Korean – comparison of curriculums

**The following tables show the relationship between the Victorian Curriculum F–10 Version 1.0 (VC1) and the Victorian Curriculum F–10 Version 2.0 (VC2).**

## Foundation to Level 2

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 2, students interact with peers and teachers through play- and action-related talk, exchanging greetings and introducing themselves (for example, 안녕하세요?; 안녕?; 저는 ...이에요/예요 used as a set phrase) with gestures. They respond to question cues (such as 뭐예요?) by naming objects with single words (for example, 눈! 코! 입! 고양이!) or using short, simple sentences as set phrases (for example, 눈이에요, 고양이예요). They respond to teacher instructions such as 따라 하세요, 일어나세요 by imitating the teacher’s actions or speech, and to the teacher’s simple closed-ended questions by giving short answers such as 있어요/없어요 or 네/아니요. They make simple requests using … 주세요 and thank each other or the teacher using 고맙습니다 with appropriate gestures. They mimic and approximate Korean pronunciation of simple words, and locate and read specific words such as names of people or objects provided in familiar types of short texts. Students present simple information relating to themselves, their friends or everyday objects, using simple words and set phrases. They create and perform their own simple texts using modelled examples and formulaic language. Students use vocabulary related to their class and home environments. They use the personal pronoun 저, basic particles –은/는, –이/가 and –을/를 as part of formulaic chunks ending with –어/아요 or –이에요/예요 (for example, 저는 고양이가 없어요). They match simple Korean and English texts written in Hangeul and English such as 로버트 and Robert, and identify familiar objects in both languages. Students explain aspects of Korean language and culture in everyday language use, such as ways of greeting and thanking, identify differences or similarities to their own language/s and culture/s, and discuss the experience of learning and using the Korean language.  Students discriminate Korean sounds and script from those of English and other languages. They identify the syllable block as the unit of writing and associate individual syllable blocks with their pronunciations. They identify their own names written in Korean using syllable blocks (for example, 로버트, 마크) and pronounce them using Korean sounds. Students identify –요 at the end of a sentence as indicating some polite meaning. They identify 저 as referring to self and 저는 as an equivalent to ‘I’ in a sentence. They choose between –이에요 and –예요 when they construct a sentence using a copula (for example, 재키예요; 마이클이에요). They identify Korean language as the language of Korea and as one of the many languages used in Australia and in the world. Students identify some loan words from other languages and Korean words used in Australia and other countries. Students identify differences and similarities between their own and others’ languages and cultures. | 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). | * Improved clarity and teachability, making the learning trajectory more evident. Ideas have been sequenced to broadly align with the strands and sub-strands, to make the achievement standard more manageable for teachers to use for assessing. The achievement standard focuses on skill development rather than individual Korean linguistic elements, which now appear in the elaborations. Adaptations were also made to support learning progression with links to the Victorian Early Years and Learning Development Framework (VEYLDF) |

Content descriptions

**VC2 strand: Engaging with Korean Language and Culture**

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

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
|  | notice that Korean looks and sounds different to other languages  VC2LK2E01 | * New |
|  | develop oral language skills through exploring and listening to the sounds and patterns of the language  VC2LK2E02 | * Newly created for the Engaging with Korean Language and Culture strand and to show progression from VC2LK2E01 |
|  | 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 | * New |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
|  | explore connections between language and culture through play and/or imagination  VC2LK2E04 | * New |

#### VC2 strand: Communicating Meaning in Korean

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Interact and socialise with peers and teacher to greet, introduce themselves and give basic personal information (VCKOC115)  Interact in familiar classroom routines and follow simple classroom instructions (VCKOC117)  Share simple information about themselves, known people, everyday objects and places of interest (VCKOC119) | communicate using formulaic and modelled language relating to aspects of their personal world  VC2LK2C01 | * Combined and refined to broaden context to include all aspects of students’ personal world. Specific activities and topics have been moved to elaborations |
| Engage in guided group activities and simple exchanges such as playing games; group singing or dancing; contributing ideas through key words, images, mimes (VCKOC116) | participate in a range of guided language activities using formulaic expressions, and visual and spoken cues  VC2LK2C02 | * Refined for clarity, with references to pedagogy moved to elaborations |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Locate specific words and expressions in simple texts such as signs, titles and captions, and use information to complete guided oral and written tasks (VCKOC118)  Participate in chants, choral and shared reading of short imaginative texts in audio-visual, print and digital media such as cartoons, stories or rhymes, and responding through play-acting, illustrating, miming or making short statements (VCKOC120) | locate key information in a variety of texts with support, and respond using gestures, images, words and/or formulaic phrases  VC2LK2C03 | * Combined and refined to improve teachability. Specific activities and topics have been moved to elaborations |
| Recognise that there are different words and expressions used by Korean speakers to address and greet people in different contexts and situations (VCKOU130) |  | * Removed |
| Recognise that languages change continuously and borrow words from each other (VCKOU131) | explore and make meaning from sounds, words and phrases for familiar objects or terms in Korean through play, and discover how languages influence each other  VC2LK2C04 | * Modified and expanded. Added reference to ‘explore’ and ‘play’ to reflect the nature of early language learning and to connect to VEYLDYF. Made explicit reference to progression by including ‘sounds, words and phrases’ |
| Translate familiar words and phrases, using visual cues and word lists, explaining the meaning of particular words, gestures and expressions (VCKOC122) |  | * Removed |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Create captions to images for individual presentation and participate in shared performances and imaginative activities using familiar words, phrases and language patterns (VCKOC121)  Create labels, captions or short statements in Korean and English for the immediate learning environment and for familiar objects or images (VCKOC123)  Notice and use simple vocabulary to identify familiar objects and to describe simple actions, states or qualities in familiar contexts (VCKOU128) | create spoken and written texts using words, familiar phrases and modelled language  VC2LK2C05 | * Combined and refined for clarity and to be more concise. Activities and examples have been moved to elaborations |
| Notice and identify different types of simple spoken, written and digital texts used for different purposes in familiar contexts (VCKOU129) |  | * Removed |

#### VC2 strand: Understanding Language and Culture

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Recognise the sounds of the Korean language and the forms of Hangeul syllable blocks, and understand that the syllable block is the basic unit of writing in Korean, associating individual syllable blocks with their pronunciations (VCKOU126) | imitate the pronunciation and intonation of spoken Korean, and understand how Hangeul sounds are produced and represented  VC2LK2U01 | * Refined to focus only on oral and aural language skills to reflect early language learning |
| Recognise the sounds of the Korean language and the forms of Hangeul syllable blocks, and understand that the syllable block is the basic unit of writing in Korean, associating individual syllable blocks with their pronunciations (VCKOU126) | identify sound combinations to produce simple words, and then an increasing number of frequently used words and phrases  VC2LK2U02 | * Refined to reflect learning trajectory and skill development, and to show progression. Retained some concepts from VCKOU126 in elaborations |
|  | recognise and explore how Hangeul and features of language are used to construct meaning in Korean  VC2LK2U03 | * New |
| Notice aspects of Korean language and culture that are ‘new’, sharing how interacting in Korean can be different to interacting in own language/s (VCKOC124)  Recognise some basic features of the Korean grammatical system, such as the verb- final rule, the sentence-final –요, and notice chunks in which a noun or pronoun is combined with a case marker as part of a sentence (VCKOU127)  Recognise that languages change continuously and borrow words from each other (VCKOU131) | 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 languages  VC2LK2U04 | * Combined and refined to make it more concise. Specific Korean language elements moved to elaborations |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Recognise themselves as members of different groups, including the Korean class, the school, their family and community, and consider their roles within these different groups (VCKOC125)  Understand that ways people use language reflect their culture, such as where and how they live and what is important to them, finding examples of similarities and differences between Korean and Australian ways of communicating (VCKOU133) | reflect on how language, culture and identity are interconnected and discuss how Korean-speaking communities are similar to or different from others  VC2LK2U05 | * Combined and refined. Strengthened reference to identity and broader language communities and emphasised the interconnectedness of language and culture to support student’s own development of intercultural capability. Specific examples moved to elaborations |
| Recognise that Korean is one of many languages spoken in multicultural Australia and in the world (VCKOU132) | identify where Korean is used around the world and recognise that there are many different languages spoken in communities throughout Australia  VC2LK2U06 | * Retained from VC1 with slight rewording to emphasise that communities of Korean speakers are located throughout the world |

