, Levels 7 and 8, and Levels 9 and 10. The 7–10 Sequence is presented in 2 bands: Levels 7 and 8, and Levels 9 and 10.

### Strands and sub-strands

Content in Korean is organised under 3 interrelated strands, each with a number of sub-strands (as shown in Table 1).

Table 1: Strands and sub-strands within the Korean curriculum

| Strand | **Engaging with Korean Language and Culture (F–2 only)** | **Communicating Meaning in Korean** | **Understanding Language and Culture** |
| --- | --- | --- | --- |
| Sub-strands | Engaging with Korean languageEngaging with Korean culture | Interacting in KoreanMediating meaning in and between languagesCreating text in Korean | Understanding systems of languageUnderstanding the interrelationship of language and culture |

#### Engaging with Korean Language and Culture

This entry-level strand appears in Foundation to Level 2 only. It involves students’ early exploration of and play with language learning. There are 2 sub-strands.

##### Engaging with Korean language

Developing receptive language skills in the classroom environment; exploring, noticing, listening and recognising, and then progressing to responding and using oral communication.

##### Engaging with Korean culture

Exploring and noticing connections between language and culture.

#### Communicating Meaning in Korean

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

##### Interacting in Korean

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

##### Mediating meaning in and between languages

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

##### Creating text in Korean

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

#### Understanding Language and Culture

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

##### Understanding systems of language

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

##### Understanding the interrelationship of language and culture

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

### Achievement standards

Achievement standards describe what students are typically able to understand and do, and they are the basis for reporting student achievement.

In Korean, students progress along a learning continuum. The learning sequence undertaken by students will determine the number and progression of achievement standards:

* F–10 Sequence – the first achievement standard is provided at Level 2 and then at Levels 4, 6, 8 and 10
* 7–10 Sequence – the first achievement standard is provided at Level 8 and then at Level 10.

### Content descriptions

In Korean, content descriptions sequence and describe the knowledge, understanding and skills that teachers need to teach and students are expected to learn.

### Elaborations

Elaborations are examples that provide guidance on how the curriculum may be transformed into a classroom activity or learning opportunity. They are provided as advisory material only.

## Learning in Korean

Korean is pitched to second and additional language learners, who are the dominant group of Korean language learners in the current Australian context.

Students of Korean in Victorian schools come from a range of backgrounds. Most students will be learning Korean for the first time, while some may have existing connections to Korean through early learning experiences or as background Korean speakers.

### Korean language

Korean is a phonetic language that has its own alphabetic writing system called Hangeul. Hangeul consists of 24 basic letters, comprising 14 consonants and 10 vowels, which are combined to form sounds. Hangeul letters are grouped into syllable blocks, with each block typically representing a single syllable. Each syllable block is composed of at least one consonant and one vowel, arranged in a specific manner.

Hangeul was created by King Sejong the Great, based on philosophical principles. In forming the vowels, the 3 elements of Heaven (•), Earth (ㅡ), and Human (ㅣ) are combined. Additionally, the consonants in Hangeul are designed to represent the shape of the speech organs used to produce each sound, such as lips, teeth, tongue and throat.

Korean syntax follows a subject+object+verb (SOV) order; however, the order can be flexible if the verb-final rule is observed, and contextually understood elements may be left unexpressed in Korean discourse. Various particles or suffixes are attached to nominals or verb stems to express a range of grammatical, semantic or pragmatic information.

Korean also incorporates many loan words. These words are adapted to fit Korean phonology and are often written in Hangeul.

Students learn about Korean culture, as well as how to use the language in culturally appropriate ways. Honorifics are one of the important features of Korean. Students learn how to express their thoughts with cultural bearing through the systematic use of honorifics and through non-verbal behaviour that corresponds to the chosen honorific.

### Macro skills

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

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

The macro skills are strongly aligned to all 3 strands in the Korean curriculum (as shown in Table 2) and are implicit in the content of the sub-strands and across the content descriptions.

Table 2: The relationship between macro skills and strands within the Korean curriculum

|  |  |
| --- | --- |
| Strand | Macro skills |
| Listening | Speaking | Reading | Writing | Viewing |
| Engaging with Korean Language and Culture | ü | ü |  |  | ü |
| Communicating Meaning in Korean | ü | ü | ü | ü | ü |
| Understanding Language and Culture | ü | ü | ü | ü | ü |

### Texts

Students use a wide range of texts designed for language learning, such as textbooks, teacher-generated materials and online resources. Learning is enriched by exposure to a range of authentic Korean texts, such as websites, films, stories, songs, television programs, advertisements and magazines.

Texts can be spoken, written, viewed or multimodal, and in print or digital/online forms. They include all forms of augmentative and alternative communication; for example, gestures, real objects, photographs and images. Multimodal texts combine different modes of communication such as images and written or spoken language.

Texts provide important opportunities for learning about languages and cultures. Purposeful activities can be organised around texts to meet the needs of the students in the classroom. Many of the tasks that students undertake in and out of school involve understanding and producing texts in everyday and workplace contexts.

Teachers are best placed to guide the selection of texts for students to listen to, read, view, write and create. The texts and resources will become increasingly sophisticated and varied as students progress through their schooling.

Teachers in government schools should refer to the [Department of Education social media use policy](https://www2.education.vic.gov.au/pal/social-media/policy) if using social media texts, such as blogs, with students. Teachers in Catholic and independent schools should refer to their sector authorities for advice on social media policies.

### Intercultural understanding

In the Languages curriculum 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 Korean, English and/or their own existing language(s). It is a reciprocal and dynamic process that develops language use and intercultural awareness and understanding.

### The use of Korean and English

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

# Curriculum – F–10 Sequence

## Foundation to Level 2

### Band description

In Foundation to Level 2, Korean language learning builds on the Victorian Early Years Learning and Development Framework and each student’s prior learning and experiences with language. In the early stages, the focus is on engagement through imagination and play-based learning. Students first engage with the language and culture through listening, speaking and action-related learning activities. They participate in shared listening and viewing of multimodal texts that reflect the language and cultures of Korean-speaking communities.

Students learn to communicate with others, and a focus on play is a strong feature throughout this band. They imitate the sounds, shapes and patterns of spoken Korean, and receive extensive support through modelling, scaffolding and revisiting their learning as their understanding develops. Learners explore the written language, beginning with reading a variety of texts and progressing to creating their own texts about their personal world as they develop their linguistic skills.

Through engaging with texts of increasing depth and complexity, students are given opportunities to expand their linguistic repertoire. They develop their vocabulary, and identify and explain their understanding of language and grammatical features using simple metalanguage.

Culture and language are intertwined throughout every facet of language learning, and students discover that what is familiar to one person can be new to another.

### Achievement standard

By the end of Level 2, students identify the different sounds and rhythms of the Korean language by listening to and viewing a variety of texts. They compare these sounds with other languages, noticing how pronunciation changes and discovering how languages are influenced by each other. They explore Korean through play, first imitating sounds and patterns, then replicating expressions and phrases, before producing responses using formulaic and familiar language. They recognise that Korean sounds are represented by Hangeul, and they can match these with words and images, and combine them to create meaning. They develop and expand their vocabulary, from simple sounds to frequently used words and phrases, using the pronunciation and intonation patterns of spoken Korean. They expand their repertoire of Korean words and phrases through listening and reading, and then progress to creating simple sentences and responses using modelled language.

Students identify familiar words and phrases to obtain meaning from a variety of multimodal texts relating to their personal world. They begin to explain their understanding of the features and grammatical structures of Korean using simple metalanguage. They start to develop written competence by copying Hangeul, and then produce the language using simple words and phrases with support. They respond to texts using frequently used words, phrases and sentence patterns in both written and spoken language. They apply their understanding of some of the conventions and features of the written Korean language. They use common grammatical structures to create their own simple texts, with the support of visual and/or spoken cues.

Students explore and recognise the influence of culture on language and identity. They recognise that Korean is spoken in communities and regions in Australia and around the world, and relate this to their own language(s) and culture(s).

### Content descriptions and elaborations

#### Strand: Engaging with Korean Language and Culture

##### Sub-strand: Engaging with Korean language

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| notice that Korean looks and sounds different to other languagesVC2LK2E01 | * looking at Hangeul words and listening to Korean words, recognising that Korean is a different language from English
* understanding that Korean is spoken by people in the Korean Peninsula as well as other countries, including Australia
* participating in songs and chants by singing and performing actions, for example, the ‘가나다라’ song and greeting songs
* playing colour-matching games to explore how to describe different colours in Korean, for example, the teacher showing 노란색 colour paper and asking students to find objects of the same colour in the room; cutting papers to make the shapes of Hangeul; talking about the shapes of Hangeul then comparing the shapes to the English and/or another language’s alphabet
* exploring the different languages spoken by members of the class, and listening to the different sounds and ways of saying common expressions such as ‘Good morning’ or ‘My name is …’
* responding to imaginative texts, such as stories, rhymes and songs, through play-acting, illustration or movement
* using the numbers 0–10, for example, counting aloud with a teacher; tracing numbers on paper or in the air; making numbers with playdough
* tracing simple words in both Korean and English, noticing similarities and differences
* making a dance routine to represent Hangeul shapes in the order of ㄱㄴㄷㄹ
* sharing what shapes or objects Hangeul letters remind them of (e.g. ㅎ looks like someone wearing a hat; ㅁ looks like a square), and listening to and watching the teacher’s description of shapes and colours to draw the same shapes and colours
 |
| develop oral language skills through exploring and listening to the sounds and patterns of the languageVC2LK2E02 | * singing the sounds of letters or syllable blocks of Hangeul and noticing that the sounds in Korean may be similar to or different from the sounds in English
* singing popular children’s songs in Korean and understanding the meanings associated with the English translation, for example, the birthday song or the ‘Heads and shoulders, knees and toes’ song
* reproducing the sounds and rhythms of Korean rhymes and songs with a teacher by reciting, singing and imitating, for example, ‘리리리자로 끝나는 말은’ 오리, 소리, 다리, 우리, 보따리
* engaging with new sets of vocabulary by making concrete associations with them, such as touching and identifying colours in the classroom, or touching and identifying soft-toy animals and naming them
* discussing likes and dislikes such as colours, animals, foods, sports and hobbies, possibly using images, props or digital prompts
* facilitating turn-taking and sharing by integrating Korean language expressions into aspects of their play with classmates
* rehearsing familiar onomatopoeia in animal sounds, for example, 멍멍, 야옹, 음매, 짹짹
 |
| recognise and respond to greetings, instructions and language relating to their personal world using one- or 2-word responses and/or single-idea phrases VC2LK2E03 | * participating in routine exchanges such as responding to the class roll call, expressing thanks, greeting and taking leave, for example, 네, 아니요, 감사합니다, 안녕하세요, 안녕히 계세요, 안녕히 가세요
* learning how to greet others, using appropriate forms of address and body language, for example, 안녕 with handwaving; 안녕하세요 with bowing
* responding to basic classroom instructions with appropriate actions, for example, 손 드세요 ; 앉으세요 ; 일어 나세요
* exploring different languages and cultures of class members and identifying different ways of expressing common words or phrases, such as yes/no, hello/goodbye
* watching simple clips showing cultural activities and events in Korean-speaking communities and sharing their responses in guided discussions
* participating in simple dialogues through play-acting, using toys and books, and practising greetings
* recognising and making simple requests, for example, 안녕하세요 ; 오이 주세요 ; 바나나 주세요 ; 여기 있어요 ; 안녕히 가세요
 |

##### Sub-strand: Engaging with Korean culture

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| explore connections between language and culture through play and/or imagination VC2LK2E04 | * engaging with traditions and customs from Korean-speaking communities, for example, decorating a classroom to celebrate 어린이날 or making a paper drum and participating in a performance for 사물놀이
* sharing words and phrases they know in other languages and cultures with the class
* engaging actively and sharing the enjoyment of language, culture and texts in a range of ways, for example, listening to and responding to stories, cultural displays and experiences
* using gestures, facial expressions and body language through games such as charades, or by incorporating them into stories, plays or songs to enhance meaning
* noticing how local names of streets, places and landmarks can have their origins in language(s) of Aboriginal and Torres Strait Islander Peoples, identifying the meanings of these place names, for example, ‘You Yangs’ comes from the Wadawurrung words Wurdi Youang, meaning ‘big hill’, and then discussing the names of Korean landforms that also denote physical characteristics, such as 부산 (Pusan) which has the Sino-Korean meaning of ‘Cauldron Mountain’
* recognising that music, dance, food, celebrations and games are connected to culture, such as eating 떡국 (rice cake soup), playing 연날리기 (kite flying game) or 흔들북 (drum) for New year
* making traditional Korean patchwork (조각보) using different coloured paper while practising naming the shapes and colours used in their artwork
* reading Korean folktale picture books written in English and talking about differences and similarities of other famous folktales from around the world
 |

#### Strand: Communicating Meaning in Korean

##### Sub-strand: Interacting in Korean

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| communicate using formulaic and modelled language relating to aspects of their personal worldVC2LK2C01 | * exchanging simple greetings using appropriate expressions and body language, for example, 안녕하세요? (with a bow), 반가워요 ; 안녕? (with handwaving) 반가워 , and using Korean words and phrases as greetings or farewell, for example, 안녕하세요? ; 안녕히 가세요 / 계세요 ; 안녕? ; 안녕 / 잘 가 / 잘 있어
* conducting simple conversations about familiar objects, for example, bringing their favourite toy and doing a short show-and-tell; answering simple questions such as 뭐예요? -예요 / 이에요
* talking about themselves and the immediate environment using modelled language, simple sentence structures, familiar vocabulary, resources and supporting gestures, for example, 우리 학교예요. ; 우리 집이에요. ; 여기는 교실이에요. ; 교실에 컴퓨터가 있어요. ; 저는 -예요 / 이에요.
* recognising and responding to simple questions using 네 / 아니요 to express agreement or disagreement, for example, 한국어 공부해요? 네. ; 김치를 좋아해요? 아니요.
* sharing information about themselves or another person, and belongings such as describing a person, for example, 마이클이에요. ; 선생님이에요. ; 김치 좋아해요.
* responding with appropriate actions to simple instructions, such as 따라하세요. ; 일어나세요. ; 앉으세요. ; 인사하세요.
* interacting in routine exchanges using simple sentence structures in a phone conversation role-play (e.g. ... 있어요 / 없어요, and words such as 네 / 아니요), for example, 미나 있어요? 네. ; 철수 있어요? 아니요. ; 연필 있어요? 아니요, 없어요.
* asking about, and expressing likes and dislikes about, topics such as animals, for example, 뭐 좋아해요? 고양이를 좋아해요. ; 곰 좋아해요? 곰 안 좋아해요.
* recognising and using simple spoken exchanges in Korean, including appropriate gestures, for example, how to bow and make hand gestures when saying 안녕하세요?
* recognising differences in greetings and expressions in different social settings, such as with people of different ages and/or different degrees of familiarity, for example, 네, 맞아요. as opposed to 응, 맞아.
 |
| participate in a range of guided language activities using formulaic expressions, and visual and spoken cuesVC2LK2C02 | * participating in songs, rhymes or chants by singing and repeating with actions, for example, 가나다 노래 ; 안녕 노래
* practising vocabulary, for example, practising high-frequency verbs using flashcards with images and/or written words, and using gestures to accompany the verbs where appropriate
* using a pocket chart with individual words and accompanying images to scaffold sentence building
* using a scaffold to interchange sentence content and using accompanying images to make concrete connections
* making simple requests with chants or rhymes using … 주세요 and expressing thanks using 감사합니다 or 고맙습니다, with students taking turns answering in a play-based activity such as a role-play of shopping at a market, for example, 호떡 하나 주세요. 여기 있어요. 감사합니다.
* participating in shared reading, expressing opinions and responding to questions about a text, for example, 그림 보세요, 뭐있어요? 산 있어요. ; 뭐 보여요? 사람 보여요. ; 좋아요? 네. ; 재미있어요? 아니요. ; 어때요? 좋아요, 재미있어요.
* sharing in the retelling of stories, rhymes and songs through mime or dance in a class performance, or creating a class big book, sequencing main events using key words, phrases and pictures
 |