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## Levels 3 and 4

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 4, students use Korean to interact in classroom routines, action-related talk and play with teachers and peers. They exchange personal information relating to aspects such as age or interests, using simple questions and short statements as set phrases (for example, 몇 살이에요? 아홉 살이에요; ...이/가 좋아요? 네, 좋아요). They use formulaic language to express rapport with others (for example, 아, 그래요? 나도 좋아요). Students respond to instructions for familiar classroom routines and activities taking required actions (for example, 해 보세요, 들으세요, 읽으세요) and to simple questions (for example, 이게 뭐예요? 누구예요? 몇이에요? 오늘 뭐 해요?) with set phrases ending in –이에요/예요 or -어/아요 (for example, 책상이에요; 벤이에요; 구예요; 학교에 가요). They ask for repetition (for example, 다시 해 주세요) and for a turn to ask a question (for example, 질문 있어요) and negotiate requests using simple language (for example, … 있어요?; 네, 있어요/아니요, 없어요; 빌려 주세요; 여기 있어요). Students identify key words or topics from simple oral, visual and written texts, using cues such as context, graphics, familiar vocabulary and language features to support understanding. They present simple information in texts in different formats and create and perform their own texts with the support of modelled language and other resources. Students approximate the sounds, rhythms and intonations of spoken Korean and write familiar words in Hangeul with some accuracy. They create simple sentences in their speech and writing, using basic case markers (such as –은/는, –이/가, –을/를, –에) and a particle –도 as an inseparable part of a formulaic structure: a noun/pronoun + a case marker/particle (for example, 저는 …, 집에 …, 나도 …). They use common action verbs and descriptive verbs (such as 가다, 일어나다, 듣다, 좋다) as part of formulaic expressions ending in –어/아요 or its honorific form –(으)세요, varying intonation contours for statements, questions (with or without a question word), requests or commands. They ask simple questions about people, objects or numbers, using question words such as 누구/누가, 무엇/뭐 and 몇. They use contractions of demonstrative pronouns and –이 (for example, 이게, 저게 and 그게), as formulaic chunks, and vocabulary related to school (such as 학교, 책, 지우개), home (such as 집, 엄마, 아빠) and sports and leisure activities (such as 방학, 수영, 크리켓). They use vocabulary for major colours (such as 빨간색, 파란색, …) and number expressions, choosing between native Korean and Sino-Korean number systems up to 10 as appropriate, using counters to describe ages (for example, 아홉 살), school years (for example, 사 학년) and numbers of objects (for example, 한 개), animals (for example, 두 마리) or people (for example, 세 명). Students match known Korean words or expressions with their English equivalents and create simple bilingual texts of familiar objects with support. They understand that meaning may change through translation across languages and exemplify words that could be translated differently according to context (such as 집: house/home; … 있어요: I have …/there is (are) …). They identify different social networks they belong to such as clubs or language-speaking communities and compare their past and current intercultural capability with reference to the experience of learning Korean.  Students discriminate between meaningful sounds in Korean which are not distinguished in English or other languages such as /ㄱ/ versus /ㅋ/ versus /ㄲ/ or /ㅐ/ versus /ㅔ/, and associate the pronunciation of simple words with their script. Students differentiate statements from questions according to intonation. They identify simple consonant and vowel letters in Hangeul and combine them to construct a syllable block. They create short texts using syllable blocks combined together to form a word. They apply their understanding of Korean and English having different grammatical systems by using appropriate word order (subject-object-verb) and case–marked formulaic chuncks (for example, 저는, 사과를) in simple Korean sentences. They identify differences between Korean and English in some aspects of language use such as naming conventions or ways of addressing people. They apply their understanding of the importance of politeness in using Korean and select the appropriate form of language to acknowledge age and social relationships when greeting (for example, 안녕? versus 안녕하세요?; 안녕히 가세요/안녕히 계세요 versus 잘 가/잘 있어). They identify aspects of language use in both Korean and English that people from other cultures might or might not regard as appropriate, such as ways of greeting or (not) making eye contact during interactions. | 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. | * Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. Korean language examples have been moved to elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in Korean

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Socialise and build relationships with peers and teacher through the exchange of personal information in relation to self, friends and family members (VCKOC134)  Participate in everyday classroom activities such as responding to teacher’s instructions, attracting attention and asking for repetition (VCKOC136) | initiate exchanges and respond to modelled questions about themselves, others and the classroom environment, using formulaic expressions  VC2LK4C01 | * Combined and refined. Specific examples and activities moved to elaborations |
| Participate in collaborative tasks and shared experiences such as creating and playing simple language games or dialogues that involve simple negotiation, or preparing and presenting a group display (VCKOC135) | participate in activities that involve expressing interests and exchanging information, using a range of familiar phrases and modelled structures  VC2LK4C02 | * Refined to broaden context. Examples and activities moved to elaborations |

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

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| --- | --- | --- |
| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| Identify topics and key points of factual information in short spoken, written, digital and multimodal texts related to familiar contexts, routines and interests (VCKOC137)  Present information gathered from different types of texts relating to people, objects, places and events (VCKOC138)  Participate in and reflect on imaginative experiences such as digital interactive stories or video clips, identifying characters, main ideas and events, and sharing feelings or ideas by acting out responses or expressing preferences or opinions (VCKOC139) | locate and respond to key information related to familiar content obtained from spoken, written, viewed and multimodal texts  VC2LK4C03 | * Combined and refined to more explicitly reference macro skills, including viewing. Moved activities and examples to elaborations |
| Translate simple Korean words and expressions for peers, teachers and family, noticing how they have similar or different meanings when translated to English or other languages (VCKOC141) | develop strategies to comprehend and produce Korean, adjusting language to convey meaning and/or intercultural understanding in familiar contexts  VC2LK4C04 | * Refined. Retained elements of activities in elaborations |
| Create simple bilingual resources for their learning and for the school community (VCKOC142) |  | * Removed |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Create and perform simple imaginative and expressive spoken and written texts such as dialogues or collaborative stories, using formulaic expressions and modelled language (VCKOC140) | create and present spoken and written texts using formulaic expressions, simple phrases and sentences, and modelled textual conventions  VC2LK4C05 | * Refined. Broadened context and texts, and moved specific activities to elaborations |
| Build understanding of the variability of language use in Korean, for example, in relation to the age and relationship of participants (VCKOU149) |  | * Removed |