##### Sub-strand: Mediating meaning in and between languages

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| locate key information in a variety of texts with support, and respond using gestures, images, words and/or formulaic phrasesVC2LK2C03 | * demonstrating understanding and early literacy skills by labelling, matching, clicking and dragging, drawing, miming and using gestures to locate and use information, for example, using magnetic pictures with Korean words on a whiteboard to categorise items under different headings
* responding, in Korean or English, to questions about a text, using contextual and visual cues (e.g. listening to a story or viewing a text and identifying and using key words), for example, reading a story that includes body parts and then playing Simon says or labelling a body picture with 머리, 손, 발, 머리
* collecting information from others in a class survey on a topic (e.g. favourite foods), and sharing the information with the class, for example, 안나는 피자를 좋아해요 ; 존은 비빔밥을 좋아해요.
* listening to and viewing different types of simple texts (e.g. songs, chants, advertisements, stories) in Korean, and identifying the text type, recognising that texts are used for different purposes and identifying key features of texts when used for different purposes, for example, the phrase 좋아해요 is used in advertisements rather than in a news story
* responding to texts by sequencing pictures and simple text in the order that events occurred, or by creating a storyboard to retell a story or information
* recognising that gestures and body language are integral to communicating for Aboriginal and Torres Strait Islander Peoples, and showing examples of how gestures and body language are also integral to communicating in Korean and the language(s) they may speak at home
* responding to texts such as digital texts, short videos, stories, rhymes and songs, through play-acting, illustrating, facial expressions or movement, using key words or formulaic phrases
 |
| explore and make meaning from sounds, words and phrases for familiar objects or terms in Korean through play, and discover how languages influence each otherVC2LK2C04 | * noticing formalities in the Korean classroom such as greetings and formulaic expressions, for example, using 안녕하세요? ; 안녕히 가세요 / 계세요 ; 안녕? ; 안녕 ; 잘 가 / 잘 있어
* including some Korean words and expressions in English conversation when it feels appropriate (e.g. 선생님; I don’t understand; 도와 주세요), noticing changes in behaviour or body language when speaking Korean
* making traditional Korean toys such as 딱지 and practising using common game terms, for example, 이겼다, 졌다, 내 차례
* playing well-known children’s games such as hide-and-seek with classroom objects, or 4-square, but using only Korean expressions to communicate
* performing role-plays, such as buying fruits and vegetables, or acting as a character from a story that is familiar to the class
* playing Korean children’s games and learning to respond to simple instructions, for example, ‘무궁화 꽃이 피었습니다’ and ‘즐겁게 춤을 추다가 그대로 멈춰라’
* teaching a family member some Korean expressions or songs such as ‘학교 종’ or ‘생일 노래’ and reporting to the class what they were able to teach
* following instructions in language games such as 코코코 놀이 or 빙고 게임, for example, 코코코 눈! ; 코코코 입!
 |

##### Sub-strand: Creating text in Korean

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| create spoken and written texts using words, familiar phrases and modelled languageVC2LK2C05 | * developing a practice conversation to introduce themselves or others, for example, 안녕하세요? 저는 미나예요. ; 만나서 반가워요. 이 친구는 -예요 / 이에요.
* copying and tracing Hangeul letters, syllable blocks and some simple sentences to match a picture, for example, ㄱ, 가, 강, 강 있어요
* creating bilingual captions in Korean and English, for example, a photographic display with handwritten Korean and English captions to present to parents or others about a class event or personal experience such as a sports day or birthday
* matching bilingual captions/labels to images of Aboriginal or Torres Strait Islander Country or Place locations in their local area or elsewhere in Australia
* creating a bilingual picture dictionary or making flashcards to use in the classroom for objects such as classroom items (e.g. 창문, 책) and classroom instructions (e.g. 들으세요, 읽으세요, 여기 보세요, 조용히 하세요)
* creating a survey or tally of members of the class (e.g. what fruits they like/dislike or their birthday month) and then creating a display wall with pictures and captions
* recreating stories, rhymes or songs through mime, dance or drawing using simple captions, for example, changing the ending of a story or characters within it and presenting the updated story in a performance
* choosing a character, animal or persona and introducing themselves as that character, using modelled language, for example, 저는 인어공주입니다. 바다에 살아요.
* creating and displaying their own or group big books, storyboards or digital texts based on familiar contexts, for example, a digital or physical poster that uses simple descriptive sentences such as 엄마 상어 웃겨요. 아빠 상어 커요.
 |

#### Strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| imitate the pronunciation and intonation of spoken Korean, and understand how Hangeul sounds are produced and representedVC2LK2U01 | * comparing Korean and English words used in class to recognise that Korean has its own words, sounds and gestures that are used to make meaning, for example, comparing how Korean students greet teachers and other students to Australian students using English
* deconstructing vowels and consonants in a letter to pronounce a syllable block, for example, deconstructing 감 to ㄱ, ㅏ, ㅁ and sounding ‘g’, ‘a’, ‘m’ to pronounce 감 as ‘g-a-m’
* developing pronunciation, phrasing and intonation skills by singing, reciting and repeating words and phrases in context
* recognising familiar loan words originating from other languages (e.g. 피아노, 코알라, 초콜렛, 아이스크림) and practising appropriate Korean pronunciation and emphasising syllable blocks
* differentiating between Korean and English sounds such as comparing names in Korean and English (e.g. 소피 compared with Sophie, 샘 compared with Sam) and using Korean pronunciation when referring to peers in class
* understanding the letter and sound relationship in Hangeul (e.g. ㅁ is pronounced as ‘m’) by playing a matching game where half of the students in class are given Hangeul letter cards and the other half are given matching English sounds, and the students try to find their matching partner
 |
| identify sound combinations to produce simple words, and then an increasing number of frequently used words and phrases VC2LK2U02 | * differentiating Hangeul from other forms of written expression such as the Roman alphabet, and identifying languages that may be spoken by students within the class
* noticing that the Korean copula alternates between 2 forms, –예요 and –이에요, and using it with their own names, for example, 케이트예요. ; 마이클이에요.
* recognising 요 as the informal polite sentence ending and identifying that it is most commonly used to show mutual respect in Korean-speaking communities, for example, ending sentences with 요 to be respectful and making this a class norm with teachers modelling it (e.g. 따라하세요 and 안녕하세요?)
* comparing different social situations and using the correct reference to themselves, for example, 저 is used to refer to self and 저는 is used when talking to the teacher; 나 is the casual way to refer to self and 나는 is used when talking to friends
* identifying that a noun or a pronoun followed by a basic case marker such as -은 / 는, -이 / 가 or -을 / 를, is a chunk which has a syntactic function in a sentence, for example, 우리는, 우리가 or 우리를
* understanding how to make a simple question using a common question word, for example, 뭐 좋아해요?, and practising changing simple phrases into simple questions using set of rules
* using high-frequency verbs in a variety of contexts
 |
| recognise and explore how Hangeul and features of language are used to construct meaning in KoreanVC2LK2U03 | * understanding that Hangeul order is different from Roman alphabetical order, for example, 가, 나, 다, 라, ... as opposed to a, b, c ...
* recognising Hangeul stroke order in writing syllable blocks
* matching Korean and English texts, for example, having name tags of students in both Korean and English
* noticing loan words in Korean originating from other languages, such as English, that have the same meaning, for example, 테니스, 컴퓨터, 코알라, and identifying similarities and differences in how to pronounce and spell those words
* listening to and viewing the Roman alphabet and Hangeul and comparing how sounds are represented
* understanding that syllable blocks are made up of at least one consonant and one vowel and that each syllable takes up one space in a written format, for example, 자전거 has 3 syllables and takes up 3 spaces
 |
| identify that written and spoken Korean has grammatical structures and other language features that may be similar to or different from English and/or other languagesVC2LK2U04 | * reading simple texts in Korean with support, and noticing similarities and differences between Korean and English text structure such as sentence structure and word order, for example, a verb is located at the end of a sentence in Korean
* watching a Korean folktale presented in a language other than Korean or English, and noticing similarities and differences between the sounds of each of the languages
* asking students who speak or are familiar with a language other than Korean or English to say a word, phrase or sentence (e.g. ‘I am going to school’) and comparing the grammatical structure of those languages to Korean and English, discussing the similarities and differences
* translating words or phrases used in everyday situations from Korean into English and vice versa, noticing how some words do not have a direct translation (e.g. 잘 먹겠습니다, 잘 먹었습니다, 어서 오세요) and thinking about the context, not just the words and phrases when translating
* recognising that spoken Korean uses intonation to show the function of the sentence, whereas punctuation is used in written Korean, for example, using a rising intonation at the end of a spoken question as opposed to a question mark in a written format
* talking about the use of punctuation and intonation in different languages such as Vietnamese and Chinese
* recognising plurals are shown by adding 들 after a noun (e.g. 친구들, 음식들) and identifying that it is similar to adding the letter ‘s’ to English nouns to make them plural
* identifying that punctuation rules are the same in written Korean and written English
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##### Sub-strand: Understanding the interrelationship of language and culture

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| reflect on how language, culture and identity are interconnected and discuss how Korean-speaking communities are similar to or different from othersVC2LK2U05 | * noticing that there are different ways to greet people in Korean, recognising similarities with and differences from greetings in their own language(s) and culture(s)
* understanding that the world contains many different languages spoken by many different communities of speakers and that many people in the world speak more than one language, for example, introducing themselves in whichever language(s) they speak; creating a classroom display with a photo or picture of each student in the class and speech bubbles saying ‘I speak …’ in Korean
* comparing gestures and body language associated with language use in different cultures, for example, bowing and saying 안녕하세요? when greeting in Korean; learning different ways of kissing on the cheek when saying bonjour in French-speaking cultures; understanding hongi, pressing noses, and saying kia-ora in a traditional Māori greeting
* sharing different cultural and religious holidays students celebrate at home and sharing different Korean holidays and holiday greetings
* noticing changes in behaviour or body language when speaking Korean, for example, passing an object to the teacher using 2 hands while saying 선생님, 여기 있어요.
* identifying symbols and colours used by Aboriginal and Torres Strait Islander Peoples and by Korean-speaking communities in a range of contexts, for example, identifying the colours on a range of flags from different countries and communities in Korean, and discussing what the colours represent in English
* naming languages they have encountered in everyday life, for example, conducting a class survey to create a list of the languages spoken by their neighbours or classmates
* showing examples of how gestures and body language are similar or different in Korean to the language(s) they speak at home
 |
| identify where Korean is used around the world and recognise that there are many different languages spoken in communities throughout Australia VC2LK2U06 | * researching the countries where different languages are spoken and discussing why the world has many different languages
* surveying peers about cultural backgrounds or connections, creating a culture representation map for the class and sharing which languages are used at home or with extended families, in television shows students watch, or by extended family members who live in different countries
* identifying Korean foods they have tried or heard of and viewing Korean food products available in Australian supermarkets
* discussing where they heard about Korea and where they heard Korean being used outside of Korean classes
* learning about the Korean diaspora and mapping where Korean communities are located worldwide
* learning about famous Korean singers, actors or sports people and finding out about where they live(d) or work(ed), for example, 손흥민, 방탄소년단
* learning about various language-speaking communities in Australia and talking about different cultural and religious festivals organised and held by these community groups
* listening to popular Korean songs that are translated into English such as ‘Baby shark’ and sharing any other popular Korean songs or culture they are familiar with
* recognising that languages and communities have different protocols regarding the use of terms of respect, for example, there are ways of addressing Aboriginal and Torres Strait Islander Peoples using familial terms (e.g. Uncle, Aunty) depending on the relationship, and comparing these terms with those in Korean and/or other languages
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## Levels 3 and 4

### Band description

In Levels 3 and 4, Korean language learning builds on each student’s prior learning and experiences with language. Students communicate and work in collaboration with their peers and teachers through purposeful and creative play in structured activities that involve listening, speaking, reading, writing and viewing. They use Korean to interact with their peers and teachers and to participate in activities in familiar settings that reflect their interests and capabilities. They use local and digital resources to explore Korean-speaking communities. They continue to receive extensive support through modelling, scaffolding and repetition, as well as the use of targeted resources.

Students develop active listening skills and use gestures, words and modelled expressions, imitating the sounds, pronunciation and intonation of Korean. Students read and write Hangeul with support; they locate information, respond to and create texts using written and spoken Korean. They access authentic and purpose-developed Korean-language texts such as picture books, stories, songs, digital and animated games, timetables, recipes and advertisements. They recognise the interconnected nature of language, culture and identity.

### Achievement standard

By the end of Level 4, students use Korean to initiate structured interactions and share information related to the classroom and their personal worlds. They use modelled language to participate in spoken and written activities. They locate and respond to key items of information in texts, using strategies to help interpret and convey meaning in familiar contexts. They use modelled language and basic grammatical structures to create texts in Hangeul, with support.

Students imitate Hangeul sounds, pronunciation and intonation patterns of spoken Korean. They demonstrate their understanding that Korean has non-verbal, spoken and written language conventions and rules to convey meaning. They recognise that some terms have cultural meanings. They identify patterns in Korean and make comparisons between Korean and English, using simple metalanguage. They understand how aspects of language and culture contribute to their own and others’ identity.

### Content descriptions and elaborations

#### Strand: Communicating Meaning in Korean

##### Sub-strand: Interacting in Korean

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| initiate exchanges and respond to modelled questions about themselves, others and the classroom environment, using formulaic expressions VC2LK4C01 | * using simple descriptive language and supporting resources to introduce family members and friends such as identifying relationships (e.g. 우리 엄마예요, 친구예요) or cultural backgrounds (e.g. 호주 사람이에요, 한국 사람이에요)
* viewing images of particular occasions, situations or times of day, and deciding which greetings and expressions would be appropriate for the situation or role-playing an interaction in that scenario
* learning common ways to join and maintain a conversation, such as asking a question (e.g. 질문 있어요) and requesting repetition (e.g. 다시 말해주세요)
* initiating conversation through questions while playing social bingo or other ice-breaker games, for example, 이름이 뭐예요? ;몇 살이에요? ; 뭐 제일 좋아해요?
* practising responses to everyday questions, for example, selecting random questions written on icy pole sticks or generated by a digital program and replying to them using a variety of answers
* participating in real or simulated situations such as borrowing and lending stationery items using simple Korean expressions, for example, 지우개 있어요? 아니요, 없어요. ; 연필 빌려 주세요. 네, 여기 있어요.
* exchanging simple correspondence such as notes, invitations or birthday cards in print or secure digital form (mock text messages), for example, 누가 생일 파티에 와요? 제니요. ; 언제 파티해요? 내일 해요.
 |
| participate in activities that involve expressing interests and exchanging information, using a range of familiar phrases and modelled structuresVC2LK4C02 | * engaging in conversations with peers in group activities, for example, taking turns to ask questions in number or word guessing games (e.g. 몇이에요? ; 숫자 뭐예요? ; 이게 뭐예요? ; 저게 뭐예요?) and giving simple answers (e.g. 사예요 ; 삼이에요 ; 의자예요 ; 책상이에요)
* interacting in shared activities such as games, role-plays and chants/rhymes, for example, students taking turns role-playing the teacher and giving classroom commands
* participating in shared or group reading, taking turns to read, and discussing questions about the content
* making matching cards or digital games to play with peers, using Korean and English words or images regarding topics such as days of the week, months, seasons or vocabulary associated with weather, for example, 여름 (summer), 더워요 (it is hot), 수영복 (swimsuit)
* following instructions given in Korean (e.g. 해 보세요, 들으세요, 쓰세요, 말하세요, 읽으세요) to complete a task such as making a craft item with peers
* collaborating and contributing to presentations such as developing part of a presentation of a Korean item for a class show-and-tell, or creating part of a digital presentation about some aspects of a significant cultural event or celebration, for example, 태극기, 설날 음식, 설날 놀이
* complimenting and encouraging peers while planning an activity, for example, 맞아요. ; 아주 잘했어요. ; 좋은 생각이에요.
* creating a class profile with information collected from peers, for example, creating a chart or database to identify favourite sports, foods or colours
* praising each other (e.g. (아주) 잘했어요) when working collaboratively with the class on tasks that require following instructions, for example, cooking or other step-based activities such as crafts or drawing tasks
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##### Sub-strand: Mediating meaning in and between languages