#### VC2 strand: Understanding Language and Culture

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Recognise characteristics of Korean pronunciation and intonation patterns, the alphabetical nature of Hangeul, and the structural features of individual syllable blocks including 받침 (VCKOU145) | recognise sound combinations, and use patterns of pronunciation and intonation to form words, phrases and simple sentences  VC2LK4U01 | * Refined by broadening context and moved specific language elements to elaborations |
| Recognise characteristics of Korean pronunciation and intonation patterns, the alphabetical nature of Hangeul, and the structural features of individual syllable blocks including 받침 (VCKOU145)  Understand and use key grammatical forms and structures such as basic pronouns and case markers and the polite verb ending –어/아요 in own simple language production, and recognise politeness embedded in humble or honorific forms such as 저 and –(으)세요 (VCKOU146)  Recognise and use vocabulary to describe familiar people, objects and places, and basic routines, including Sino- and pure Korean number words with basic counters, words for colours, names of sports (VCKOU147) | recognise and use Hangeul, modelled language, formulaic phrases, simple grammatical structures and language conventions to convey meaning  VC2LK4U02 | * Combined and refined. Moved specific language elements and examples to elaborations |
| Recognise differences in language features and text structures in different types of texts, including those in digital form, used in familiar contexts (VCKOU148)  Understand that languages change over time and influence each other through contact and cultural exchanges (VCKOU150) | recognise and compare familiar Korean language structures and features with those of English and/or other languages, using simple metalanguage  VC2LK4U03 | * Combined and refined to make it more concise. Added explicit reference to metalanguage to support literacy development more broadly |

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

| **Victorian Curriculum F–10 Version 1.0** | **Victorian Curriculum F–10 Version 2.0** | **Comment** |
| --- | --- | --- |
| Share own experiences of communicating and using language/s, noticing how these are influenced by their own culture/s (VCKOC143)  Reflect on and share their experience when using Korean and when using own language/s, recognising cultural elements that may cause different feelings (VCKOU151)  Compare and reflect on different ways of using language in everyday situations in Korean, Australian and other cultures, sharing ideas about possible reasons for the differences and variations (VCKOU152) | identify connections between personal identity, language and aspects of culture  VC2LK4U04 | * Combined and refined to make it more concise. Specific examples have been moved to elaborations |
| Associate themselves with wider networks such as clubs, countries or language-speaking communities, and reflect on how being a Korean language user broadens these networks (VCKOC144) |  | * Removed |

## Levels 5 and 6

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 6, students engage in classroom interactions to carry out collaborative tasks, to exchange information and to express feelings and ideas related to specific contexts, personal interests and daily routines at home and school. They ask and answer questions with appropriate intonation and gestures, changing sounds on syllable boundaries in a word as appropriate (for example, pronouncing words such as 한국어, 같이 and 감사합니다 as 항구거, 가치 and 감사함니다). They use simple structures for a range of functions, including making simple arrangements and conducting simple transactions (for example, 아이스크림 한 개 주세요. 얼마예요? 오천 원이에요), and some complex structures such as –도 되다 and –(으)ㄴ/는 것 같다 as set phrases to ask for permission (for example, 화장실에 가도 돼요?) and to offer their own opinions (for example, 저는 …이/가 맞는/틀린 것 같아요). They use particles such as –(으)로, –하고 and –에서 as part of a set phrase (a noun/pronoun + particle) to indicate instrument (with/in …, for example, 연필로 쓰세요, 한국어로 뭐예요?), accompaniment (together with …, for example, 친구하고 쇼핑했어요) and location (at/in …, for example, 학교에서 공부해요). They describe two events occurring in sequence, such as daily routines, using two sentences with a 그리고 at the beginning of the second sentence or the –고 coordination (for example, 밥을 먹어요. 그리고 운동해요;밥을 먹고 운동해요), and past experiences using a suffix –었/았– (for example, 캔버라에 살았어요). They negate statements (for example, 안 가요, 못 먹었어요) and construct questions about reasons, prices and opinions/feelings, using set phrases such as 왜요? 얼마예요? and 어때요?/어땠어요? (for example, 영화가 어땠어요?). They use descriptive language (such as 예뻐요, 멋있어요) and manner and time adverbs (such as 빨리, 천천히, 어제, 오늘, 내일). Students describe amounts of familiar items, including currency and time, using number words from either the pure Korean or the Sino-Korean number system in their appropriate forms, with a range of counters (such as 장, 잔, 권, 그루, 송이, 원, and 시) and in appropriate word order (for example, 책 세 권). They pronounce Arabic numerals appropriately according to the accompanying counters (for example, 10살, 6학년). Students locate specific information in a range of familiar spoken, written and digital texts, identifying familiar vocabulary and grammatical features to support understanding. They use simple and formulaic language with the support of structured models and scaffolding to create short texts with familiar structures and features, in various modes and formats. Students translate texts between Korean and English in familiar formats, and create their own simple bilingual texts, using known words and expressions. They provide extra information or explanations for words or expressions that have no equivalents in the other language or cannot be readily translated, such as 벼 versus ‘rice as a crop’, 쌀 versus ‘rice as raw grains’ and 밥 versus ‘cooked rice or meals’. They identify aspects of Korean language in which Korean culture is embedded, such as politeness embedded in –(으)세요.  Students differentiate between spoken and written forms of Korean by applying their understanding of rules that govern pronunciation and writing using Hangeul syllable blocks, and by associating spoken forms of known words with their written forms. They change verb forms using suffixes such as –었/았– and –고 by applying their understanding of grammatical elements that affect different grammatical meanings and functions. They identify the topic/subject and the object in simple sentences and explain how word order in Korean is different to English using basic metalinguistic terms such as word order, subject, object and verb. Students identify distinctive features of familiar spoken and written texts in different genres, such as language used at the beginning or closing (for example, …에게/께; …(으)로부터/올림), and relate them to distinctive purposes, intended audiences and social contexts of texts. Students apply their understanding of the importance of context, age and social relationships in language use during interaction, and identify age as particularly important in determining the level of politeness and formality in using Korean (for example, 미안합니다 versus 미안해요 versus 미안해). Students provide examples of how spoken and written forms of language change over time, and explain how Hangeul was initially created and continues to change. They explain how languages borrow words with culture-specific meanings from each other and provide such examples from Korean words borrowed from English and other languages (for example, 피아노, 케밥) and Korean words used in Australia (for example, 비빔밥 (bibimbap), 아리랑 (arirang)). Students provide relevant comments on how language is used to influence people’s perceptions (such as in advertisements or campaigns), and identify their own ways of thinking about Korean associations such as brand names or names of cultural items. They compare gestures or body languages involved in communication using Korean and other languages and identify similarities and differences across cultures. They provide examples where direct translation is not possible, such as terms or expressions that reflect cultural practices (for example, 잘 먹겠습니다/잘 먹었습니다, 식은 죽 먹기), and determine whether their equivalents exist in their own language/s. | 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. | * Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. Korean language examples have been moved to elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in Korean

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Describe people, places, objects and everyday routines relating to school and home environments; express feelings and share interests and preferences (VCKOC153)  Interact in classroom activities such as creating and following shared class rules and procedures, expressing opinions and asking for permission or clarification (VCKOC155) | initiate and sustain modelled exchanges in familiar contexts related to their personal worlds and school environment  VC2LK6C01 | * Combined and refined to be more concise. Specific examples and activities have been moved to elaborations |
| Collaborate in group tasks and shared experiences that involve making collective arrangements, such as making decisions or suggestions in group games, or creating and performing a role- play that involves simple transactional exchanges (VCKOC154) | participate in activities that involve discussion with others, using language that expresses information, preferences and ideas  VC2LK6C02 | * Refined to be more concise. Specific examples and activities have been moved to elaborations |

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

|  |  |  |
| --- | --- | --- |
| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| Listen to, view and read texts for specific information drawn from a range of sources relating to social and cultural worlds in different times, places and communities, and to different learning areas (VCKOC156)  Convey ideas and information in different modes to suit particular audiences and contexts on subjects of interest to young people (VCKOC157)  Share responses to a range of imaginative texts in different forms including digital texts by expressing opinions and feelings about key ideas, characters and actions, making connections with own experience or feelings (VCKOC158) | locate information and ideas in a range of spoken, written, viewed and multimodal texts, and respond in different ways to suit purpose  VC2LK6C03 | * Combined and refined to be more concise. Moved examples of topics and activities to elaborations |
|  | apply strategies to interpret and convey meaning and/or intercultural understanding in Korean in familiar non-verbal, spoken and written contexts  VC2LK6C04 | * New |
| Translate simple texts identifying words and expressions that may not readily correspond across languages, and expanding descriptions or giving examples where necessary to clarify meaning (VCKOC160) |  | * Removed |
| Create bilingual texts and resources such as signs, notices, captions, displays, websites or word banks for own learning, and share them in the school community and with learners of Korean in the virtual community (VCKOC161) |  | * Removed |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Compose and perform a variety of creative texts based on a stimulus concept or theme, sharing them face-to-face and online to present to different audiences (VCKOC159)  Identify and use distinctive features of different types of spoken and written texts in Korean such as salutations in different contexts (VCKOU167) | create and present spoken and written texts, using a variety of vocabulary, modelled sentence structures and conventions appropriate to text type  VC2LK6C05 | * Combined and refined to be more concise. Broadened context and moved examples of activities to elaborations |

#### VC2 strand: Understanding Language and Culture

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Understand the relationships between letters and sounds, and between intonation and punctuation/printing conventions in Korean, applying this understanding to own speech, reading and writing (VCKOU164) | apply combinations of sounds, syllables, stress, pronunciation and intonation patterns to develop fluency in words, phrases and sentences  VC2LK6U01 | * Refinements made for clarity, and to articulate a progression |
| Understand the relationships between letters and sounds, and between intonation and punctuation/printing conventions in Korean, applying this understanding to own speech, reading and writing (VCKOU164)  Understand and use aspects of the Korean grammatical system such as verb conjugations, suffixes, some particles, basic conjunctions and the honorific system, building a metalanguage to talk about basic grammatical features in Korean (VCKOU165)  Identify and use appropriate terms and expressions, such as honorific and qualifying words and counters for specific purposes and contexts (VCKOU166) | recognise and use a range of modelled grammatical structures to respond to and create simple texts using conventions appropriate to text type  VC2LK6U02 | * Combined and refined to improve clarity. Moved specific language elements to the elaborations |
| Understand and use aspects of the Korean grammatical system such as verb conjugations, suffixes, some particles, basic conjunctions and the honorific system, building a metalanguage to talk about basic grammatical features in Korean (VCKOU165) | compare some Korean language structures and features with those of English and/or other languages, using familiar metalanguage  VC2LK6U03 | * Refined, adding comparison to ‘English and/or other languages’ to acknowledge Victoria’s multilingual student population. Moved specific language examples to the elaborations |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Examine their perceptions of and reactions to Korean culture embedded in the language, and reflect on the relationship between language and culture (VCKOC162)  Explore connections between aspects of identity such as nationality, ethnicity and language use, considering how these are related to culture and own identity, and to learning Korean language and culture (VCKOC163)  Recognise that variables such as age and personal and social relationships impact on language use in Korean, considering similar variations in language use in English and other languages represented in the classroom (VCKOU168)  Recognise the dynamic nature of languages and cultures, and the changing and influential relationships that exist between languages (VCKOU169)  Investigate how language can be used to influence people, ideas and the understanding of cultures (VCKOU170)  Explore how beliefs and value systems are reflected in everyday language use (VCKOU171) | recognise that language reflects cultural practices, values and identity, and that this has an impact on verbal and non-verbal communication  VC2LK6U04 | * Combined and refined for clarity. Moved specific examples to elaborations |

## Levels 7 and 8 (F–10 Sequence)

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 8, students use written and spoken Korean to interact with teachers, peers and others, and to exchange ideas, experiences and interests. They pronounce polysyllabic words that involve syllable-final consonants (받침) such as 먹고, 어떻게 and 축하합니다 as 먹꼬, 어떠케 and 추카함니다, applying relevant pronunciation rules with some accuracy. When interacting, they initiate conversations (for example, 지금 뭐 해요? 어디 가요?), and ask and respond to questions (for example, 왜 한국어를 배워요? 방학 때 뭐 할 거예요?). Students clarify answers or instructions (for example, 무슨 뜻이에요? 다시 말해 주세요) and ask for and give opinions (for example, 어떻게 생각해요?; 제 생각에는…; …인 것 같아요). They describe plans (for example, 한국에 갈 거예요) and ask for suggestions (for example, 무엇을 할까요?). They locate and evaluate factual information in texts and create informative and imaginative texts in a range of modes using multimodal or conventional formats. Students explain reasons for actions and show contrasts between feelings or facts, using conjunctive suffixes (clausal connectives) such as –어/아서 and –지만 (for example, 소라가 좋아서 한국어를 배웠어요; 모자가 예쁘지만 너무 작아요). They use humble/honorific words or honorific particles such as 진지, 드리다 and –께 appropriately, and use some basic onomatopoeic and mimetic words such as 똑똑 and 콜콜 to create expressive effects and engage the interest of the audience. Students use cohesive devices, for example, conjunctions (such as 그리고, 그래서, 그러나, 그런데, –고, –어/아서, –지만), adverbs of frequency (such as 가끔, 보통, 자주, 언제나), time (such as 벌써, 아직) and direction (such as 쭉, 곧장) and the agreement among honorific elements, at sentence level (for example, 할머니께 꽃을 드려요) and throughout the text by using the informal polite style ending –어/아요. They use a range of case markers and particles such as –의, – (으)로, 와/과, –부터 and –까지 (for example, 소라의 생일, 색연필로, 왼쪽으로, 불고기와 김치, 아침부터 저녁까지) and location nouns attached by –에 to indicate relative locations (for example, 책상 위에 …, 상자 안에 …). Students use some complex structures in verb phrases such as –어/아 주다, –고 있다, –(으)ㄹ 줄 알다, –(으)ㄹ 수 있다 and –어/아 보다 as set phrases. They form questions using a range of question words such as 언제, 어디, 어떻게, 어느 and 무슨, and modify nouns using an adjectival form of a descriptive verb suffixed by –(으)ㄴ (for example, 착한 사람). Students write loan words from English in Hangeul and compare their original pronunciation and how they are pronounced as loan words in Korean (for example, 테니스, 포크). They translate across languages, paraphrasing or annotating words or expressions where equivalence is not possible, such as 정들었어요, 세배 or ‘mufti day’. They recount their reactions to intercultural experiences, describing and reflecting on aspects that do or do not fit with their own sense of identity.  Students identify grammatical elements such as case markers, particles, suffixes and verb endings from simple Korean sentences, and compare how grammatical functions of nouns and verbs are determined in Korean and English sentences. They provide examples of the Korean honorific system that works at grammar and word levels (for example, 진지 드세요) and illustrate how politeness and respect are important aspects of Korean language and culture. Students differentiate between oral and written forms of words, and apply spelling conventions and spacing rules in their writing. Students explain how word order in Korean differs from English and use a metalanguage to identify common features such as nouns, verbs, cases and subject–object–verb/subject–verb–object constructions. Students identify and reproduce characteristic grammatical features in familiar texts. They vary their language use and make choices of linguistic features, such as the use of polite forms, according to the context. They provide examples showing that Korean is a language for local, international and virtual communication and that it continuously changes as society and culture change, impacted by globalisation and new technologies. Students explain how cultural values and ideas are embedded in language and communicative behaviours. They give examples from their own language/s and cultural behaviour/s which may be interpreted differently from other cultural perspectives and give such possible interpretations. | 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. | * Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. Korean language examples have been moved to elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in Korean