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| locate and respond to key information related to familiar content obtained from spoken, written, viewed and multimodal texts VC2LK4C03 | * listening to short spoken texts and identifying key information based on context such as identifying the patient’s name, age and symptoms in a hospital role-play containing some unfamiliar language, for example, 자, 앉으세요. 이름이 뭐예요? 유미예요. ; 몇 살이에요? 10 살이에요. ; 어디 아파요? 배가 아파요. ; 뭐 먹었어요? 어제 아이스크림을 많이 먹었어요.
* compiling and reporting information such as surveying peers and making a shared class graph to identify favourite sports, foods or colours, for example, 안나는 피자를 좋아해요. ; 마크는 비빔밥을 좋아해요. ; 아루나는 피자를 좋아해요. ; 피자가 제일 인기 있어요.
* collecting information about a topic from various sources of spoken, written, viewed and/or multimodal texts, including online resources such as interviews, surveys or brochures, and answering interview questions about the topic
* learning that Aboriginal and Torres Strait Islander Peoples used symbols to record stories and thinking about how Koreans would have used viewed language, such as symbols, to represent objects or stories before the invention of Hangeul
* obtaining and using factual information from spoken, written, viewed and multimodal texts related to other learning areas to gather information related to a topic, for example, reading or watching video clips about a science experiment method; looking at maps for geography; viewing old paintings for art
* reading and listening to stories or texts and responding by playing silent mime games to represent key characters or vocabulary in the story using body language
* viewing segments of television programs or a role-play of everyday interactions without sound and identifying or guessing what is happening by focusing on movement and gestures, for example, watching an apology, then identifying and practising the matching body language
* listening to, reading and viewing texts such as traditional Korean tales (e.g. ‘호랑이와 곶감’ or ‘흥부와 놀부’) in different formats, including digital texts, and giving a personal response in Korean language, for example, 무서웠어요. ; 정말 재미있었어요. ; 또 얘기해주세요. ; 저도 곶감 좋아해요.
* listening to, reading and viewing stories and responding to questions about characters, ideas and events, for example, illustrating and captioning aspects of the texts
 |
| develop strategies to comprehend and produce Korean, adjusting language to convey meaning and/or intercultural understanding in familiar contextsVC2LK4C04 | * producing bilingual word lists or flashcards by identifying known Korean words or expressions and relating them to English equivalents and vice versa, noticing that direct translation sometimes cannot be achieved
* viewing photos of people interacting and predicting the dialogue in English and in Korean, identifying what would be similar and/or different between the 2 languages
* participating appropriately in familiar situations such as greetings or self-introductions, and identifying the different uses of language in specific contexts, for example, using polite formal forms 저는 민수예요 and 네 with the teacher; using informal forms 나는 민수야 and 응 with peers
* translating Korean texts such as 노크하세요,understanding how meaning changes when translated into English and how some Korean expressions demonstrate cultural differences
* discovering individual words and expressions that may be interpreted differently by people who do not know Korean culture, for example, 우리 집, 우리 선생님
* watching interactions in Korean and identifying appropriate gestures that accompany language, for example, passing objects with both hands to show respect to a teacher or other adults and elders
* identifying words that change their meaning such as 집 (home/house), depending on context, for example, 집에 가요 (I’m going home) as opposed to 우리 집이에요 (This is our house)
* exploring adjectives and descriptions in Korean and English for familiar topics, identifying words with similarities or differences in meaning between the 2 languages, for example, a description about a friend 수미는 착해요. ; 착한 아이예요. meaning ‘kind’ in English and ‘good, nice, helpful and kind’ in Korean
* 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 verbal and non-verbal language in English and/or other languages
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##### Sub-strand: Creating text in Korean

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| create and present spoken and written texts using formulaic expressions, simple phrases and sentences, and modelled textual conventionsVC2LK4C05 | * presenting information on topics of possible interest to similar-aged Korean-speaking peers, for example, creating a multimodal presentation about popular sports or pets in Australia
* creating individual texts such as comics, diary entries and short stories, using modelled language to express their own ideas and real or imagined experience (e.g. developing a comic with Korean language dialogue about going shopping to buy a friend’s birthday gift), creating and illustrating short informative texts (e.g. creating a caption for a hand-drawn picture, 우리 집 강아지는 갈색이고 귀여워요.)
* creating simple descriptions of geographical characteristics or places of cultural significance in Korean and matching them to known Aboriginal and Torres Strait Islander Country or Place locations in their local area or elsewhere in Australia
* creating a personal profile introducing themselves using spoken or written forms of Korean language to identify their role(s) or membership(s) in groups such as friends, family, class and school, accompanied with illustrations using appropriate labels, for example, 친구, 우리 가족, 우리 반, 우리 학교
* creating and performing alternative versions of stories or action songs, using voice, rhythm and gestures to animate characters, or using drawings or story maps to create visual context, for example, changing the ending of ‘호랑이와 곶감’
* producing and presenting picture/digital books or short scripted plays or animations that use favourite Korean words and expressions, for example, 우와, 정말 최고예요. ; 정말 싫어요. ; 진짜?
* composing, modifying and completing their own versions of skits, chants and songs with teacher guidance and scaffolding, for example, reinventing the Possum Magic book as Tiger Magic; telling the story of a real or imagined trip around Korea
* designing simple written and multimodal correspondence (e.g. invitations, greeting cards) in print, such as writing a Parents’ Day card incorporating formulaic expressions, simple phrases and sentences, and modelled textual conventions, for example, 엄마 아빠 사랑해요. ; 감사해요.
* identifying differences between written and spoken texts, for example, comparing a written Korean folktale such as ‘심청전’ with a spoken or sung version
* comparing how texts within the same mode can differ, such as a birthday card and a set of instructions for a game on a card
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#### Strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| recognise sound combinations, and use patterns of pronunciation and intonation to form words, phrases and simple sentencesVC2LK4U01 | * practising reading and pronouncing combinations of Hangeul vowels and consonants using chants, songs and language games, for example, bingo, tic tac toe
* discriminating between sounds in Korean, especially the ‘tense’ and ‘soft’ sounds, for example, 가 / 카 / 까, 다 / 타 / 따, 바 / 파 / 빠, 사 / 싸, 자 / 차 / 짜, 내 / 네, 너 / 노
* drawing on a piece of paper or mini whiteboards the shape the mouth makes when pronouncing Korean vowels and recognising the similarities of the mouth shapes and Hangeul for each vowel, for example, ㅡ sounds that make the mouth shape flat and long
* imitating modelled intonation, for example, using rising intonation at the end of a question and lowered intonation to answer (e.g. 학생이에요? 네, 학생이에요. ; 어디 가요? 학교에 가요. ; 피곤해요? 아니요, 괜찮아요.)
* identifying how pronunciation and intonation are used in spoken, written and multimodal texts to clarify the function of the same word in an interaction or a sentence, for example, 좋아요. ; 아주 좋아요. ; 좋아요?
* experimenting with Hangeul vowels and consonants to construct and deconstruct a Hangeul syllable block using Hangeul cards or blocks, for example, ㅊ + ㅏ = 차 ; ㄱ + ㅏ + ㅇ = 강 ; ㅅ + ㅜ = 수 ; ㄱ + ㅗ + ㅁ = 곰
* understanding that some consonants are pronounced differently depending on where they are located in a word, for example, ㅅ in 사랑 is pronounced as ‘s’; ㅅ in 곳 is pronounced as ‘t’
 |
| recognise and use Hangeul, modelled language, formulaic phrases, simple grammatical structures and language conventions to convey meaning VC2LK4U02 | * recognising similar Hangeul letters or syllable blocks and how they are used correctly, viewing vocabulary cards with pictures, for example, 게 / 개, 에 / 애, 예 / 얘, 고 / 코, 우 / 후
* constructing simple sentences on topics of personal interest with an -아 / 어요 ending, with support such as modelling, scaffolding or cues, for example, 저는 사과를 먹어요.
* recognising there are different counters used to express numbers in Korean and practising using number expressions with appropriate counters, for example, 한 개, 두 마리, 세 명, 아홉 살, 삼 학년
* using common action and descriptive verbs to describe activities and experiences in daily life, for example, 가요, 일어나요, 들어요, 해요, 좋아요, 나빠요, 착해요
* practising using the correct tense when using action and descriptive verbs, for example, 갔어요 / 갈 거예요, 먹었어요 / 먹을 거예요
* using -(으)세요 for different types of sentences such as statements, questions, requests or commands, and recognising the honorific meaning embedded in -세-, for example, role-playing with the teacher using the honorific -세- form and 요 form and learning from the teacher’s reaction to the different forms to understand the embedded honorific meaning of -세-
* using the first-person pronouns 저 and 나 to refer to self in a manner appropriate to context, and recognising the honorific meaning embedded in 저, for example, reading part of a sentence and matching 저 or 나, depending on whether the sentence uses the honorific or not
* using and understanding differences in meaning conveyed by phrases using the structure of noun/pronoun+case marker/particle, for example, using the same sentence and switching the case marker/particle to change the meaning of the sentence (e.g. changing 저는 친구를 그렸어요 to 저를 친구가 그렸어요)
* asking simple questions about a person, object or number using basic question words such as 누구 / 누가, 무엇 / 뭐 or 몇, for example, using 누구예요? ; 지금 뭐 해요? ; 지금 몇시예요? to do a survey activity with peers and plan a class party
* understanding that 이게, 저게 and 그게 are demonstrative pronouns, and that they replace other nouns as subjects in sentences, for example, 이게 뭐예요? ; 이게 연필이에요?, and playing a game describing what and where certain items are
* using some adverbs as part of formulaic language, for example, filling in empty comic speech bubbles using phrases such as 지금 / 오늘 / 주말에 뭐 해요? 놀이공원에 가요. ; 아주 재미있어요.
* giving peers recommendations for Korean foods or Korean songs using some adverbs as part of formulaic language, for example, 떡볶이는 조금 매운 음식이에요. ; 이 노래는 신나는 노래예요.
* recognising that 우리 means ‘my’ when used with certain words (e.g. 우리 가족, 우리 나라), and sharing their ideas/experience about such use
 |
| recognise and compare familiar Korean language structures and features with those of English and/or other languages, using simple metalanguage VC2LK4U03 | * analysing language features typically associated with particular texts, for example, the use of imperatives in games such as 주사위를 던져요 and 말을 움직여요
* recognising Korean in texts such as signage and product labels, and producing their equivalents in English and/or other languages, for example, making an English version of a Korean food product label and emphasising important information such as spice level
* exploring the importance of politeness being explicitly expressed in Korean and comparing this with English and/or other languages, for example, 만나서 반가워요 as opposed to ‘Nice to meet you’
* role-playing to practise answering negative questions by agreeing or disagreeing, for example, 안 했어요? 네, 안 했어요. / 아니요, 했어요. ; 밥 안 먹었어요? 네, 안 먹었어요. / 아니요, 먹었어요.
* understanding different aspects of Korean, English and/or other languages and culture such as naming conventions, and explaining differences in word order and spacing, for example, 박준호 as opposed to ‘John Smith’
* watching a short video clip and identifying non-verbal expressions that are typical or expected in communication in different cultures, for example, making or avoiding eye contact, bowing, nodding, pointing
* comparing parts of a sentence using metalanguage (e.g. noun, verb, adverb, adjective) to describe words, and noticing the word order and patterns
 |

##### Sub-strand: Understanding the interrelationship of language and culture

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| identify connections between personal identity, language and aspects of cultureVC2LK4U04 | * viewing a map that shows Aboriginal and Torres Strait Islander languages, noticing how many languages are represented in Victoria, and then learning about the diversity of languages to which students in the classroom have a connection
* discussing the influence of Korean on other languages, and the influence of other languages such as Chinese, Japanese, English, French and Italian on Korean over time, for example, sharing examples of words of Korean origin that have been added to the English dictionary (e.g. hallyu,kimchi,mukbang)
* recognising the different ways of naming, greeting and addressing someone (e.g. by given name or title), including the selective use of honorifics and aspects of body language such as making or avoiding eye contact
* identifying the Aboriginal or Torres Strait Islander Country or Place on which they live and incorporating this into their self-introduction in Korean
* reflecting on different ways of communicating and their appropriateness in Korean or non-Korean contexts, for example, using 언니 / 누나 and 오빠 / 형 for older siblings in Korean compared with using their given names in English as terms of address
* sharing ideas about how some Australian terms and expressions might be understood or confusing from a Korean perspective, such as ‘bushwalking’ or ‘kick a footy’
* creating a ‘language portrait’ of themselves through the use of a whole-body silhouette, where students represent their personal experiences of language and culture by adding colours, shapes and words within and around the outline
* becoming aware of the variety of gender-inclusive ways in which people can be addressed, including the use of non-gendered expressions such as 그 사람, 그, or 그 분 (honorific) which can apply to all Korean speakers, and if the name is known, referring to them by their name with the suffix 씨 where appropriate
 |

## Levels 5 and 6

### Band description

In Levels 5 and 6, Korean language learning builds on each student’s prior learning and experiences with language. Students communicate and work in collaboration with their peers and teachers in purposeful, creative and structured activities that involve listening, speaking, reading, writing and viewing. They interact in Korean to exchange information and ideas within their school and local environment, and engage with Korean-speaking communities. They work independently and in groups, with ongoing support from modelling and from digital and print resources.

Students engage with a range of spoken, written, viewed and multimodal texts that may include stories, posters, images, notes, invitations, video clips and procedural texts. They identify language structures and features of Korean, and use simple metalanguage to reflect on their understanding. They use their knowledge of Hangeul to obtain meaning from texts. They recognise that some words and expressions are not easily translated, and reflect on how diverse cultural practices, behaviours and values influence communication and identity.

### Achievement standard

By the end of Level 6, students initiate and use strategies to maintain interactions in Korean that are related to their immediate environment. They use appropriate sound combinations, stress, intonation and rhythm in spoken texts. They collaborate in spoken and written activities to share information, preferences and ideas. They use strategies to locate and interpret information and ideas in texts, and demonstrate understanding by responding in Korean or English, adjusting their responses to context, purpose and audience.

Students use modelled structures when creating and responding in Korean. They create texts, selecting and using a variety of vocabulary and sentence structures to suit different contexts. They use conventions appropriate to text type. They apply rules for pronunciation, intonation and stress in spoken language and apply conventions of Hangeul spelling and punctuation in written language. They compare language structures and features in Korean and English, using familiar metalanguage. They show understanding of how language and culture are interconnected and consider how this is reflected in their own language(s), culture(s) and identity.

### Content descriptions and elaborations

#### Strand: Communicating Meaning in Korean

##### Sub-strand: Interacting in Korean

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| initiate and sustain modelled exchanges in familiar contexts related to their personal worlds and school environment VC2LK6C01 | * interacting to exchange information about experiences (e.g. everyday life and leisure activities), using modelled past- and present-tense forms (e.g. giving a presentation about a photo or object during show-and-tell using some formulaic phrases), for example, -해요 / -했어요 ; 오늘 한국어를 공부해요. ; 어제 영어를 공부했어요.
* using communication strategies such as active listening skills and turn-taking cues to support the exchange of ideas and information, for example, supporting a conversation using appropriate filler words
* comparing likes and dislikes such as 저도 -아 / 어요 and 저도 -았 / 었어요, and providing reasons for opinions using 왜요? and 왜냐하면, for example, 저도 좋아요 ; 저도 좋았어요 ; 저도 축구해요;저도 요리했어요 ; 왜요? 왜냐하면 재미있어요.
* recounting and comparing experiences with family and friends in spoken and written forms such as conversations, diaries or simulated blogs, for example, 토요일에 저는 친구하고 쇼핑했어요. ; 제니하고 시내에 갔어요.
* communicating using a secure, teacher-moderated online environment with Korean-speaking peers living in Korea, using communication strategies such as active listening skills, turn-taking cues and requests for clarification or more detail to support interactions, for example, 미안해요. ; 하지만 잘 몰라요. ; 무슨 말이에요? ; 다시 말해 줘요.
* apologising and expressing concern or sympathy to friends and family members, for example, 괜찮아요? ; 정말 안 됐어요.
* watching Korean television shows to identify Korean people’s reactions such as exclamations and body language to show understanding and interest during interactions, and practising using these in class, for example, 우아! ; 이제 알겠어요! ; 진짜요? ; 좋은데요.
* creating and participating in role-plays that replicate everyday situations such as asking for information, purchasing items in a shop, recounting experiences and feelings about everyday life and leisure activities
 |
| participate in activities that involve discussion with others, using language that expresses information, preferences and ideas VC2LK6C02 | * participating in an activity for a school assembly, school or class event or performance, using language related to place, people, items, time or numbers and creating promotional materials, for example, producing a poster or video to encourage recycling (e.g. 플라스틱을 학교에 가져 오지 말아요. ; 어디에 이거 넣어요?)
* inventing a questionnaire to create a spotlight or profile of a fellow student or teacher and then recording the interview as a video or a written article for the school newspaper or website
* making collaborative decisions and arrangements using Korean, in traditional Korean games, in person or in a secure online environment, such as playing 윷놀이 by counting using 하나, 둘, ordering using 첫 번째, 두 번째, or numbering using 일, 이, …
* responding to feedback to improve a draft, for example, asking for clarification and adding ideas
* composing bilingual texts such as posters, for class or school assembly performances, events or displays, for example, 스승의 날, 어버이날
* asking peers to do something and responding to requests (e.g. 더 크게 말해줘요 ; 다시 말해줘요), or giving instructions for peers to follow by miming the activities, for example, 한복 입어요. ; 쇼핑 가요. ; 김치 먹어요!
* creating and performing role-plays simulating simple transactions involving asking for or giving prices, or asking for goods or services, for example, 얼마예요? 오천 원이에요. ; 아이스크림 한 개 주세요.
* allocating and swapping roles in group activities, for example, 내 차례야. ; 제 차례예요. ; 네 차례가 아니야. ; ... 씨 차례예요.
* discussing and creating shared class rules and procedures, including advice and reminders, for example, 빨리 해요 ; 천천히 해요 ; 숙제했어요?
 |