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Initiate and sustain interactions with peers and adults by seeking and offering ideas, expressing thoughts and feelings and making connections across different areas of interest (VCKOC172)  Participate in classroom interactions and exchanges such as giving and following instructions, clarifying meanings, explaining and describing actions and reflecting on responses (VCKOC174) | 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 | * Combined and refined to broaden context. Moved specific examples and activities to elaborations |
| Taking action in collaborative tasks, activities and experiences which involve negotiation, making arrangements, problem-solving and shared transactions (VCKOC173) | use language to negotiate and problem-solve collaboratively to plan projects and events  VC2LK8C02 | * Refined to place emphasis on language use |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Identify, classify and compare information and ideas obtained from spoken, written, print or digital texts (VCKOC175)  Present oral and written reports, summaries and comparisons of information obtained from a range of Korean texts in different modes (VCKOC176) | interpret information, ideas and opinions in a range of spoken, written, viewed and multimodal texts, and respond appropriately to context, purpose and audience  VC2LK8C03 | * Combined and refined to be more concise. Added reference to the macro skill of viewing |
| Compare ways in which people, places and experiences are represented in different imaginative and expressive texts, drawing on own interpretations, those of peers and personal experiences (VCKOC177) |  | * Removed |
| Reflect on the experience of using Korean to communicate in different social situations and on their individual responses to differences in language use (VCKOC181)  Understand and use some words and expressions that reflect Korean culture, noticing those that need additional explanation to convey their original meaning in translation (VCKOU185)  Examine grammatical structures and features and vocabulary in a range of personal, informative and imaginative texts in spoken and written modes, noticing how these contribute to textual cohesion, and compose short texts for different purposes considering cultural aspects involved (VCKOU186) | 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 | * Combined and refined to be more concise. Moved specific examples and activities to the elaborations |
| Compare own translation of texts with others, discussing differences and possible reasons and alternatives, and reflecting on how to make connections between meanings in different languages (VCKOC179) |  | * Removed |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Create and present imaginative texts including digital and interactive texts to entertain others, involving imagined characters and contexts (VCKOC178)  Create texts in Korean and English on same themes or events in different modes such as digital photo stories, short video clips or cartoons, and provide subtitles, captions or commentaries in either language to help meaning (VCKOC180) | create and present spoken and written texts, sequencing information and ideas, selecting vocabulary, expressions and grammatical structures appropriate to text type and context  VC2LK8C05 | * Combined and refined to make it more concise. Moved specific examples and activities to elaborations |
| Create spoken, written or multimodal texts that reflect significant experiences related to the experience of learning Korean language and culture (VCKOC182) |  | * Removed |

#### VC2 strand: Understanding Language and Culture

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Use appropriate pronunciation rules and writing conventions to produce and read short texts in Korean that include some less familiar language (VCKOU183) | apply conventions of spoken Korean to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts  VC2LK8U01 | * Refined and broadened context |
| Use appropriate pronunciation rules and writing conventions to produce and read short texts in Korean that include some less familiar language (VCKOU183)  Understand and use grammatical forms and structures such as suffixes for tense, honorifics and polite style marking, and auxiliary verbs and particles, using appropriate metalanguage to identify or explain forms, structures and parts of speech (VCKOU184)  Examine grammatical structures and features and vocabulary in a range of personal, informative and imaginative texts in spoken and written modes, noticing how these contribute to textual cohesion, and compose short texts for different purposes considering cultural aspects involved (VCKOU186)  Explore how language use varies according to context, purpose and audience and to the mode of delivery and the relationship between participants (VCKOU187) | apply understanding of grammatical structures and formulaic expressions to respond to and create a range of texts using conventions appropriate to audience and text type  VC2LK8U02 | * Combined and refined to be more concise. Moved specific examples of language elements to elaborations |
|  | reflect on the structures and features of Korean, and compare them with English and/or other languages, using some metalanguage  VC2LK8U03 | * New |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Analyse how beliefs and value systems are reflected in language use and communicative behaviours, and reflect on how what is considered normal in communication varies across cultures (VCKOU190) | reflect on and explain how identity is shaped by language(s), culture(s), beliefs, attitudes and values  VC2LK8U04 | * Refined to be more concise |
| Explore and reflect on the impact of social, cultural and intercultural changes such as globalisation and new technologies on Korean as a language of local, international and virtual communication and on their own individual use of language (VCKOU188) |  | * Removed |
| Explore the power and influence of language in local and global contexts (VCKOU189) |  | * Removed |

## 

## Levels 9 and 10 (F–10 Sequence)

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 10, students use written and spoken Korean to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use Korean to access and exchange information on a broad range of social, cultural and environmental issues of interest to young people. They initiate, sustain and extend spoken and written exchanges in interactions and transactions by asking and responding to open-ended questions, eliciting opinions (for example, 어떻게 생각해요?; 어디에서 …–(으)면 좋을까요?), requesting elaboration (for example, 왜 …을/를 좋아해요?; 어떻게 그렇게 되었어요?) and providing their own opinions (for example, 저는 민수가 맞다고 생각해요; 저는 4번이라고 생각했어요) and information when requested. They use non-verbal communication strategies such as facial expressions, gestures, pausing or pitching, and give verbal feedback expressing empathy, down-toning, acknowledging or expressing indirect disagreement using reflective language (such as 그렇지요?; 좋았겠어요; 아마; 글쎄요; 아, 그렇군요; 아닌 것 같은데요; 정말 그럴까요?). They make suggestions in relation to topics of conversation (for example, 여러분도 한번 한국에 가 보세요) and consider options, using a range of suffixes and complex/idiomatic structures indicating the future in verb phrases (such as –겠–, –(으)ㄹ래요, –(으)ㄹ 계획이에요, –(으)ㄹ 거예요, –(으)면 좋을까요?). They make decisions comparing options using ...보다 더 ... and providing reasons for decisions (for example, 기차가 버스보다 더 편리하니까 기차로 가요). Students locate and evaluate information from a range of sources, and analyse, interpret and integrate information from diverse perspectives. They create informative and imaginative texts, using a range of case markers, including honorific forms, particles and verb phrases in complex structures (such as –지 않다/못하다, –(으)ㄹ 뻔하다, –(으)ㄴ/는/(으)ㄹ것 같다, –러 가다), and describing two related ideas or events in different relationships by connecting two clauses in a sentence (for example, 비가 올 것 같으니까 우산을 가져 가세요; 저기에서 노래하는 사람이 누구예요?). They use a range of abstract words, selecting vocabulary suitable for the target audience, purpose and context. They maintain the cohesiveness of the text by keeping consistency in terms of speech level and style and honorific elements, and by using cohesive devices such as conjunctors (such as –(으)니까, –다가, –(으)ㄴ/는데, –(으)면서), conjunctive adverbs (such as 하지만, 그러므로, 그러니까) and ellipsis. Students translate and create bilingual texts across Korean and English, providing and comparing alternative versions, identifying ways to interpret and convey embedded meanings in culture-specific terms or expressions that are language-specific. They compare their intercultural experiences, referencing their current and past senses of identity, views and attitudes in relation to their ways of using language.  Students describe how spoken and written Korean vary and are modified according to contexts, audiences and purposes. They exemplify such adjustments (for example, changes to pitch or speed of speech, use of contractions or 반말, choice of vocabulary, and level of politeness and formality), explaining possible reasons for particular adjustments. They describe how languages change and borrow from, build on and blend with each other, giving examples in relation to Korean and languages such as English, Chinese and Japanese that share social, cultural and historical relationships. They explain how language influences ways of thinking, views of the world and human relationships. Students use metalanguage to explain aspects of the Korean language such as tense, suffix, honorification, adverb, modification, speech level (for example, 반말, 높임말), and politeness. They assess their own language use and cultural practices from multicultural perspectives and the meaning and impact of multiculturalism from various perspectives. | 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. | * Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. Korean language examples have been moved to elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in Korean

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Initiate, sustain and extend interactions with each other and with other familiar and less familiar people, for example, by seeking and giving advice, discussing aspirations, relationships and social and cultural issues, exchanging and reflecting on different ideas (VCKOC191) | 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 | * Combined and refined to broaden context. Specific examples and activities have been moved to elaborations |
| Arrange and manage shared activities such as problem-solving and different types of transactions, adopting different roles to present diverse views and perspectives (VCKOC192)  Use interactional language to elicit, offer, negotiate, report, and reflect and elaborate on opinions and ideas (VCKOC193) | contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences  VC2LK10C02 | * Combined and refined to make it more concise. Specific examples and activities have been moved to elaborations |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Analyse, interpret and integrate information gathered from diverse sources relating to areas of interest to adolescents or young adults, making connections with own and each other’s experience and with other learning areas (VCKOC194)  Construct and present texts in different formats for different audiences, taking into account own perspectives and intended purpose (VCKOC195)  Review and respond to different types of creative texts in different modes, identifying aspects of the language and culture that help to create effects such as emotion (VCKOC196) | 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 | * Combined and refined to be more concise, and to more explicitly articulate the macro skills, including the skill of viewing, to align with VCE |
| Analyse and compose different types of texts in spoken and written modes for different purposes such as information exchange, social and cultural interaction or sharing imaginative experiences, using appropriate linguistic, textual and cultural elements (VCKOU205) | 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 | * Refined. Broadened context to make intercultural understanding more explicit |
| Translate texts for different audiences and contexts, and reflect on how cultural values, attitudes, assumptions and world views are differently encoded in languages (VCKOC198) |  | * Removed |
| Create bilingual texts that reflect aspects of Australian culture (for example, Christmas celebrations) for Korean-speaking audiences in the school and wider community including virtual communities, reflecting on how meaning can be conveyed effectively (VCKOC199) |  | * Removed |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Analyse and compose different types of texts in spoken and written modes for different purposes such as information exchange, social and cultural interaction or sharing imaginative experiences, using appropriate linguistic, textual and cultural elements (VCKOU205) | 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 | * Refined to make it more concise and to broaden contexts for creating texts in Korean |
| Create and present imaginative texts that express ideas through characters, events or settings, making connections between past, present and future, and between reality and imagination (VCKOC197) |  | * Removed |

#### VC2 strand: Understanding Language and Culture

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Apply features and rules of Korean pronunciation and Hangeul to understanding and producing a range of texts for different audiences and purposes (VCKOU202) | 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 | * Refined. Added reference to ‘extend fluency’ to articulate learning progression |
| Apply features and rules of Korean pronunciation and Hangeul to understanding and producing a range of texts for different audiences and purposes (VCKOU202)  Understand how grammatical elements, such as particles and suffixes, impact on higher levels of grammar, such as tense, mood, honorification, speech level and formality, and on meaning-making from the phrasal level to that of the entire text (VCKOU203)  Understand and use vocabulary that conveys abstract ideas and establishes register and style for specific audiences (VCKOU204) | 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 type  VC2LK10U02 | * Refined and combined to be more concise. Specific Korean language elements have been moved to elaborations. |
|  | reflect on and evaluate Korean texts, using metalanguage to analyse language structures and features  VC2LK10U03 | * New |
| Examine variations and expectations reflected in Korean language that relate to roles, relationships and contexts of interactions, considering how and why these differ from interactions in English or in other languages represented in the classroom (VCKOU206) |  | * Removed |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Examine and modify own cultural assumptions and practices, taking responsibility for language use and choices, and recognising the significance of shared responsibility and mutual effort in intercultural communication (VCKOC200)  Investigate different aspects of their personal sense of identity, considering how learning and experiencing Korean language and culture have (or have not) changed own sense of identity, views or attitudes (VCKOC201)  Understand that language and culture are interrelated and reflect on how they shape and are shaped by each other (VCKOU209) | 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 | * Combined and refined to be more concise. Specific examples have been moved to elaborations |
| Reflect on the dynamic and ecological nature of language that interacts with constantly changing environments such as contact with different languages and cultures and changing sociocultural circumstances in local and global contexts, identifying and illustrating examples from Korean language forms and uses (VCKOU207) |  | * Removed |
| Explore how language shapes thoughts and world views and mobilises action (VCKOU208) |  | * Removed |

## Levels 7 and 8 (7–10 Sequence)

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 8, students use Korean to interact with each other and teachers in classroom routines and activities, exchanging greetings, wishes, experiences, interests and information. They approximate different sounds and intonation patterns of Korean during spoken interaction, and construct and combine Hangeul syllable blocks appropriately to write words and sentences. They greet each other using formulaic language (for example, 안녕하세요?; 만나서 반가워요; 안녕히 가세요/계세요) and exchange basic personal information. They ask and respond to simple questions using an –이에요/예요 or –어/아요 verb ending appropriately (for example, 13살이에요; 이것/저것이 뭐예요?; 뭐 (무엇을) 해요?; 수영해요). They maintain interaction by using formulaic expressions or set phrases to give simple feedback (for example, 알아요/ 몰라요, 네/아니요, 맞아요/틀려요) and to offer their own opinions (for example, 제 생각에는/으로는 ...이/가 맞아요). Students give and follow simple instructions such as 일어나세요, 앉으세요, ..., make simple arrangements (for example, 같이 가요, 언제 만나요?) and engage in transactions such as making and responding to polite requests (for example, 아이스크림 주세요). They negotiate wishes and express possibility or capability using set phrases (such as ...–고 싶어요, ...–(으)ㄹ 수 있어요). Students use familiar vocabulary to describe familiar objects, people, pets, routines and contexts (such as 책, 사과, 빨간색, 아버지, 어머니, 고양이, 월요일, 화요일, ..., 주말, 학교, 집) and appropriate grammatical elements such as basic case markers and particles, for example, –은/는, –이/가, –을/를, –에, –에서, –하고 and –(으)로 (as an instrumental case particle) in simple sentences. They describe present and past events (for example, 영화가 재미있어요; 영화가 재미있었어요) and express aspects of action or appearance in set phrases (such as ...–고 있어요, ... 같아요). They ask questions using a range of question words, and make negations by using 안/못 for common verbs and by replacing copula ...이에요/예요 with a set phrase ...이/가 아니예요. They describe quality or state (for example, 좋아요, 예뻐요, 재미있어요/재미없어요, 커요/작아요, 맛있어요/맛없어요) and action (for example, 가요, 먹어요, 좋아해요, 공부해요), and use a suffix –었/았– for past events (for example, 갔어요). Students refer to themselves using different forms of first person pronouns (for example, 저, 제, 나, 내, 우리) appropriately and refer to objects using pronouns 이것, 저것 or 그것 according to the context. They use some honorific words and suffixes as part of formulaic expressions (for example, 드세요, 선생님). They express numbers using pure Korean and Sino-Korean number systems, basic counters and Arabic numerals with appropriate pronunciation, in appropriate word order (for example, 사과 한 개, 학생 세 명, 12살, 8 학년). They create texts using modelled sentence structures, formulaic expressions and set phrases. They build text cohesion by using basic qualifying adverbs (such as 아주, 잘, 빨리, 같이), time adverbs (such as 어제, 오늘) and basic conjunctives (such as 그리고, 그러나) and by maintaining consistency in the use of polite verb endings and honorific elements. Students translate texts, predicting meanings by relying on knowledge of their first language, of textual features and of key words, including loan words from English. They create simple bilingual texts in different modes and formats, identifying culture-embedded language such as 우리 used in the context where it means ‘my’ in English (for example, 우리 집, 우리 선생님). They compare their experiences of learning and using Korean, identifying how the experience of learning Korean has broadened their intercultural perspectives and understanding of other cultures.  Students describe how Korean is used not only in Korea and in the Korean community in Australia but also in the global context. They explain how languages and cultures change through contact by giving examples of Korean words known and used in other languages, loan words in contemporary Korean borrowed from English, and words with similar meanings or pronunciation across languages such as Korean, Chinese, Japanese and some European languages. They demonstrate their understanding of the alphabetic nature of Hangeul by identifying consonant and vowel letters and explaining how to combine them to construct a syllable block and explain how Hangeul was created to correspond to the Korean sound system. Students explain basic features of Korean and English using metalanguage and applying their understanding of rules for writing Hangeul, for pronunciation, for grammar and for text organisation in Korean. They identify how politeness is expressed explicitly and systematically through grammar and vocabulary in Korean and describe how the level of politeness in speech style is determined by the age and social relationships of participants in interactions in Korean. They describe how the spoken and written forms of a language change over time for example, by differentiating between older and modern versions of Hangeul script. They demonstrate their understanding of the close relationship between language and culture by describing how Korean language reflects ways of thinking and behaving associated with Korean people and their lifestyles. They adjust their language use to suit situations and contexts and use non-verbal elements in culturally appropriate ways when using Korean. | 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. | * Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. Korean language examples have been moved to elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in Korean