##### Sub-strand: Mediating meaning in and between languages

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| locate information and ideas in a range of spoken, written, viewed and multimodal texts, and respond in different ways to suit purpose VC2LK6C03 | * viewing images of different Korean primary school classroom environments (e.g. classrooms for different subjects) and using a ‘see-think-wonder’ thinking routine to reflect on the image, then discussing the similarities and differences between a Korean classroom and their Australian classroom
* viewing subtitled video clips of Korean-speaking people conversing, and identifying new language such as interjections, to record and use with peers, for example, 우와! ; 말도 안 돼! ; 농담하지 마!
* researching topics such as recycling, the water cycle, the solar system, or geographical features of Korea in English, and organising and sharing the information in Korean, using modelled language in print or digital infographics that use both written and viewed text, for example, pictures of Korean recycling symbols with written instructions for how to recycle
* identifying information in different types of 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
* listening to or viewing Aboriginal and Torres Strait Islander authors’ stories in English and responding to them using words, formulaic expressions and modelled sentences in Korean, for example, 너무 감동적이에요. ; 가장 기억에 남는 장면은 이 장면이예요.
* listening to, reading and viewing a variety of texts about concepts related to other learning areas such as the arts, humanities and sciences that Korean students at the same level learn in Korean schools
* collecting information and discussing the similarities and differences in the topics learnt in Australian and Korean schools
* listening to and viewing texts such as performances, game shows, music videos and artwork, and sharing opinions or feelings about them using expressions such as 어땠어요? 너무 좋아요. / 너무 좋았어요. ; 정말 재미있어요. / 정말 재미있었어요.
* producing storyboards to sequence key events in different types of informative or imaginative texts, including captions, subtitles or word bubbles to capture moods or feelings, for example, 무서워요, 행복해요, 이상해요
* identifying and comparing perspectives represented in spoken and written informative texts and using formulaic expressions such as 누가 썼어요? ; 누가 말했어요? ; 네 생각에 -이 / 가 맞아요? ; 왜 맞아요?
* comparing favourite characters in stories, plays or cartoons, listing words or expressions associated with their personality such as 착해요, 예뻐요, 멋있어요, 무서워요, 이상해요, and explaining how they can relate to them, for example, 저는 -이 / 가 좋아요, 싫어요
 |
| apply strategies to interpret and convey meaning and/or intercultural understanding in Korean in familiar non-verbal, spoken and written contextsVC2LK6C04 | * applying strategies to communicate with adults (e.g. a teacher), such as verbally agreeing with what they say, nodding and politely declining, for example, 네, 그래요, 맞습니다. ; 아니요, 죄송합니다.
* identifying words in Korean and English that cannot be readily translated and clarifying meanings for such words by providing examples, explanations or extra information, for example, recognising and explaining the difference between 벼 (rice as a crop), 쌀 (rice as raw grains), 밥 (cooked rice/meals)
* using bilingual resources for language learning, for example, using glossaries or online dictionaries to find examples and explanations of parts of speech and language use
* reflecting on diverse interpretations of everyday language use in Korean, for example, the possibility that certain phrases such as 어디 가요? and 밥 먹었어요? can be greetings or genuine questions depending on the context
* finding examples of and reflecting on the significance of gestures across cultures, for example, bowing, when to use or avoid eye contact, shaking hands, making a ‘V’ gesture with 2 fingers, putting hands up at restaurants
* finding signage from their local area, and interpreting and comparing it to signage in Korea, for example, comparing traffic and road signs or signs in public places
* understanding that the Korean language is constantly expanding to include new words and expressions, for example, a growing number of English words being borrowed or adopted into Korean such as 핸드폰 for mobile phone, 노트북 for laptop, 아이쇼핑 for window shopping
 |

##### Sub-strand: Creating text in Korean

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| create and present spoken and written texts, using a variety of vocabulary, modelled sentence structures and conventions appropriate to text type VC2LK6C05 | * creating a video clip to present information or ideas to a particular audience (e.g. a virtual tour of the school or classroom for exchange student groups), using empathy to consider elements that may be unfamiliar to Korean students, for example, Australian students generally bring lunch to school; schools start at 9am and finish around 3pm
* using calligraphy pens and ink to write sentences about a topic or theme and designing and/or creating a picture to match
* presenting comparisons between Korea and Australia, for example, population statistics and physical size, daily temperatures, types of housing, pet ownership, popular leisure activities
* designing a recipe incorporating some typical Korean ingredients, using modelled procedural language, for example, 먼저 오이를 잘라요. ; 그리고 참기름을 넣어요. ; 고추장하고 소금을 넣어요. ; 다 같이 섞어요.
* creating simple picture books to read to younger students to demonstrate the benefits of learning Korean
* recording a multimedia presentation or writing a diary about an imaginary trip to Korea, incorporating some famous places and cultural observations, for example, 금요일에 명동에 갔어요. ; 쇼핑하고 맛있는 길거리 음식을 먹었어요. ; 특별한 시간이었어요.
* inventing a board game, focusing on key language, and using expressions for playing games such as creating rules, procedures and instructions, for example, 한 칸 더 가요. ; 두 칸 뒤로 가요.
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#### Strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| apply combinations of sounds, syllables, stress, pronunciation and intonation patterns to develop fluency in words, phrases and sentencesVC2LK6U01 | * pronouncing written Korean words and practising transitioning smoothly to the following syllables, for example, 한국어 as [한구거]; 같이 as [가치] ; 감사합니다 as [감사함니다]; 먹고 as [먹꼬]; 어떻게 as [어떠케]
* understanding that ㅇ is a silent Hangeul and practising carrying the pronunciation over from the previous consonant when ㅇ is present, for example, pronouncing 어린이 as [어리니]
* discriminating between words with different tonal sounds and meanings (e.g. 이 ‘two’ and 이 ‘tooth’; 밤 ‘chestnut’ and 밤 ‘night’), by composing a tongue twister and practising other students’ tongue twisters
* using rising intonation at the end of a question and responding to it with falling intonation, 학생이에요? 네, 맞아요. / 아니요, 선생님이에요.
* applying reading skills by chunking the phrases in a sentence, for example, recognising the time expression 오늘 오후 세 시에 in 저는 오늘 오후 세 시에 친구하고 수영해요 as a chunk
* examining the Korean computer keyboard system and recognising its patterns (e.g. all Korean vowels are located on the right side of the keyboard), and experimenting with typing out words, with support
 |
| recognise and use a range of modelled grammatical structures to respond to and create simple texts using conventions appropriate to text typeVC2LK6U02 | * recognising spacing and spelling rules in reading and writing using drawings or comic strips showing how one wrong spacing can change the whole context of the sentence, for example, 소라가 방에 있어요 compared to 소라 가방에 있어요
* comparing spacing and spelling rules in Korean with similar rules in English and/or other languages
* expressing simple events occurring in the past in a show-and-tell in front of peers using -었 / 았-, for example, 캔버라에 살았어요
* recognising the formal polite ending -ㅂ / 습니다 and the casual ending -어 / 아, 해, and understanding the different contexts where different levels of politeness and formality are indicated by verb endings, for example, 미안합니다 compared to 미안해요 compared to 미안해
* playing matching games using both counting systems correctly with counter words such as 장, 잔, 권, 그루, 송이, 원, 시, 분, 번째, ... and reading Arabic numerals with the appropriate pronunciation according to the numbering system that is used, for example, 책 3 권 is read as [책 세 권], 10 살 is read as [열 살], 6 학년 is read as [육 학년], 7 시 is read as [일곱 시]
* using phrases with the noun+particle structure such as –하고, –에서, –(으)로 in a sentence, for example, 친구하고 쇼핑했어요. ; 학교에서 공부해요. ; 펜으로 쓰세요. ; 한국어로 뭐예요?
* using simple negation by placing 안 or 못 before a verb (e.g. 비가 안 와요. ; 김치를 못 먹었어요.), and making a list of actions that fall under 내가 못 하는 것 as opposed to 내가 안 하는 것
* expressing a sequence of events by using conjunctive adverbs (e.g. 그리고) at the beginning of a new sentence, for example, 밥을 먹어요. 그리고 운동을 해요, and using conjunctive suffixes (e.g. -고) in a coordinative structure, for example, using flashcards of action verbs to make one sentence describing sequences of events (e.g. 밥을 먹고 운동을 해요.)
* using the complex structures -(으)ㄴ / 는 것 같다 and –도 되다 in the informal polite ending -어 / 아요 to express opinions and give or request permission, for example, 맞는 것 같아요. ; 가도 돼요?
* recognising how word order and syntactic functions are different in simple sentences in Korean and English, for example, ‘저는 (subject) 사과를 (object) 먹어요 (verb)’ as opposed to ‘I (subject) eat (verb) an apple (object)’, and playing sentence unjumbling games
 |
| compare some Korean language structures and features with those of English and/or other languages, using familiar metalanguage VC2LK6U03 | * identifying key features in specific text types and comparing these with English and/or other languages’ equivalents, for example, the use of –에게 / 께 (to) in salutations and -(으)로부터 / 올림 (from) in closing in a letter, email or invitation
* comparing text types and language features in Korean, English and/or other languages, for example, comparing a recipe for kimchi fried rice in Korean with a recipe for kimchi fried rice in English
* matching Korean loan words to the original words in English and other languages, and exploring their origins, for example, 피아노, 피자, 케밥
* understanding that some words originate from Aboriginal and/or Torres Strait Islander languages from different areas around Australia, for example, 코알라 (koala) from the Dharug word gula, meaning ‘no water’, or 캥거루 (kangaroo) from the Guugu Yimithirr word gangarru, and comparing these words to English and/or other languages and discussing their historical context
* identifying Korean words used in Australia and sharing their own experiences of using or encountering them, for example, 비빔밥, 태권도
* identifying key details, context and intended audience in a range of familiar texts in Korean (e.g. phone messages, sports reports, takeaway food orders), and comparing how this information is presented in Korean texts with how it is presented in English and/or other language texts, for example, comparing a Korean menu and an English menu from the same Korean food restaurant
* providing feedback to support their peers using metalanguage, for example, editing each other’s written or spoken texts and work samples and justifying their reasons
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##### Sub-strand: Understanding the interrelationship of language and culture

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| recognise that language reflects cultural practices, values and identity, and that this has an impact on verbal and non-verbal communication VC2LK6U04 | * understanding the significance of some social conventions and cultural concepts that young people follow in Korean-speaking communities, for example, 잘 먹겠습니다. ; 잘 먹었습니다. ; 학교 잘 다녀오겠습니다. ; 학교 잘 다녀왔습니다.
* recognising and exploring cultural aspects embedded in or accompanying language use, such as the use of honorifics and different terms of address (e.g. identifying the change in tone and volume of the person’s voice when they speak using honorifics as opposed to informal casual language), and discussing how it can show respect
* researching or experiencing traditional Korean celebrations such as 설날 and learning about associated practices (e.g. 윷놀이, 한복, 떡국, 사물놀이), commenting on the experience with descriptions and recommendations (e.g. 한복이 멋있어요. ; 한복을 입어 보세요. ; 사물놀이가 흥겨워요.), and making connections to or comparisons with their own culture
* reflecting on, in Korean or English, how language and culture are expressed through Aboriginal and Torres Strait Islander songs, dances or artworks, considering similarities and differences in an aspect of the cultural expressions of Korean-speaking people or communities
* listening to and viewing stories about the creation of Hangeul*,* such as stories about 세종대왕, and reflecting on the background or rationale for the creation of Hangeul
* exploring examples of traditional and contemporary images or texts in print and online, and discussing how identity and gender are represented in the language
* discussing traditional methods that Korean speakers use to preserve language and culture; comparing these with examples of cultural artefacts such as dances, songs, artworks, artefacts or traditions, from a range of different cultures; and identifying how they strengthen connections to values and identity, for example, discussing the significance of a possum-skin coat for some Aboriginal Peoples and sharing similarities and differences between cultural artefacts in other languages and cultures represented in the classroom
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## Levels 7 and 8

### Band description

In Levels 7 and 8, Korean language learning builds on each student’s prior learning and experiences. Students use Korean to interact and collaborate, in person or virtually, within and beyond the classroom. They listen, speak, read, write and view to exchange information, ideas and opinions about their world. They work independently and in groups, and continue to receive feedback and support from their peers and teachers.

Students access a range of spoken, written, viewed and multimodal texts from a variety of authentic sources, which may include audio and video clips, magazines, advertisements, images, stories and articles. They use their knowledge of metalanguage in an increasing range of contexts to reflect on similarities and differences between Korean, English and/or other language structures and features. They recognise that language choices reflect cultural values, beliefs and identity.

### Achievement standard

By the end of Level 8, students initiate and maintain Korean-language interactions in familiar and some unfamiliar contexts related to a range of interests and experiences. They use Korean to collaborate and problem-solve, and adjust their language in response to others. They interpret information, ideas and opinions in texts. They demonstrate understanding of the similarities and differences between languages, in both familiar and some unfamiliar contexts, by adjusting and reorganising responses. They sequence information and ideas, and select and use vocabulary, sentence structures and expressions to create texts appropriate to context, purpose and audience.

Students apply the conventions of spoken Korean and continue to enhance their fluency. They demonstrate understanding that spoken, written, viewed and multimodal texts use different conventions, structures and features to convey meaning. They comment on structures and features of Korean text, using some metalanguage. They reflect on how the Korean language, culture and identity are interconnected, and compare this with their own language(s), culture(s) and identity.

### Content descriptions and elaborations

#### Strand: Communicating Meaning in Korean

##### Sub-strand: Interacting in Korean

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| initiate and sustain exchanges in familiar and some unfamiliar contexts related to their experiences, feelings and views, adjusting their language in response to others VC2LK8C01 | * interviewing Korean-speaking peers using secure digital tools and with minimal scaffolding to seek information or ideas about social, cultural or environmental issues, for example, 한국에서 보통 쓰레기를 어떻게 버려요? ; 한국 학생들은 주말에 보통 뭐 해요? ; 왜요?
* developing a series of questions to be used to survey classmates as a way to scaffold conversations, for example, 지금 뭐 해요? ; 어디에 가요? ; 뭐 하러 가요? ; 시간이 있을 때 뭐 해요? ; 무슨 뜻이에요?
* describing hopes, feelings and personal plans in a journal or diary with reasons or background information, for example, 한국에 가면 좋겠어요. ; 가족하고 여행을 할 거예요. ; 재미있을 것 같아요. ; 시험을 잘 봐서 다행이에요.
* using communication strategies, such as active listening skills, interjections (e.g. using 어, 음, 저) and exclamations (e.g. 정말? ; 어머나! ; 아이고! ; 진짜!), and deciding when it is appropriate to use them by participating in a role-play of an informal conversation, for example, discussing the lifestyles of celebrities with classmates; describing and responding to images of famous Korean people and/or places
* providing opinions and details about topics, such as family, friends, teachers, subjects, entertainment, sport, leisure and travelling (e.g. 한국어가 재미있어요. 왜냐하면 ... ; 한국어가 과학적이니까 배우기가 쉬워요. ; ... 해서 그 친구를 좋아해요.), by presenting a short presentation to the class about favourite sports, a hobby, a trip to Korea or family celebrations
* recounting significant events, special occasions and milestones using language level appropriate to their audience (e.g. 지난 주말에 학교 캠프에 갔어요 when speaking to a teacher as opposed to 지난 주말에 학교 캠프에 갔어 when speaking to a friend) by participating in a role-play between a teacher and a student about what they did on the weekend
* experimenting with Korean gestures and body language, and considering when it is appropriate to use them by role-playing different situations using appropriate body language, gestures or attitudes, for example, beckoning downwards to signal others to come; using 2 hands when giving objects to and receiving objects from elderly people
 |
| use language to negotiate and problem-solve collaboratively to plan projects and events VC2LK8C02 | * promoting awareness of a particular issue by creating posters for the school community about an upcoming event, a simulated blog or an advertisement about recycling, conservation and sustainability, healthy food choices and fitness options
* creating a dialogue or simulating transactions and negotiations, such as purchasing food or clothing, for example, 이 모자가 얼마예요? ; 조금 작아요, 더 큰 모자를 보여 주세요. ; 이거 바꿔 주세요. by participating in a role-play about being in a shop to purchase items
* collaborating in making plans, arrangements and decisions with others (e.g. arranging a birthday party, school event or class excursion), including the number of people, date, time and price, by brainstorming the details with the class and creating an invitation card or poster, for example, 무엇을 할까요? ; 몇 명을 초대할까요? ; 5시에 해요. ; 며칠이 좋을까요?
* agreeing or disagreeing with others’ opinions or suggestions, for example, 제 파티에 올 수 있어요? ; 파티에서 뭐 할까요? ; 좋은 생각이에요. ; 글쎄요. ; -하면 어때요? 좋아요. ; 제 생각에는 ... ; 하지만 ... ; 그런데 ..., by discussing a party plan with classmates or creating a skit about planning a party
* seeking and offering opinions in collaborative decision-making, such as playing games (e.g. 윷놀이) and discussing or negotiating how to play the game, for example, 어떻게 할까요? 말을 세 칸 움직여요. / 옮겨요. ; 앞으로 / 뒤로 가요. ; 어떻게 하면 좋을까요? 이렇게 하면 어때요?
* asking for, giving and following directions to real or virtual locations by reading a simple map with transport, or participating in a team scavenger hunt around the school grounds following directions provided on a school grounds map, for example, 병원에 어떻게 가요? 쭉 / 곧장 / 왼쪽 / 오른쪽으로 가세요. ; 지하철로 가요. ; 버스를 타고 가세요. ; 어떻게 가면 제일 좋아요? 버스를 타면 제일 빨라요.
* using communication strategies such as asking for clarification or repetition and giving feedback to indicate concession/acceptance/satisfaction by interviewing classmates about upcoming plans, for example, 다음 주부터 방학이지요? ; 맞아요? ; 다시 말해 주세요. ; 괜찮아요. ; 그래요. ; 좋아요.
* expressing and inviting preferences for plans (e.g. putting on a 사물놀이 performance), comparing and contrasting alternatives (e.g. 사물놀이를 할 거예요. 그런데 꽹과리가 없어요. 어떻게 해요?) or making plans to go on a picnic or see a film (e.g. 저는 금요일에 소풍 가는 것이 더 좋아요. ; 금요일에 못 가면 ..., -이 / 가 없어요. 하지만 ...)
* responding to invitations by accepting, declining and giving excuses (e.g. 초대해 줘서 고마워요 ; 네, 참석하겠어요 ; 다른 약속이 있어서 못 가요. 미안해요. ; 다음에 할게요.), by creating lists of possible responses to questions and participating in short role-plays using a list of phrases to respond to invitations and requests
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##### Sub-strand: Mediating meaning in and between languages

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| interpret information, ideas and opinions in a range of spoken, written, viewed and multimodal texts, and respond appropriately to context, purpose and audience VC2LK8C03 | * comparing details from a range of texts about Korean special occasions and ceremonies in relation to holidays and celebrations such as New Year, Christmas and graduations, answering questions (e.g.뭐가 달라요? ; 뭐가 비슷해요?) and discussing culture-specific terms and representations or describing photos of each special occasion
* analysing and summarising information from texts, using tools such as statistics, tables, concept maps and charts to organise and order information and inform others of findings
* classifying information from print and digital sources and creating flow charts, tabulations, posters or comics to use in advertisements, notices, leaflets and instructions, in print and digital formats, for example, comparing fast food from different countries and presenting a visual comparison; creating an infographic relating to pop-culture in Korea and Australia and presenting the information in a ‘same but different’ poster
* listening to, reading or viewing texts about issues that concern young people, such as the environment, fashion or technology, and presenting the information to a specific audience by creating a short oral, graphic or visual presentation or writing a simple summary
* discussing the ways words can be misinterpreted, for example, the naming of the Barwon River in English (Wadawurrung word Parwan for ‘magpie’), or the Yarra River (Wurundjeri term Yarro Yarro, meaning ‘it flows’), and identifying ‘false friends’ or commonly misunderstood terms and phrases in Korean that can cause miscommunication
* stating personal preferences about characters, attitudes and events in texts such as short stories, cartoons or simple television shows, using set phrases (e.g. 제가 가장 좋아하는 / 싫어하는 사람은..., 제 생각에...), including spoken and written comments on reactions (e.g. 그 친구는 농담을 잘해요. 그래서 재미있어요.), or presenting a short speech to the class about a person who is important to them
* gathering facts, independently or collaboratively, about events or people by accessing simple texts from sources such as magazines, interviews, announcements, images and photographs, and websites, and reporting information to others, for example, drawing a timeline to show a sequence of events; creating a profile of a famous Korean person; collating a selection of images or photographs with captions and displaying them in the classroom ‘gallery’
 |
| apply strategies to comprehend and produce non-verbal, spoken and written language to convey meaning and intercultural understanding in familiar and some unfamiliar contexts VC2LK8C04 | * viewing advertisements delivering meaningful messages to the public, such as public health, environment protection, social community, public manners, and youth guidance, for example, 손 씻으세요, 공동체의식, 배려
* watching a short video clip or animation without sound to interpret the storyline, body language and gestures, and social context, for example, 강아지똥 (‘Dog poop’), 축생일 (‘Happy birthday’)
* making appropriate language choices with awareness of social situations, such as using 선생님 to address a person older than themselves respectfully, and limited use of second- and third-person pronouns 너 and 그 사람 to refer to others, demonstrating their ability to adjust language by creating short skits where language is correctly used and/or incorrectly used with someone correcting the language choice
* identifying culture-specific words and expressions, such as 세배하다, 성묘하다, 추석, 새해 복 많이 받으세요, 수고했어요, when translating texts, choosing ‘best fit’ words or omitting words where necessary, and creating class charts of culture-specific language that compares the phrases with English and/or other languages
* translating a simple text, such as a song lyric, poem or short story, using online translation tools and evaluating the accuracy of the translation
* paraphrasing or annotating words or expressions where equivalence is not possible, discussing their original meanings and how to convey them, for example, 정들었어요, ‘mufti day’, 답답해요, 눈치가 없어요, 애교, 어이없어, 대박, and adding them to a personal dictionary
* comparing different versions of translations of simple texts such as lyrics, poems, tongue twisters or idioms, highlighting the different words and phrases, then reflecting on the differences in translation of the same text and identifying possible reasons for differences, for example, different versions of folktales and nursery rhymes
* listening for familiar and target words while listening to a song or an audio text or viewing a short video clip of an animation or Korean sitcom, sharing strategies for targeted listening
* investigating and comparing the original and new uses of loan words that have been incorporated into the Korean language, for example, 아이돌, 미팅, 다이어트, 핸드폰, 아파트
* brainstorming to find examples of Korean words that have been incorporated into English and/or other languages, such as taekwondo, kimchi or bulgogi, and comparing them with similar loan words from other languages
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##### Sub-strand: Creating text in Korean

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| create and present spoken and written texts, sequencing information and ideas, selecting vocabulary, expressions and grammatical structures appropriate to text type and context VC2LK8C05 | * organising information for a Korean audience, for example, creating a presentation or a video recording to explain sport and leisure activities such as 크리켓, 넷볼, 풋볼, or a cooking demonstration such as 김밥, 호떡, 떡볶이
* creating texts, such as notices, brochures and posters, to inform others about issues and upcoming events, for example, social and cultural events or environmental issues such as 한글날 글쓰기 대회, 어버이날 행사, 추석 민속놀이
* viewing Korean visual texts (e.g. photographs, paintings, images) and participating in a ‘see-think-wonder’ activity sharing thoughts and opinions, for example, –인 / 은 / 는 것 같아요. ; 그림이 / 이미지가 정말 아름다워요 / 슬퍼요 / 신나요.
* listening to or viewing Korean video clips such as music videos or excerpts from television shows, and expressing opinions and ideas about aspects of the text in an oral or written report to the class, using language such as -라고 생각해요, -라고 말할 수 있어요, -다고 말하고 싶어요
* using some modelled language to create a slideshow with audio presenting a report about a planned or past experience, for example, a school camp; a holiday; a concert including venues, time, participants and a favourite moment
* producing an informative text introducing an aspect of their immediate environment or personal worlds, for example, creating a tour of their school, a guide to their favourite place, an explanation of Aboriginal and Torres Strait Islander place names, or a history of their town
* creating imaginative stories with themselves as the main character set in the past or future, for example, 저는 화성에서 왔어요. ; 지구에 정들었어요, and including visual elements where appropriate
* producing performances to present real or imaginative stories (e.g. role-plays, skits, songs), using expressive language for sounds, shapes and movements such as 똑똑, 첨벙첨벙, 땡땡땡, 꼬르륵, 퐁당퐁당, 둥글둥글, 엉금엉금
* creating alternative versions of stories (e.g. a traditional Korean tale or a film script) with a new character or an altered ending, for example, adding a best friend for 콩쥐 in ‘콩쥐팥쥐’; changing the ending of ‘햇님달님’
* designing a plan for an ideal home or town, incorporating Korean features into the plan, and writing or presenting an accompanying explanation, for example, 이것은 온돌방이에요. ; 여기 온돌방 에 방석이 있어요. ; 우리 아파트에는 택배함이 있어요. ; 우리 동네에는 재활용쓰레기장이 있어요, or building a physical representation of the ideal home using a shoe box with captions and annotations, then describing it to the class
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#### Strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| apply conventions of spoken Korean to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts VC2LK8U01 | * pronouncing assimilated consonants correctly, for example, 학년 [항년], 육년 [융년], 국물 [궁물], 설날 [설랄], 좋다 [조타], 신라 [실라], 종로 [종노], 관리 [괄리]
* pronouncing syllable blocks in a word, making appropriate changes to the sounds on syllable boundaries according to pronunciation rules, for example, 먹고 [먹꼬], 어떻게 [어떠케]
* recognising and using stress patterns appropriately to convey the intended meanings, for example, 어디가 아파요? to mean ‘where does it hurt?’, 어디가 아파요? to mean ‘are you unwell?’, or separating clauses by stressing the conjunction word such as 어제 떡볶이를 처음 먹었는데 정말 맛있었어
* carrying over final syllables according to pronunciation rules, for example, 옷이 [오시], 독일 [도길], 깨끗이 [깨끄시], 맛없다 [마덥다]
* adjusting the pronunciation of ㄷ to ㅈ and ㅌ to ㅊ when followed by 이, for example, 굳이 [구지], 해돋이 [해돋이] ; 같이 [가치], 끝이 [끄치],
 |
| apply understanding of grammatical structures and formulaic expressions to respond to and create a range of texts using conventions appropriate to audience and text typeVC2LK8U02 | * using spacing rules to communicate intended meaning in written Korean, for example, 친구가 방에 있어요 to mean ‘My friend is in the room’ as opposed to 친구 가방에 있어요 to mean ‘It’s in my friend’s bag’
* extending responses by using descriptive verbs to modify nouns, for example, 예쁜 꽃을 보고 싶어요. ; 깨끗한 물을 마시고 싶어요. ; 맛있는 음식을 먹고 싶어요.
* expressing suggestions, plans and hopes for the future by organising a Korean trip virtually, using structures such as –(으)ㄹ 거예요, -(으)ㄹ까요?, -(으)면 어때요?, -려고 해요, -기로 했어요, -(으)ㄹ 계획이에요
* recognising levels of politeness and formality in speech, for example, formal polite 합니다, informal polite 해요, casual 해, formal honorific 하십니다, informal honorific 하세요
* communicating about other people’s views by debating a social issue using indirect speech form –다고 / (이)라고 하다
* extending knowledge of particles to include –한테 / 에게, –한테서 / 에게서, –(으)로 (instrumental and directional), -보다 (더), -와 / 과, -만, -도, -부터 / 에서 and -까지, including honorific particles, -께, -께서, -께서는
* asking and answering negative questions, for example, 공부를 했어요? 아니요, 안 했어요. / 하지 않았어요. / 하지 못했어요. ; 공부를 안 했어요? 네, 안 했어요.
* identifying and using basic onomatopoeic and mimetic expressions in Korean (e.g. 문을 똑똑 두드려요. ; 비가 주룩주룩 와요. ; 개구리가 개굴개굴 울어요. ; 학교 종이 땡땡땡 쳐요.) and translating such words, providing additional explanations to make meanings closer to the original
* communicating reasons or purposes of things by using nominalisation in set phrases, for example, -기 때문에, -기 위해(서), 기 전에
* recognising and expressing how likely something is, using expressions that show intention and probability, for example, -겠어요 (I intend to …), as opposed to -(으)ㄹ것 같아요 (it seems likely that …), -(으)ㄹ 수 있어요 ( l can …)
* extending responses by linking ideas and sequences using clausal connectives, such as -어 / 아서, -고, -(으)면, -지만, -거나, -는데
* extending their responses by using auxiliary verbs to express requests, trying new things and prohibition, such as -어 / 아 주다, -어 / 아 보다, -지 말다, -(으)면 안되다 with an –어 / 아요 ending, for example, 읽어 주세요. ; 입어 보세요. ; 쓰지 마세요. ; 떠들면 안돼요.
* extending their responses by using auxiliary verbs to express obligations and demands, and to ask or give permission such as -어야 / 아야 하다, -어도 / 아도 되다, with the informal polite ending -아요 / 어요, for example, 가야 해요, 먹어도 돼요
* understanding and applying the rules for using some irregular verbs, such as 써요 (쓰다), 들어요 (듣다), 걸어요 (걷다), 불러요 (부르다), 더워요 (덥다), 추워요 (춥다), 아름다워요 (아름답다)
 |
| reflect on the structures and features of Korean, and compare them with English and/or other languages, using some metalanguageVC2LK8U03 | * analysing forms, features and purposes of texts, such as how texts are organised in terms of layout, sequencing of ideas, headings and stylistic devices
* identifying linguistic/textual features used in specific text types, such as the different degrees of formality and flexibility expressed in conversations, speeches, letters, emails and text messages, for example, -에게 compared with -께 ; -로부터 compared with 올림 / 드림
* recognising how language use, such as the level of politeness, reflects the intention of the speaker or author and impacts on the development of relationships, for example, switching from a polite style to a casual style, 저를 좋아해요? ; 나 좋아해? ; 가셨어요; 갔어 ; 주무셨어요 ; 잤어 ; 안녕하세요? ; 안녕?
* reflecting on ways people, places and experiences are described in imaginative texts, and comparing them with those expressed in their own and peers’ work and in the work of artists or authors encountered in other learning areas, such as the arts, English or history, for example, 아리랑, ‘Waltzing Matilda’
* comparing contemporary Korean and Australian music popular among young people by listening to music, viewing video clips, reading print or online music magazines, and identifying similarities and differences in expressions, themes and styles of performance
* experimenting with language appropriate to specific text types in print or digital media, such as descriptive language in documentaries, reflective language in diaries and journal entries, persuasive language in advertisements and informative language in news articles and reports
* comparing language structures in Korean and English and how these are used to create affinity or distance, for example, the use of 반말 or colloquial language
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##### Sub-strand: Understanding the interrelationship of language and culture

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values VC2LK8U04 | * sharing and comparing cultural and intercultural experiences and language capabilities, face-to-face and in a secure online environment, and exchanging views on the benefits of speaking more than one language, such as having a larger vocabulary to draw on, new insights and perspectives, and opportunities for new experiences
* reflecting on culturally appropriate body language, for example, noting how their own cultural etiquette and behaviour may be interpreted when interacting with speakers of Korean, noticing their own body language, and modifying gestures, such as beckoning with the palm facing upwards, and making or avoiding eye contact depending on the social context
* identifying elements of successful intercultural communication when using Korean or other languages, such as awareness of differences, flexibility, and respect for other perspectives and traditions
* discussing the importance of respect and politeness in Korean culture, and being conscious of the implications of language use when interacting with others, for example, using specific titles, gestures and language, and taking care to use gender-inclusive and appropriate forms of address
* reflecting on, in Korean or English, how Aboriginal and Torres Strait Islander Peoples’ languages have strong connections to Country or Place locations, and how these can be compared with language variations across Korean-speaking communities
* recognising the significance of the invention of Hangeul as a writing system suitable for the Korean oral language, and discussing the role of the script in aspects of culture and everyday life
* exploring how globalisation has accelerated the use of English words and expressions in spoken and written Korean language, and discussing the advantages/disadvantages of these influences on languages, for example, technological terminology (.e.g. 인터넷, 키워드), or mixing Korean and English as lyrics in contemporary Korean music
* discussing attitudes towards diversity, including the use of stereotypes and generalisations, and considering how these affect communication, for example, trends in pop culture that associate particular personality traits with blood types and MBTI
* investigating and using language associated with significant cultural practices and events or celebrations, for example, 열두띠, 선후배 관계, 한복, 돌잔치, 나이
* reflecting on their own cultural identities and how they are expressed in different settings, such as home, school and other social domains, and considering how these might be interpreted and responded to by people from different cultures
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## Levels 9 and 10

### Band description

In Levels 9 and 10, Korean language learning builds on each student’s prior learning and experiences. Students use Korean to initiate and sustain interactions that communicate their own and others’ experiences of the world. They listen, speak, read, write and view to communicate with speakers of Korean locally and globally through authentic community and moderated, secure online events. They access and create spoken and written texts, increasingly of their own choosing. They continue to receive guidance, feedback and support from their peers and teachers.