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Interact with peers and teachers, using appropriate language and gestures to exchange greetings, wishes, and information about self, family and friends, routines, events, leisure activities, interests, likes and dislikes (VCKOC001)  Engage with Korean speakers and resources in the school and wider community through various media, including online technologies, noticing how interaction involves culture as well as language (VCKOC010) | interact with others using modelled language to exchange information in familiar contexts about themselves and their personal worlds  VC2LK8CM01 | * Refined to be more concise. Specific topics and activities have been moved to elaborations |
| Engage in routine classroom interactions and activities, developing language for a range of basic classroom functions and processes (VCKOC003)  Recognise and use vocabulary relating to familiar environments and activities such as home, school, daily routines, leisure activities and cultural celebrations (VCKOU014) | develop language to interact in exchanges, routines and tasks related to their classroom and interests  VC2LK8CM02 | * Combined and refined. Moved specific topics to the elaborations |
| Participate in collaborative activities that involve planning, making arrangements, negotiating and transacting, using different modes of communication (VCKOC002) | engage in modelled spoken and written exchanges with peers to organise activities relating to daily life and school environment  VC2LK8CM03 | * Refined by broadening context and moving specific examples to elaborations |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Identify and classify factual information obtained from a range of spoken, written, digital and multimodal texts encountered in the media and in public spaces (VCKOC004)  Present ideas and information obtained from different sources in a variety of ways for a different audiences such as listing, tabulating, sequencing or charting information (VCKOC005)  Participate in imaginative experiences by listening to, viewing and reading texts, including online or digital texts, such as songs, stories and cartoons, sharing feelings, responses and ideas about aspects such as characters, settings and plots/events (VCKOC006) | locate information and ideas in familiar spoken, written, viewed and multimodal texts, responding appropriately to context, purpose and audience  VC2LK8CM04 | * Combined and refined to make it more concise. Added more explicit reference to the macro skills including viewing. Examples of specific texts and activities shifted to elaborations |
| Recognise and use vocabulary relating to familiar environments and activities such as home, school, daily routines, leisure activities and cultural celebrations (VCKOU014)  Recognise textual structures and features characteristic of familiar personal, informative and imaginative texts, noticing how they contribute to the making of particular meaning (VCKOU015)  Recognise that Korean language use varies according to contexts, situations and relationships (VCKOU016) | develop and apply strategies to interpret and respond to Korean texts, and to convey meaning and intercultural understanding in Korean in familiar contexts  VC2LK8CM05 | * Combined and refined to make it more concise. References to specific topics and texts moved to elaborations |
| Translate simple idiomatic phrases and short texts such as labels, signs or short dialogues from Korean to English and vice versa, explaining perceived differences in meaning between the two versions (VCKOC008) |  | * Removed |
| Create bilingual texts that refer to experiences, objects or events commonly encountered in both Australian and Korean contexts, considering how easily words or expressions translate and why some are more difficult to translate than others (VCKOC009) |  | * Removed |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Create and perform a range of texts that express imagined experiences or events (VCKOC007)  Recognise and use vocabulary relating to familiar environments and activities such as home, school, daily routines, leisure activities and cultural celebrations (VCKOU014) | create spoken and written texts using appropriate vocabulary, expressions and grammatical structures, and some textual conventions, using *Hangeul* with support  VC2LK8CM06 | * Combined and refined, broadening references to ‘texts’ to broaden contexts for creating texts in Korean |

#### VC2 strand: Understanding Language and Culture

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Recognise features of the Korean sound and writing systems including Hangeul, making connections between spoken and written Korean texts (VCKOU012) | 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 | * Refined to make it more concise. Added reference to ‘develop fluency’ to support the learning progression. |
| Recognise features of the Korean sound and writing systems including Hangeul, making connections between spoken and written Korean texts (VCKOU012)  Understand and use aspects of the Korean grammatical system to form simple sentence structures, and identify features that are either specific to Korean or similar to English (VCKOU013)  Recognise textual structures and features characteristic of familiar personal, informative and imaginative texts, noticing how they contribute to the making of particular meaning (VCKOU015) | 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 | * Combined and refined to make it more concise. Broadened context |
| Understand and use aspects of the Korean grammatical system to form simple sentence structures, and identify features that are either specific to Korean or similar to English (VCKOU013)  Understand the dynamic nature of Korean and other languages (VCKOU017) | compare the structures and features of Korean with English and/or other languages using some metalanguage  VC2LK8UL03 | * Combined and retained comparison with other languages, to acknowledge Victoria’s multilingual student population. Added explicit reference to metalanguage to support literacy development more broadly |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Identify beliefs, attitudes and value systems reflected in their own everyday language use in English, other languages and Korean, comparing ways of communicating across cultures (VCKOU019)  Reflect on own identity, including identity as a user and learner of Korean, comparing observations made about experiences over time (VCKOC011) | recognise how identity is shaped by language(s), culture(s), beliefs, attitudes and values  VC2LK8UL04 | * Combined and refined to be more concise. Specific ideas and activities moved to elaborations |
| Explore how language use and communicative practices can influence people’s lives, thoughts and perceptions (VCKOU018) |  | * Removed |