Students access an increasing range of authentic and purpose-developed resources, which may include textbooks, audio and video clips, feature articles, television programs, teacher-moderated social media and other multimodal texts. They expand their knowledge of spoken and written Korean language structures and features. They acknowledge that there are diverse influences on ways of communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs.

### Achievement standard

By the end of Level 10, students contribute to and extend interactions in Korean in increasingly unfamiliar contexts related to a wide range of interests and issues. They interpret texts by identifying and evaluating information, ideas and perspectives. They show understanding of how features of language can be used to influence audience response. They create texts, selecting and manipulating language for a range of contexts, purposes and audiences. They apply and use complex sentences and structures to create and respond to spoken and written texts. They use a variety of tenses to sequence events and use language structures and features to enhance meaning and cohesion.

Students incorporate the features and conventions of spoken Korean to enhance and extend fluency. They demonstrate understanding of the conventions of spoken and written texts, in both formal and informal contexts, and the connections between them. They apply their knowledge of Hangeul, language structures and features to make and predict meaning. They analyse Korean texts using metalanguage. They reflect on their own cultural perspectives and identity, and draw on their experience of learning Korean to evaluate how this learning influences their ideas and ways of communicating.

### Content descriptions and elaborations

#### Strand: Communicating Meaning in Korean

##### Sub-strand: Interacting in Korean

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to their own and others’ experiences of the world, adjusting their language in response to others VC2LK10C01 | * asking for and providing specific information in sustained interactions such as asking about a peer’s holiday or responding to a general question about their own holiday, for example, 방학에 한 일에 대해서 이야기해 주세요. ; 방학 때 무엇을 했는지 말해 주세요.
* following up their own and others’ responses by elaborating on and extending the topic, using strategies such as asking or responding to questions, for example, 왜 저 가수를 좋아하는지 말해 주세요. ; 한국에서 등산을 하려면 뭘 준비해야 해요?
* sharing ideas and making suggestions relating to their own and others’ experiences, for example, 한강에서 축제를 한다고 하니까 한번 가 보세요. ; 이번 주말에 행사가 있다고 하니까 같이 갈까요?
* adapting language according to situations, using communication strategies, such as showing empathy or indirectly expressing disagreement through intonation, for example, 그렇지요? ; 좋았겠어요. ; 아마 그럴 거예요. ; 글쎄요. ; 그런가요? ; 아닌 것 같은데요. ; 아닐 거예요.
* corresponding with peers using secure, teacher-moderated digital tools to build relationships (e.g. SNS and personal blogs, and sharing views on aspects of teenage life, such as friends, responsibilities, interests, aspirations and topical issues), for example, 한국에 함께 가면 재미있을 것 같아요. ; 왜 숙제를 못 했어요? 축구를 하느라고 숙제를 못 했어요. ; 공부하느라고 바쁜 척 했어요. ; 주말에 음악을 들으면서 책을 읽었어요. ; 비행기를 기다리는 동안에 인터넷을 했어요. ; 반말로 말해도 돼요? ; 형이라고 불러 줘.
* eliciting and reflecting on others’ opinions by participating in a debate, for example, 어떻게 생각해? ; 왜 그렇게 생각해요? ; 왜 그렇다고 생각해요? ; 어떻게 / 왜 그렇게 되었어요? ; 정말 그럴까요? ; 아,그렇군요.
* using persuasive or evaluative language to debate issues of interest, such as the environment, expectations of teenagers and the generation gap, for example, 저는 ... 믿어요 / 확신해요. ; 그렇다고 생각해요. ; 이것은 분명히 ... 이에요 / 예요. ; 그렇지만 ... ; 정말 ... (으)ㄹ까요? ; -와 / 과 비교해 보면 ... ; 장점과 단점은 ... ; 이것은 저것에 비해 ...
 |
| contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences VC2LK10C02 | * participating in real or simulated forums or discussions to raise awareness of environmental, social or ethical issues, for example, persuading peers to take action on 재생에너지, 기후변화, 지속가능, 빈곤, 차별
* attempting to persuade others of an opinion, such as in a class debate (e.g. 고양이가 강아지보다 키우는 게 더 쉽다고 생각하는데 어떻게 생각해요?), or outlining their suitability for a scholarship, for example, 저는 열심히 공부했으니까 제가 이 일을 제일 잘 할 수 있다고 생각합니다.
* investigating people’s opinions on topics by creating and conducting surveys and presenting or comparing the results, for example, 설문 조사에 따르면 / 의하면 ..., 여러분은 무엇을 추천합니까? ; 이 의견에 동의합니까? ; 이 조사에서 무엇이 잘못되었다고 생각합니까? ; 이번 조사는 지난번 조사와 무엇이 다릅니까?
* participating in class discussion by expressing their own opinion, such as agreement or disagreement with others, for example, 저는 민수가 맞다고 생각해요. ; 저는 정답이 4 번이라고 생각했어요. ; 저는 그렇게 생각하지 않습니다. ; 제 생각은 그것과 다릅니다.
* preparing print or digital information for real or imagined Korean visitors to the school, for example, recording/filming an introduction to the school, preparing welcome speeches, or conducting guided tours of the school
* negotiating for goods and services, considering concepts of value for money, availability and competition
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##### Sub-strand: Mediating meaning in and between languages

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| interpret and evaluate information, ideas and perspectives in a broad range of spoken, written, viewed and multimodal texts and respond appropriately to context, purpose and audience VC2LK10C03 | * viewing artwork from a local Aboriginal or Torres Strait Islander artist, and then writing a script of a speech to present to a group of Korean speakers introducing the artist
* summarising the key points from a range of texts such as teacher-curated social media and interviews
* understanding details and key information in authentic texts such as reports, articles, online video clips and images to compare and respond to different perspectives about the same event, or on a topical issue such as 세계화, 소셜미디어 사용, 동물권리, for example, 서로 다른 관점을 이야기해 볼까요? ; 어떻게 / 뭐가 다른지 비교해 볼까요?
* analysing and interpreting collected information by summarising; sequencing and prioritising; considering context, purpose and audience; for example, 한국에는 태풍이 오고, 호주에는 사이클론이 온다 / 와요 / 옵니다. ; 태풍은 ..., 사이클론은..., 불이 나면 제일 먼저 할 일은 ..., 그 다음에는 ..., 첫번째는 ..., 두번째는 ...
* distinguishing between fact and opinion in texts such as articles and reports, and using critical literacy skills to recognise bias by identifying the author, audience and purpose of the text, for example, 이 기사에서 ...라고 / 다고 하는데 이 정보가 사실이라고 생각해요? ; 이 기자는 이 사실에 대해서 어떻게 생각해요?
* listening to or reading Aboriginal and Torres Strait Islander stories in English, and creating a summary of the story in Korean
* synthesising information by understanding the context and identifying keywords in texts from various sources on topics, such as pop culture, youth employment, the environment, and world sports, or those related to other learning areas, for example, 올림픽 경기 중에서 가장 흥미로운 것은 ... ; 요즘 대중문화에서 가장 유행하는 것은 ... ; 요즘 학생들 사이에서 가장 중요한 문제는 ...
* critiquing their own and others’ presentations, taking the perspectives of authors and performers (e.g. 제가 ... 라면, 제가 그 입장이라면 ... 했을 거예요) by debating a social issue, for example, education policy, school policy, an author’s intention
* watching a video clip or reading an extract to research a topic, historical event, or person and analysing key information in the texts, then interviewing a Korean speaker to find out to what extent the topic/event/person had an influence on their identity by asking a series of questions, for example, 호주로 이민 오신 이유가 무엇입니까? ; 호주에서 살면서 한국은 어떤 의미입니까? ; 세종대왕은 어떻게 한글을 만들게 되었습니까?
* identifying underlying values and cultural references in different texts, such as an advertisement or article, and evaluating their effect on audiences
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| apply strategies to respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts VC2LK10C04 | * identifying and responding to key messages and values in traditional texts such as 민요 (e.g. 아리랑, 강강술래 or 전래동화, 민간설화, 전설), and considering their relevance in modern times, for example, ‘심청전’, ‘흥부전’, dialogues in 탈춤, 판소리
* translating to identify cultural elements and reflecting on how they are embedded in common words or expressions to represent similar or different ideas or practices, for example, kinship terms such as 형, 오빠, 언니, 누나, 할아버지, 외할아버지; titles and terms of address; sayings and proverbs such as ‘호랑이도 제 말하면 온다’ (‘speak of the devil’), ‘소 잃고 외양간 고친다’ (‘to shut the barn door after the horse has bolted’), ‘사공이 많으면 배가 산으로 간다’ (‘too many cooks spoil the broth’)
* translating written, spoken and visual texts, such as advertisements, songs or film extracts, and examining the appropriateness of translation for specific audiences and contexts, for example, changing a text from formal to informal register, or spoken form to written form
* creating bilingual texts, for example, video clips with subtitles to explain Australian cultural practices, such as bushwalking, New Year’s Eve celebrations, barbecues
* listening to popular Korean music (K-pop) and/or viewing Korean music videos, summarising key ideas or messages, and comparing these with songs and music videos that appeal to young people in Australia
* listening to, reading and viewing imaginative texts (e.g. short stories, films, poetry, songs) and identifying aspects of the texts that are specific to Korean language and culture, such as the use of expressive language, body language and figurative language, and critically reflecting on and sharing their own responses with others, for example, 한국 사람이 세배를 하는 이유는 ... ; 왜 돈을 하얀 봉투에 넣어 줄까요?
* creating captions or commentaries to accompany texts, such as lyrics, video clips and film extracts, using Korean where original texts were in English, and English where original texts were in Korean
* comparing their own translation with others’, noticing similarities and differences, and reflecting on why interpretations may vary
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##### Sub-strand: Creating text in Korean

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| create and present texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of textual conventions to engage different audiences VC2LK10C05 | * presenting on different perspectives of the same event or a topical issue, for example, 세대 차이, 인간 관계, 전통 문화와 현대 문화, 시대에 따라 달라진 추석선물
* creating informative texts, such as posters, brochures and webpages, for example, a brochure promoting a holiday destination; a poster for a medical centre encouraging healthy eating; a webpage reviewing new music releases
* creating texts to convey their own ideas and interpretation of specific texts to different audiences, such as classmates, parents, peers on teacher-moderated social networking websites, possible future employers, and for different contexts and purposes such as school, community, social clubs or part-time jobs
* writing a journal entry or a contribution for a school newsletter in Korean, reflecting on a visit to an Aboriginal or Torres Strait Islander Country or Place, and, with permission, referring to cultural knowledge of the site’s significance
* creating visual displays of data or information gathered from personal research or overseas trips to share with peers about features of lifestyle or experiences of Korean-speaking youth, such as educational opportunities, outdoor and sporting activities across the seasons, social clubs, or a typical weekend for a teenager
* creating a print or digital advertisement or travel brochure in Korean for travel to an Aboriginal or Torres Strait Islander Country or Place, including what to see and do, traditional and/or cultural considerations, means of travel, best time of year to visit, what to bring and what to wear
* creating various types of texts (e.g. stories, songs, chants, scripts for role-plays, skits) for different audiences (e.g. young learners of Korean), considering main characters, themes, settings, plots and/or possible intercultural factors
* recreating a text, such as a story, music clip or advertisement to change or parody the content
* creating persuasive texts, such as a blog or forum post, to be presented on a secure, teacher-moderated online platform to a general audience to convince them to learn a foreign language, for example, 여러분, 안녕하십니까? 외국어를 배워 본 적이 있습니까? 외국어를 배우는 것이 필요 없다고 생각할 수도 있지만, 배우면 좋은 이유를 소개하려고 합니다.
* combining modes of presentation, such as displays, videos or music to explore social and cultural themes, for example, 다문화사회
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#### Strand: Understanding Language and Culture

##### Sub-strand: Understanding systems of language

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| apply features and conventions of spoken Korean to extend fluency, and to respond to and create a range of texts in familiar and unfamiliar contexts VC2LK10U01 | * increasing their fluency and accuracy in spoken Korean by using appropriate rhythm, pitch and intonation
* understanding that there are variations in Korean pronunciation across different regions of the Korean Peninsula, but that spelling follows standardised rules
* using Korean pronunciation and spelling rules for listening to and reading authentic texts, and producing their own written and oral texts
* applying appropriate pauses and pace of delivery to convey meaning, emphasis, feelings and emotion, and to create effects in spoken texts, for example, recording themselves presenting a speech or participating in a conversation, and reflecting on how they could improve or adjust the delivery of the information
* knowing when to pause in complex sentences with embedded clauses
* understanding that many honorific expressions occur in everyday speech simply as a formality, for example, announcements and warnings using the phrasing pattern -시기 바랍니다 ; offering meals with an idiomatic expression 맛있게 드세요 ; welcoming people with 어서 오세요 ; sending people who are leaving for a short time away with 다녀 오세요
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| apply understanding of context and grammatical structures to predict meaning, and to respond to and create a range of texts that include some complex structures, ideas and conventions appropriate to formality and text typeVC2LK10U02 | * writing independently, observing writing conventions and rules, such as spacing and punctuation
* making a noun-modifying clause appropriately by using a noun-modifying form (e.g. -인, -(으)ㄴ, -는, or -(으)ㄹ), for example, 배우인 친구가 한 명 있어요. ; 저기에서 노래하는 사람이 누구예요? ; 제가 어제 본 영화는 정말 슬펐어요. ; 언제 갈 계획이에요? ; 날씨가 좋은 날에 운동을 해요.
* analysing the structure of complex verb phrases and expanding their use, understanding how meanings are added to the main verb such as desire, likelihood, shift of actions, designation and habits, for example, 알고 싶어요. ; 비가 올 것 같아요. ; 갔다 왔어요. ; 보러 가요. ; 조깅을 하곤 했어요. ; 바쁜 척했어요. ; 가지 못할 뻔했어요. ; 해야 한다고 했어요. ; 할 수 있다고 말했지만 ...
* using different speech levels and styles in Korean appropriately for the audience, for example, -ㅂ / 습니다, -ㅂ / 습니까? -ㅂ / 읍시다, -(으)십시오, -십니까?, -해요, -하세요, -어 / 아 / 해
* understanding and using the dictionary forms of action and descriptive verbs to identify the meaningful part or to look up unknown verbs in a dictionary, for example, 가다, 오다, 쓰다, 하다, 먹다, 들다, 듣다, 읽다, 짓다, 부르다, 덥다, 예쁘다
* using a wide range of particles, including honorific forms as applicable, for appropriate grammatical functions, for example, -한테서 / 에게서, -마다, -조차,-뿐, -밖에, -씩, -만
* using negative questions and answering appropriately with past, present and future tenses, for example, 그 영화를 안 봤어요? / 보지 않았어요? 아니요, 봤어요. / 네, 안 봤어요 / 보지 않았어요. ; 김치를 못 먹어요? / 먹지 못해요? 아니요, 먹어요. / 네, 못 먹어요. / 먹지 못해요. by conducting a survey
* inferring meanings of unknown words or expressions from information available from the text or context
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| reflect on and evaluate Korean texts, using metalanguage to analyse language structures and features VC2LK10U03 | * identifying register used in Korean texts, for example, the formal polite style used for statements (e.g. -ㅂ / 습니다, -입니다) and commands (e.g. -(으)십시오, -해 주시겠습니까?); vocabulary used to determine context, purpose and audience
* comparing sentence structures in Korean to English or other languages they know, and recognising the ways that different grammatical structures or language features are used to get the meaning across
* comparing and contrasting the structures of a variety of authentic texts in Korean and English, examining how the context, purpose and audience are considered differently in each language
* understanding that languages incorporate other languages into their systems and examining how this takes place in Korean, for example, 조깅해요, 알바해요, 온라인으로
* creating their own texts in Korean in specific contexts for specific purposes and audiences (e.g. written form as opposed to spoken form, formal polite form as opposed to informal polite form), for example, introducing Korean food culture to parents invited to a Korean culture evening; using a range of appropriate discourse devices for coherence and cohesion, including appropriate vocabulary
* comparing spoken and written texts, such as spoken and printed advertisements, face-to-face conversations and text message threads, to understand how mode relates to linguistic structures and features, and how this affects meaning
* using metalanguage to discuss language structures and features, drawing on examples from English and/or other languages to make comparisons with Korean, for example, 단어, 문장, 문단, 띄어쓰기, 명사, 동사, 형용사, 조사, 높임말 / 존댓말, 줄임말, 반말, 물음표, 마침표, 쉼표, 느낌표, 큰따옴표, 작은따옴표, 괄호
* examining cohesive devices used in Korean texts, such as consistency in speech levels and honorific elements, conjunctions (e.g. -지만, -는데, -(으)니까, -므로, -아 / 어서), and conjunctive adverbs (e.g. 하지만, 그렇지만, 그러나, 그러니까, 그러므로, 그래서), and their appropriateness for Korean discourse
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##### Sub-strand: Understanding the interrelationship of language and culture