## Levels 9 and 10 (7–10 Sequence)

### Achievement standard

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| By the end of Level 10, students use written and spoken Korean to interact with peers, teachers and other Korean speakers in face-to-face, local and virtual communications. They exchange information and opinions about personal and immediate interests and experiences and about broader topics of interest to young people such as environmental issues, globalisation or technology. They approximate pronunciation of polysyllabic words, making mostly appropriate changes in sounds on syllable boundaries (for example, pronouncing such words as 한국어, 같이, 감사합니다, 먹고 and 어떻게 as 항구거, 가치, 감사함니다, 먹꼬 and 어떠케).They write Hangeul following writing conventions. Students initiate conversations (for example, 지금 뭐 해요? 어디 가요?), and sustain interactions by asking and responding to each other and building on each other’s responses (for example, 주말에 시간 있어요? 네, 토요일 오후에 시간 있어요. 토요일 아침에 뭐 해요? 아홉 시부터 열 두 시까지 운동해요, …). They use appropriate facial expressions and gestures. They express understanding (for example, 알겠어요; 모르겠어요), request clarification (for example, 무슨 뜻이에요? 다시 설명해 주세요), ask for opinions (for example, 어떻게 생각해요?) and provide their own opinions using reflective language as set phrases (for example, 글쎄요, 아마 ..., 제 생각에는 …, …–(으)ㄴ/는 것 같아요). They ask for and make suggestions (for example, 무엇을 할까요? 해 보세요). Students analyse and extract information from different print, digital and multimodal sources, drawing on the context to help comprehension and using their knowledge of vocabulary, grammatical forms and structures relating to time, location, cases, honorifics, basic sentence types and text formats. They create and present informative and imaginative texts in different formats and in different modes, expressing experiences and views for different purposes and audiences. They use a range of particles for various functions and modify a noun using an adjectival form of a descriptive verb suffixed by –(으)ㄴ (for example, 예쁜 꽃). They use some irregular verbs (such as 들어요, 추워요) and verb phrases in complex structures as set phrases to express provision (for example,읽어 주세요), prohibition (for example, 쓰지 마세요), trial (for example, 입어 보세요) and ideas or events relating to the future (for example, 갈 거예요, 할까요?). They express two ideas or events in different relationships using conjuinctors such as –어/아서, –고, –(으)면 or –지만 as appropriate to connect clauses. Students make comparisons using –보다 더 … (for example, 오늘이 어제보다 더 추워요) and express time duration using … 때/동안 (for example, 방학 때, 일 년 동안). They express the relative frequency of events using adverbs such as 가끔, 보통, 자주, 언제나 and the relative locations of objects/people using location words (such as 앞, 뒤, 위, 아래, 옆) in a formula: a noun + a location word + 에 (for example, 식탁 위에). They refer to self using either 나 or 저 appropriately according to the context. They use some basic conjunctive adverbs such as 그래서, 그런데, 그렇지만 and 하지만 to establish cohesion in texts. Students translate and create simple bilingual texts across Korean and English, comparing different versions, identifying reasons for different interpretations and ways to retain and convey original meanings in translated texts. They recount their reactions to intercultural experiences and exemplify how their personal experiences and assumptions influence their language use and perspectives.  Students explain how language use is adjusted to different purposes and audiences in different contexts and situations by providing examples from differing spoken and written forms of Korean. They compare situations where it is or is not appropriate to use 반말 and other features of language such as text messaging or colloquial forms of expression in Korean, English or other known languages. They describe how languages change over time and through contact with other languages and cultures by identifying possible examples of such change in Korean and other languages. They relate grammatical elements in Korean such as case markers, particles, suffixes, and verb endings to their grammatical functions by explaining them using metalanguage (case, politeness, honorification, 반말, 높임말, native Korean/Sino-Korean). Students explain how cultural values and ideas are embedded in language use, including their own, and identify how language reflects ways of thinking, views of the world and everyday cultural routines, drawing on examples from Korean, English and other languages. | 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. | * Achievement standard improved for clarity and teachability. Wording refined to reflect a developmental progression of language learning. Korean language examples have been moved to elaborations to ensure the achievement standard is clear and succinct |

### Content descriptions

#### VC2 strand: Communicating Meaning in Korean

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Initiate and sustain interactions to develop relationships with peers and adults, to exchange ideas, opinions and feelings and to reflect on own and others’ responses (VCKOC020) | initiate and sustain interactions in familiar and some unfamiliar contexts to exchange ideas, experiences and opinions about their own and others’ personal worlds  VC2LK10CM01 | * Refined to make it more concise and broadened context |
| Interact with Korean speakers and resources, recognising that intercultural communication involves shared responsibility for meaning-making (VCKOC029) |  | * Removed |
|  | use Korean language in exchanges to question, offer ideas and opinions, negotiate, compare and discuss  VC2LK10CM02 | * New |
| Contribute to collaborative planning, decision-making, problem-solving and transactions, providing ideas or suggestions and considering options (VCKOC021)  Use classroom language to participate in shared activities and everyday routines, such as asking for clarification and responding to others’ requests and questions (VCKOC022) | use spoken and written exchanges to discuss, plan and reflect on activities, events and experiences with peers  VC2LK10CM03 | * Combined and refined to make it more concise. Moved specific examples to elaborations |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Extract information from a range of short spoken, written, digital or multimodal texts in Korean, analysing and organising the information for particular audiences (VCKOC023)  Convey ideas or viewpoints from different perspectives to various audiences in familiar contexts using different modes of presentation (VCKOC024)  Respond to imaginative texts such as stories, films or illustrations, explaining messages and key ideas, stating views on themes, events and values, and making connections with own experiences (VCKOC025)  Analyse and compose different types of texts, considering issues such as coherence, cohesion, and the relationship between textual conventions and audiences and contexts (VCKOU034) | 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 | * Combined and refined to be more concise. Strengthened reference to macro skills, including the skill of viewing, to align with VCE. Specific texts and activities moved to elaborations |
| Translate and interpret informative and imaginative texts for peers and the community, taking account of different audiences and contexts, identifying and explaining culture-specific aspects (VCKOC027) | 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 | * Refined, broadening context. Strengthened reference to intercultural understanding |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Create imaginative texts that draw on past experiences or future possibilities for the purpose of self-expression and performance for others (VCKOC026)  Analyse and compose different types of texts, considering issues such as coherence, cohesion, and the relationship between textual conventions and audiences and contexts (VCKOU034) | 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 | * Combined and refined to broaden contexts for creating texts in Korean. Retained reference to ‘contexts’ and ‘audience’ |
| Create bilingual texts for the wider community, such as notices, instructions, promotional material, performances or announcements, considering cultural aspects of each language (VCKOC028) |  | * Removed |

#### VC2 strand: Understanding Language and Culture

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Understand and use key features of Korean sound and writing systems, including pronunciation, intonation and print conventions, applying this understanding to own speech and writing (VCKOU031) | 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 | * Refined and added ‘enhance and extend fluency’ to support the learning progression. Moved specific language elements to the elaborations to make it more concise |
| Understand and use key features of Korean sound and writing systems, including pronunciation, intonation and print conventions, applying this understanding to own speech and writing (VCKOU031)  Extend grammatical knowledge of Korean language, including the range of forms and functions of particles, suffixes, verb endings and irregular verb forms (VCKOU032)  Understand and use a range of vocabulary associated with different aspects of everyday life, such as basic honorific or humble words, and identify culture-embedded words and expressions (VCKOU033) | 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 type  VC2LK10UL02 | * Combined and refined for improved clarity. Added ‘a range of texts’ to broaden context. Included reference to ‘some complex structures’ to support progression. Specific language elements moved to elaborations |
| Explore how Korean is used in varying ways for different purposes and audiences in different social and cultural contexts and situations by comparing different registers and styles used in texts in different modes (VCKOU035) | reflect on and evaluate Korean texts, using metalanguage to discuss language structures and features  VC2LK10UL03 | * Refined. Broadened context and added explicit reference to metalanguage to support literacy development more broadly |

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

| Victorian Curriculum F–10 Version 1.0 | Victorian Curriculum F–10 Version 2.0 | Comment |
| --- | --- | --- |
| Explore how Korean is used in varying ways for different purposes and audiences in different social and cultural contexts and situations by comparing different registers and styles used in texts in different modes (VCKOU035)  Explore and reflect on the nature of language change in response to changing cultural and social conditions (VCKOU036)  Analyse and comment on cultural and linguistic practices in different contexts and reflect on own and others’ communicative practices (VCKOU038) | 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 | * Combined and refined. Strengthened the connection between ‘identity’ and ‘language and culture’ |
| Reflect on own identity and on how it is affected by the experience of Korean language learning (VCKOC030) |  | * Removed |
| Understand the symbolic nature and power of language in local and global contexts (VCKOU037) |  | * Removed |