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| reflect on and evaluate how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicating VC2LK10U04 | * reflecting on their own cultural identity in terms of family background, community relationships and contact with languages, including contact with Korean and other languages and cultures, tracking changes over time or context
* becoming aware of their use of Korean and adjusting language use to suit the context, such as feeling comfortable with some silence during conversations or learning to be indirect when making refusals, for example, 잘 모르겠는데요. ; 글쎄요.
* creating a ‘language portrait’ of themselves through the use of a whole-body silhouette, where students represent their personal experiences of language and culture by adding colours, shapes and words within and around the outline
* analysing and discussing the interconnected nature of the linguistic and cultural diversity of Korean-speaking communities, and how this is also relevant to the linguistic and cultural diversity in Australia, including that of Aboriginal and Torres Strait Islander Peoples
* discussing how texts (e.g. films, dramas, plays, songs) portray social issues and values, such as conflict in relationships, poverty, loyalty, rights, welfare and humility
* reflecting on and explaining the protocols required to authentically co-create an Acknowledgement of Country or Place with an Aboriginal or Torres Strait Islander person, to present in Korean to a group of Korean-speaking visitors at a school assembly
* reflecting on how world views of a culture are reflected in and shaped by the way people use everyday languages, such as different ways to answer negative questions in Korean and English (e.g. 숙제를 안 했어요? 아니요, 했어요. / 네, 안 했어요.), or different perspectives involved in the use of 가다 and 오다 (e.g. 파티에 갈 거예요. ; 나하고 같이 가겠어요? ; 빨리 올래요? ; 지금 가요. ; 저거 / 그거, 안녕히 계세요 / 가세요)
* analysing how the Korean language may reflect cultural perspectives and values, such as collectivism, harmony, humility, hierarchies, social title and the importance of ties between family members
* listening to and/or reading examples of an Acknowledgement of Country in Korean, and creating their own version that names the local Country for a Korean-speaking audience
* analysing examples of traditional and contemporary images or texts in print and online, and comparing how representations of identity and gender in the language have changed over time
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# Curriculum – 7–10 Sequence

## 7–10 Sequence: Levels 7 and 8

### Band description

In Levels 7 and 8, students are beginning their learning of Korean language, and this will be influenced by their prior experiences of language learning. Students use Korean to describe their personal worlds and interact and collaborate with their teachers and peers within and beyond the classroom. Listening, speaking, reading, writing and viewing activities are supported by scaffolding, modelling and feedback.

Students use Hangeul with support, and access authentic and purpose-developed spoken, written, viewed and multimodal resources, which may include conversations, audio and video clips, textbooks, advertisements, images, teacher-curated content from blogs, and magazines. They use their knowledge of metalanguage to reflect on similarities and differences in language structures and features between Korean, English and/or other languages. They recognise that language choices reflect cultural values, beliefs and identity.

### Achievement standard

By the end of Level 8, students use Korean to interact and collaborate with others, and to share information and plan activities in familiar contexts. They recognise and respond to familiar gestures, questions and instructions when interacting with others. They locate and respond to information in texts and use visual and contextual cues to help make meaning. They respond in Korean or English, and demonstrate their understanding of context, purpose and audience in texts. They use Hangeul with support, and familiar language, modelled sentences and grammatical structures to create texts appropriate to audience.

Students begin to use pronunciation, intonation and stress in spoken Korean to develop fluency. They demonstrate understanding of the conventions for Hangeul, non-verbal, spoken and written communication. They comment on aspects of Korean and English language structures and features, using some metalanguage. They understand how aspects of language and culture contribute to their own and others’ identity.

### Content descriptions and elaborations

#### 7–10 Sequence strand: Communicating Meaning in Korean

##### 7–10 Sequence sub-strand: Interacting in Korean

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| interact with others using modelled language to exchange information in familiar contexts about themselves and their personal worlds VC2LK8CM01 | * 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. ; 12 살이에요. ; 7 학년이에요. ; 안녕히 가세요 / 계세요.
* describing friends, family members or pets by presenting verbally about a personal topic chosen, for example, ... 있어요 / 없어요. ; 동생이 귀여워요. ; ... 은 / 는 예뻐요. ; ... 이 / 가 작아요. ; 눈이 커요. ; 머리가 갈색이에요. ; 다리가 짧아요. ; 귀가 길어요.
* sharing and comparing information about self and others, such as describing routines, likes/dislikes, events and leisure activities by conducting a class survey, for example, 6시에 일어나요. ; 주말에 (보통) 뭐 해요? ; 취미가 뭐예요? ; 뭐 좋아해요? ; 무슨 ... 을 / 를 좋아해요? ; 크리켓을 / 독서를 좋아해요. ; 수영을 / 영화를 안 좋아해요.
* interviewing members of the class about themselves, their family, pets, likes and dislikes, hobbies and leisure activities; creating a graph representing the information they collected; and using the graph to communicate simple statements about the information gathered
* exchanging information through questioning and answering in a simple role-play with peers, for example, using 이것 / 저것이 뭐예요? ; ... 예요 / 이에요. ; ... 이 / 가 아니에요. ; 알아요, 몰라요, 네, 아니요, 맞아요, 틀려요
* expressing opinions using formulaic phrases (e.g. 제 생각에는 ...), for example, 제 생각에는 민수가 맞아요. ; 제 생각에는 그 영화가 재미있어요.
 |
| develop language to interact in exchanges, routines and tasks related to their classroom and interests VC2LK8CM02 | * 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. ; 왔어요? 아니요, -이 / 가 안 왔어요.
* interacting by asking permission and making requests, for example, -을 / 를 빌려 주세요. ; -아도 / 어도 돼요? ; 괜찮아요? ; 미안해요. ; 고마워요.
* participating in collaborative projects such as making and playing a vocabulary game or producing and sharing a digital alphabet or number book for a younger audience, and 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 phone etiquette by performing a role-play of a phone conversation, for example, 여보세요, 저는 ... 입니다, 안녕히 계세요
 |
| engage in modelled spoken and written exchanges with peers to organise activities relating to daily life and school environment VC2LK8CM03 | * watching a video of people speaking Korean, identifying commonly used gestures and discussing their meaning and use
* working with peers to produce a bilingual publicity flier for an upcoming event, such as 한글날, to promote Korean learning among school community members
* planning events (e.g. a class celebration or a birthday party) with details such as day, time, place, activity and participants, for example, 월, 일, 요일, 시간, -에게, -로부터, 언제 / 어디에서 만나요? ; 누가 해요? ; 누구하고 해요? ; 같이 만들어요.
* negotiating real or simulated plans by conducting a personal conversation with peers using structures such as -고 싶어요 and -(으)ㄹ 수 있어요, for example, 무엇을 하고 싶어요? 영화를 보고 싶어요. ; 언제 갈 수 있어요? 주말에 갈 수 있어요.
* participating in transactions, such as ordering or purchasing food, using -어 / 아요 or -(으)세요 form (e.g. 얼마예요? ; 아이스크림 한 개 주세요. ; 여기 있어요, 고맙습니다 / 감사합니다.) by participating in a role-play or an excursion to a Korean grocery shop
* following procedures and instructions together, for example, participating in class or leisure activities such as sport/craft/dance/cooking; how to play 윷놀이 (e.g. 내 / 네 차례예요. ; 윷을 던지세요. ; 가세요. ; 도세요.)
* creating a visual organisation board, including pictures, symbols or icons to represent different elements of a topic, and then explaining their choices to peers using spoken language or written descriptions, with the teacher using connecting words to sequence and link ideas
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##### 7–10 Sequence sub-strand: Mediating meaning in and between languages

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| locate information and ideas in familiar spoken, written, viewed and multimodal texts, responding appropriately to context, purpose and audience VC2LK8CM04 | * noticing how local names of streets, places and landmarks can have their origins in language(s) of Aboriginal and Torres Strait Islander Peoples, identifying the meanings of these place names, for example, ‘You Yangs’ comes from the Wadawurrung words Wurdi Youang, meaning ‘big hill’, and then discussing the names of Korean landforms that also denote physical characteristics, such as 부산 (Pusan) which has the Sino-Korean meaning of 'Cauldron Mountain'
* locating, classifying and summarising information using text types (e.g. class surveys, notices, signs, images, timetables, graphics, charts, advertisements, brochures, leaflets, 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, video clips, animations, comics, flyers 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, manual, instruction, procedure, timetable
* listening to, reading or viewing Aboriginal and Torres Strait Islander 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, -해 보세요
* discussing the ways words can be misinterpreted, for example, the naming of the Barwon River in English (Wadawurrung word Parwan for ‘magpie’), or the Yarra River (Wurundjeri term Yarro Yarro, meaning ‘it flows’), and identifying ‘false friends’ or commonly misunderstood terms and phrases in Korean that can cause miscommunication
* inventing a new aspect of a text for a story studied in class, such as a new character, place, plot, object, perspective or an alternative ending
* expressing opinions about characters or settings in imaginative texts using structures such as ... 같아요, -은 / 는 것 같아요, for example, 뭐예요? ; 뭐 같아요? 호랑이 같아요. ; 좋은 것 같아요. ; 무서운 것 같아요.
* identifying and discussing patterns in language use associated with gender, age, social status or purpose, such as 형, 누나, 언니, 오빠, 나이 / 연세, 생일 / 생신, 선생님
 |
| develop and apply strategies to interpret and respond to Korean texts, and to convey meaning and intercultural understanding in Korean in familiar contexts VC2LK8CM05 | * participating in ‘dictionary races’ to practise finding information in the dictionary quickly and accurately
* translating short personal texts, identifying words and phrases, and noticing similarities and differences in language use (e.g. formality), for example, 안녕하세요? as opposed to 안녕? ; 안녕히 가세요 as opposed to 잘 가 ; 먹어 as opposed to 드세요
* 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), 책을 펴세요 (open the book)
* listening to and viewing performances, such as music videos 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, for example, 우리집 (my/our house); 우리 학교 (my/our school); 우리나라 (my/our country)
* designing signage, posters and flashcards, displaying items such as the names of classroom objects, for example, 책, 공책, 의자, 책상, 가방, 연필, 지우개, 필통, 연필깎이
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##### 7–10 Sequence sub-strand: Creating text in Korean

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| create spoken and written texts using appropriate vocabulary, expressions and grammatical structures, and some textual conventions, using Hangeulwith supportVC2LK8CM06 | * labelling pictures of Korean and Australian classrooms and homes, highlighting differences in the arrangement of items, such as furniture and wall displays
* 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; for example, -이 / 가 유명해요 ; 날씨가 더워요 / 추워요 ; -가 / 이 많아요
* compiling a questionnaire that consists of a series of simple questions and response options, such as 있어요 / 없어요 ; 좋아해요 / 안 좋아해요 ; 할 수 있어요 / 없어요, and giving it to a Korean-speaking person visiting the school or in a secure online exchange to complete, as a way to gather information about family, home, interests and abilities, and presenting the responses in a podcast or newsletter
* creating a poster in Korean to promote travel to an Aboriginal or Torres Strait Islander Country or Place, including what to see and do
* producing an informative text introducing an aspect of their immediate environment or personal worlds, for example, creating a tour of their school, a guide to their favourite place, an explanation of Aboriginal and Torres Strait Islander place names, or a history of their town; or reading a text and highlighting the text-type features they can see, before completing a jigsaw puzzle task with a similar text, placing all the elements of the text in the correct order using the text-type features as support
* 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 (e.g. a big book or game for young learners of Korean; invitations to a class event; 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 (e.g. a script for a role-play or a play) 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?
 |

#### 7–10 Sequence strand: Understanding Language and Culture

##### 7–10 Sequence sub-strand: Understanding systems of language

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| recognise and apply the sounds and conventions of spoken Korean to develop fluency, and to respond to and create simple texts in familiar and some unfamiliar contexts VC2LK8UL01 | * listening to and reproducing the sounds of Korean, noticing sound–symbol correspondence, for example, in consonants (발 as opposed to 팔; 갈 as opposed to 칼); in diphthongs transcribed as combinations of vowel letters (반가워요, 와요, 왜, 의사, 가위); in tense consonants transcribed by double-consonant letters (살 as opposed to 쌀, 자요 as opposed to 짜요, 고리 as opposed to 꼬리, 방 as opposed to 빵, 사요 as opposed to 싸요)
* 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]
* learning Korean tongue twisters, for example, 네가 그린 기린 그림은 못 그린 기린 그림이고 내가 그린 기린 그림은 잘 그린 기린 그림이다. ; 경찰청 철창살은 외철창살이고 검찰청 철창살은 쌍철창살이다. ; 체다치즈를 최고 많이 먹은 최다은이 체다치즈 먹기 대회 최다 우승자이다.
* 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 [ㄱ, ㄴ, ㄷ, ㄹ, ㅁ, ㅂ, ㅇ]
* knowing that for syllable-final double consonants, in most cases, only the first final consonant is pronounced, except for 닭 and 삶
* practising using greetings appropriate to context and audience, for example, participating in a role-play activity, greeting members of the class using language appropriate to the role they have adopted (e.g. teacher, classmate, older neighbour, shop owner, cousin)
 |
| apply understanding of Hangeul and grammatical structures to respond to and create a range of texts using conventions appropriate to audience and text type VC2LK8UL02 | * constructing syllable blocks in different shapes, where a consonant and a vertical vowel are positioned side by side (e.g. 가), a horizontal vowel is positioned underneath a consonant (e.g. 누), or a consonant or a consonant cluster is added as a syllable-final consonant (e.g. 받침), under the first 2 types of syllable blocks, for example, 각, 눈, 닭
* 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.
* 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 먹어요 is missing both a subject and an object
* 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 (e.g. 좋아요, 좋았어요, 재미있어요, 재미있었어요, 먹어요, 먹었어요), including some set phrases with auxiliary verbs, such as -고 싶어요, -고 있어요, or -(으)ㄹ 수 있어요 / 없어요, -(으)ㄹ 줄 알아요 / 몰라요
* using some honorific words and suffixes, such as 진지, 연세, 생신, 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 (e.g. 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, 하지만, 그렇지만, 그래서, 그러므로
* using the 2 numbering systems of Korean appropriately for purpose, for example, Korean native number, 하나, 둘, 셋, … and Sino-Korean number, 일, 이, 삼, …
* using basic counters and Arabic numerals with appropriate pronunciation (e.g. 사과 1 개 is read as 사과 한 개; 학생 3 명 is read as 학생 세 명; 11 살 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 by conducting a role-play in a shopping situation, for example, 사과 한 개 compared with ‘one apple’
* using question words to make questions, for example, 누가, 누구, 무엇, 언제, 어디, 어떻게, 왜, 몇, 무슨, 어느, 어떤
* 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 ; 안녕히 가세요 / 계세요 ; 고맙습니다 ; 감사합니다 ; 환영합니다 ; 어서 오세요 ; 생일 축하합니다 ; -계 ... 사람 as in 한국계 호주 사람, ... 회원이에요
 |
| compare the structures and features of Korean with English and/or other languages using some metalanguage VC2LK8UL03 | * 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 as opposed to ‘drive slowly’; 미세요 / 당기세요 as opposed to ‘push’/‘pull’
* using metalanguage to identify 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 and time, for example, ... 에게, ... 로부터, 4 월 3 일 금요일, 오후 다섯 시
* recognising the similarities in key features of Korean and English texts such as stories, songs and conversation, for example, 옛날 옛날에, 오래오래 행복하게 살았대요.
* observing how differently abbreviated forms in multimedia and teacher-curated social media are accepted in Korean and English and/or other languages, for example, 쌤, 여친, 남친, 셀카
* 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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##### 7–10 Sequence sub-strand: Understanding the interrelationship of language and culture

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values VC2LK8UL04 | * participating in a guided discussion of the roles of and relationships between culture and language with reference to Korean, English and other known languages, and discussing, questioning and explaining understanding of other cultures, including Korean culture, without stereotyping
* creating a ‘language portrait’ of themselves through the use of a whole-body silhouette, where students represent their personal experiences of language and culture by adding colours, shapes and words within and around the outline
* identifying the Aboriginal or Torres Strait Islander Country or Place on which they live and incorporating this into their self-introduction in Korean
* viewing interactions in Korean between peers or in multimodal texts such as a film 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 that have similar meanings and pronunciation across different languages, reflecting on the possible origins and cultural associations of such words, for example, 엄마, ‘mum’, ‘mama’
* reflecting on, in Korean or English, how Aboriginal and Torres Strait Islander languages have strong connections to Country or Place 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
* becoming aware of the variety of gender-inclusive ways in which people can be addressed, including the use of non-gendered expressions such as 그 사람, 그, or 그 분 (honorific) which can apply to all Korean speakers, and if the name is known, referring to them by their name with the suffix 씨 where appropriate
* 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) and 우리나라 (my country), and kinship terms such as 형, 오빠, 누나, 언니 and 이모 are often used to address other people
* exploring how politeness is expressed differently in Korean and English language, such as the importance of age, social status and levels of formality, and understanding the significance of social conventions and cultural concepts, for example, using 식사하셨어요? as a greeting
 |

## 7–10 Sequence: Levels 9 and 10

### Band description

In Levels 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, write and view to communicate with other speakers of Korean in local and global settings through authentic community and moderated, secure online events. They continue to receive guidance, modelling, feedback and support from their 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, viewed and multimodal texts, which may include textbooks, audio and video clips, magazines and images, online and print articles, and teacher-moderated social media. They acknowledge that there are diverse influences on communication and cultural identity, and that these influences can shape their own behaviours, values and beliefs.

### Achievement standard

By the end of Level 10, students initiate and sustain Korean to exchange and compare ideas and experiences about their own and others’ personal worlds. They communicate using spoken and written language to collaborate, plan and reflect on activities and events. They interpret and analyse information and ideas in texts and demonstrate their understanding of different perspectives. They identify and evaluate information and respond in Korean or English, adjusting their language to convey meaning and to suit context, purpose and audience. They use structures and features of non-verbal, spoken and written Korean to create texts.

Students apply features and conventions of spoken Korean to enhance fluency. They select and apply their knowledge of language conventions, structures and features to interact, make meaning from, and create spoken and written texts appropriate to different levels of formality. They discuss the structures and features of Korean 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 influences their ideas and ways of communicating.

### Content descriptions and elaborations

#### 7–10 Sequence strand: Communicating Meaning in Korean

##### 7–10 Sequence sub-strand: Interacting in Korean

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others’ personal worlds VC2LK10CM01 | * initiating and sustaining small talk such as discussing the weather, for example, 오늘 날씨가 어때요? 오늘 날씨가 따뜻해요. ; 날씨가 따뜻하면 뭐 하고 싶어요? 날씨가 따뜻하면 운동을 하고 싶어요.
* describing ideas and offering opinions, for example, giving reasons for statements (e.g. 동생은 시끄러워서 안 귀여워요. ; -(으)면 안될까요? ; -(으)ㄴ데요 / 는데요) by presenting a personal topic to the class
* sharing ideas with peers about topics of interest and seeking their opinions by conducting a class debate, for example, -다고 생각하지 않아요? -다고 생각해요. ; 그 영화가 어땠어요? 좋았어요. 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. ; 졸업하면 무슨 일을 하고 싶어요?
* 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 ; 뭐라고 했어요?, and indicating concession, for example, 괜찮아요
* sustaining responses by providing detail such as listing and describing activities, for example, 저는 주말에 체육관에서 친구하고 농구 하고 축구를 해요, and responding to hypothetical situations, for example, 비가 오면 무엇을 해요? 책도 읽고 음악도 들어요.
* initiating a conversation by using expressions appropriate to the context and the audience, for example, 지금 시간 있어요? ; 지금무엇을 해요? ; 어디에가요? ; 이 노래를 들었어요?
* building fluency in speech by responding to questions and developing conversations on familiar topics of mutual interest, for example, 주말에 시간이 있어요? 네, 토요일 오후와 일요일에 시간이 있어요. ; 토요일 아침에 뭐 해요? 아홉 시부터 열두 시까지 운동해요. ; 저도 수영을 좋아하는데 같이 할까요?
 |
| use Korean language in exchanges to question, offer ideas and opinions, negotiate, compare and discuss VC2LK10CM02 | * giving and following instructions such as 책을 책상 위에 놓으세요. ; 쓰지 마세요, and requesting clarification, for example, 다시 설명해 주세요. ; 그게 무슨 뜻이에요?
* checking for and indicating understanding, for example, 무슨 말인지 알겠어요? / 네, 알겠어요. / 아니요, 모르겠어요. ; 이해했어요?
* asking for and making suggestions relating to shared activities, for example, 무엇을 먼저 이야기할까요? ; -한테 물어 보세요. ; 물어봐도 돼요? ; -해 볼까요?
* sharing information about similar topics of interest, for example, opinions about current music and bands; popular television series or films (e.g. 나 이거 봤는데 너도 봤어? ; 나 이거 좋아하는데 너도 좋아해? ; 저는 이 영화를 좋아하는데 선생님은 어때요?)
* watching a documentary on global issues such as 한류, 환경, and using descriptive and expressive language to exchange views on the topic, for example, 환경문제가 심각한데 여러분은 어떻게 생각하세요?
* participating in reflective activities and evaluations of classroom experiences, using language such as 어떻게 생각해요? ; 제 생각에는... ; 아마 ... ; 글쎄요. ; -(으)ㄴ / 는 것 같아요. ; -라고 / 다고 생각해요.
* comparing different ideas, facts or information such as the population, languages, leisure and school life between 2 countries, for example, 한국은 -는데 / 은데 비해서 호주는 ... ; 한국은 -지만 호주는 ...
* negotiating differences between personal opinions, for example, designing the ideal home (e.g. types of shared spaces, outdoor areas, number of bedrooms/bathrooms); creating a debate on the advantages and disadvantages of participating in team sports
 |
| use spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers VC2LK10CM03 | * presenting a poster or text to peers to introduce a social or environmental issue such as 소셜 미디어 or 쓰레기 재활용, using appropriate body language
* planning for an event or scenario such as collaboratively arranging a class excursion, birthday party or using transport, for example, 어디에 갈까요? ; 언제 갈까요? ; 어떻게 갈까요? ; 뭐가 필요해요? ; 뭘 준비해야 해요? ; 지하철을 타면 빨리 갈 수 있어요.
* discussing plans or chores and daily needs with a host family, for example, 도시락이 필요해요. ; 저는 집안일을 도울 수 있어요. ; 이번 주말에 안 바쁜데 저는 무슨 일을 할까요?
* 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. ; 한국어 말하기 대회에 참가하려면, 어떻게 해요? ; 그 대회에 참가하고 싶어요. 어떻게 신청해야 해요? ; 상을 못 받았지만 수고했어요. ; 좋은 경험이었어요. ; 잘하지 못했지만 열심히 했어요.
* conducting transactions in authentic or simulated situations (e.g. purchasing goods such as clothes, food or stationery in a Korean shop and checking the receipt to confirm the price and information relating to the purchase), for example, 이 모자가 얼마예요? ; 모자가 예쁘지만 조금 작아요. 더 큰 모자를 보여 주세요. ; 영수증을 주세요. 계산이 안 맞아요.
* asking for advice from others to plan for situations, such as seeking medical treatment, for example, 머리와 목이 아파요. 어떻게 해야 해요? ; 병원 / 약국이 어디에 있어요? ; 제가 지금 몸이 아픈데 집에 일찍 가도 돼요? ; 제가 지금 많이 아파서 학교에 갈 수 없어요. 병원에 가야 해요. ; 지금 몸이 안 좋은데 어떻게 하면 좋을까요?
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##### 7–10 Sequence sub-strand: Mediating meaning in and between languages

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
| --- | --- |
| interpret and evaluate information, ideas and perspectives in a range of spoken, written, viewed and multimodal texts and respond appropriately to context, purpose and audience VC2LK10CM04 | * organising, categorising and reporting information to inform audiences, selecting modes of presentation such as tables, concept maps, web postings and charts, for example, categorising vocabulary by themes, such as regular and irregular verbs
* 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, for example, Korean community magazines, an exhibition of Korean artists
* recording and synthesising information from Korean media texts, such as television programs, reports, interviews, video clips, documentaries and teacher-moderated social networks, for example, learning about healthy Korean food culture and presenting on that topic in multimodal texts
* listening to or reading an article or interview of a well-known Aboriginal or Torres Strait Islander person, discussing their opinions and ideas in Korean, and creating and presenting their personal profile to the class
* 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 extended ending or adding a continuous episode to a well-known story, such as ‘혹부리 영감’ or dialogue between the characters in ‘토끼와 거북이’, 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, 간이 작다, 눈이 크니까 겁이 많다
* listening to, reading and viewing texts in various modes, and responding by making connections with their own experiences, for example, 저도 -한 적이 있어요, and expressing opinion, such as 제 생각에는 -(으)ㄴ / 는 것 같아요
* listening to popular Korean songs (K-pop) or viewing music videos, summarising key ideas or messages, and comparing these with songs and music videos that appeal to young people in Australia
* listening to, reading and viewing stories, such as Korean folktales (e.g. ‘소가 된 게으름뱅이’ ; ‘단군 신화’) and discussing associated ideas and values, for example, attitudes towards greed, jealousy or loyalty, and considering how these relate to contemporary societies and personal experiences of culture(s)
 |
| apply strategies to interpret and respond to non-verbal, spoken and written interactions and produce texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts VC2LK10CM05 | * practising listening strategies such as listening for keywords or using a guided note-taking sheet identifying text-type features and language conventions in different text types, and using this knowledge to replicate these structures in their own writing
* analysing 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 such as 오빠 / 형, 언니 / 누나, 할아버지 / 외할아버지, 고모 / 이모; titles and terms of address such as -님, 씨; 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-translating, 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 (e.g. 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 considered differently in the translated and original versions, for example, 옛날 옛날에 한 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 their 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, 숙제, 과제, 시험
* 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 (e.g. 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? as opposed to 안녕?, 안녕히 가세요 as opposed to 잘 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? as opposed to 뭐 해요?, 이것이 as opposed to 이게 / 이거, 그것은 as opposed to 그건, 여기에서 as opposed to 여기서, 밥 먹어요
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##### 7–10 Sequence strand: Creating text in Korean

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
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| create and present spoken and written texts, selecting vocabulary, expressions, grammatical structures and textual conventions for familiar and some unfamiliar contexts and purposes, to engage different audiences VC2LK10CM06 | * 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, 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 in a face-to-face mode, or on secure teacher-moderated social networking websites, for example, 호주는 12월과 1월에 아주 더워요. 그래서 여름에 ..., 호주 크리스마스에는 ..., 호주 방학은 ...
* creating a print or digital advertisement or travel brochure in Korean for travel to an Aboriginal or Torres Strait Islander Country or Place, including what to see and do, traditional and/or cultural considerations, means of travel, best time of year to visit, what to bring and what to wear
* writing a journal entry or a contribution for a school newsletter in Korean, reflecting on a visit to an Aboriginal or Torres Strait Islander Country or Place, and, with permission, referring to cultural knowledge of the site’s significance
* conveying information about different viewpoints on topics of interest such as etiquette, health or technological issues, for example, 식사예절, 노인에게 자리 양보하기 ; 호주 사람은 ‘고마워요’, ‘미안해요’를 더 자주 써요.
* creating a range of texts to entertain specific audiences (e.g. songs and video clips, skits, graphic stories for peers, children’s books and cartoons suitable for younger learners of Korean), or creating and presenting performances, such as role-plays or skits based on stories and scenarios that involve language related to time (e.g. 옛날에, 처음에, 다음에, 마지막에, 끝) and emotional expression, for example, 신났어요, 무서웠어요, 슬펐어요, 기뻤어요, 재미있었어요, 감동이었어요
* producing performances to present real or imaginative stories (e.g. role-plays, skits, songs), using expressive language such as mimetic words and onomatopoeia, for example, 물을 벌컥벌컥, 음식을 허겁지겁, 라면이 보글보글
* 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!’ ; ‘그럴 리가!’
* explaining to others a procedure or practice (e.g. a recipe; the rules of a sport or a board game; instructions on caring for a pet/animal; fashion tips), by giving priority to classified information using 먼저, 우선, 무엇보다, 첫번째, 두번째, 마지막으로
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#### 7–10 Sequence strand: Understanding Language and Culture

##### 7–10 Sequence sub-strand: Understanding systems of language

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
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| apply features and conventions of spoken Korean to enhance and extend fluency, and to respond to and create a range of texts in familiar and unfamiliar contexts VC2LK10UL01 | * pronouncing assimilated consonants, for example, 학년 [항년], 육년 [융년], 국물 [궁물], 신라 [실라], 종로 [종노], 관리 [괄리]
* 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?’), 어디에 가요? (‘Are you going somewhere?’), 어디에 가요? (‘Where are you going?’)
* listening to and/or reading examples of an Acknowledgement of Country in Korean and creating their own version that names the local Country for a Korean-speaking audience
* building fluency and accuracy of speech in relation to pitch, stress and rhythm by practising tongue twisters or challenging sentences or by recording themselves speaking Korean and reflecting on this when listening to it played back
* knowing when to pause in complex sentences with embedded clauses
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| apply understanding of context and grammatical structures to respond to and create a range of texts that include some complex structures, ideas and conventions appropriate to formality and text typeVC2LK10UL02 | * recognising and using expressions that show intentions and probability, for example, -겠어요 (I intend to …) as opposed to -(으)ㄹ 것 같아요 (it seems likely that …)
* using spacing rules to communicate intended meaning in written Korean, for example, 친구가방에있어요 as opposed to 친구가 방에 있어요 as opposed to 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, -도, -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), 지어요 (짓다)
* communicating reasons or purposes of things by using nominalisation in set phrases, for example, -기 때문에, -기 위해(서), -는 것 때문에, -라는 이유로
* 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 / 못 했어요 as opposed to 아니요, 하지 않았어요 / 하지 못했어요, by conducting a class survey
* extending their responses by linking ideas and sequences using verb conjugations, such as -어 / 아서, -고, -며, -(으)면, -지만, -거나, -는데, -므로
* using descriptive verbs to modify nouns, for example, 예쁜 꽃, 맑은 물, 어려운 시험, 복잡한 문제, 피곤한 하루, 긴 시간
* communicating about other people’s views using indirect speech form, for example, -다 / (이)라고 하다, -는다고 하다, -자고 하다, -지 말라고 하다, -(으)라고 하다
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| reflect on and evaluate Korean texts, using metalanguage to discuss language structures and featuresVC2LK10UL03 | * 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; informal polite form instead of formal polite form; written form instead of spoken form 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
* using metalanguage to interpret, explain and use 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, for example, 재밌어요 instead of 재미있어요, 샘 instead of 선생님, 좀 instead of 조금, ㅇㅇ instead of 응, ㅋㅋㅋ instead of 크크크
* exploring and identifying basic cohesive devices in texts (e.g. 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? ; 연세가 어떻게 되세요?
* evaluating the purpose of conjunctive adverbs, for example, 그런데, 그래서, 그러면, 그렇지만, 하지만, 그러므로 and conjunctive suffixes such as clausal connectives, for example, -고, -어 / 아서, -(으)면, (으)나, -거나, -지만
* analysing linguistic choices in situations of potential conflict involving an apology and acceptance, for example, comparing 죄송합니다 and 미안합니다
* comparing sentence structures in Korean, English and/or other languages they know, and analysing how different structures and language features are used to convey meaning
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##### 7–10 Sequence sub-strand: Understanding the interrelationship of language and culture

| Content descriptionsStudents learn to: | ElaborationsThis may involve students: |
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| reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values, and how these affect ways of communicating VC2LK10UL04 | * noticing social norms and practices when interacting with Korean-speaking people (e.g. 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 their own reactions to these practices
* analysing and discussing the interconnected nature of the linguistic and cultural diversity of Korean-speaking communities, and how this is also relevant to the linguistic and cultural diversity in Australia, including that of Aboriginal and Torres Strait Islander Peoples
* 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 reflecting on how they feel when they bow as a greeting, sit on the floor instead of on a chair, sleep on the floor instead of on a bed, take off shoes in a house or indoor places
* reflecting on and explaining the protocols required to authentically co-create an Acknowledgement of Country or Place with an Aboriginal or Torres Strait Islander person, to present in Korean to a group of Korean-speaking visitors at a school assembly
* recognising that social values (e.g. 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 using -는데요; waiting to be invited to eat or drink; expressing gratitude through actions by giving a nod rather than words such as 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
* analysing examples of traditional and contemporary images or texts in print and online, and comparing how representations of identity and gender in the language have changed over time
* 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 revise their own attitudes
* understanding how the creation of Hangeul in the 15th century in 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 to the present
* discussing possible reasons for changes in Korean language use (e.g. globalisation, exposure to other languages, changing contexts of use, the development of digital technology, a move away from traditional culture and conservatism) and discussing how the Korean language uses or adapts words from other languages, and considering the advantages and disadvantages of blending languages
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