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Introduction

The K–10 Curriculum

The NSW Education Standards Authority’s (NESA) syllabuses are developed with respect to some overarching views about education. These include the NESA K–10 Curriculum Framework and Statement of Equity Principles and the Melbourne Declaration on Educational Goals for Young Australians (December 2008).

NESA syllabuses include agreed Australian Curriculum content and content that clarifies the scope, breadth and depth of learning. The Australian Curriculum achievement standards underpin the syllabus outcomes and the Stage statements for Early Stage 1 to Stage 5.

In accordance with the K–10 Curriculum Framework and the Statement of Equity Principles, the syllabus takes into account the diverse needs of all students. It identifies essential knowledge, understanding, skills, values and attitudes. It outlines clear standards of what students are expected to know and be able to do in K–10. It provides structures and processes by which teachers can provide continuity of study for all students.

The framework also provides a set of broad learning outcomes that summarise the knowledge, understanding, skills, values and attitudes essential for all students in all learning areas to succeed in and beyond their schooling.

The continued relevance of the K–10 Curriculum Framework is consistent with the intent of the Melbourne Declaration on Educational Goals for Young Australians (December 2008), which set the direction for Australian schooling for the next ten years. There are two broad goals:

- Goal 1: Australian schooling promotes equity and excellence
- Goal 2: All young Australians become successful learners, confident and creative individuals, and active and informed citizens.

The way in which learning in the Korean K–10 Syllabus will contribute to the curriculum, and to students’ achievement of the broad learning outcomes, is outlined in the syllabus rationale.
Introduction to the Korean K–10 Syllabus

The Language

The language to be studied and assessed is the modern standard version of Korean.

Students should be aware of casual, formal and informal levels of language used in daily life. This includes the use of colloquialisms and honorifics which are one of the important features of Korean. In writing, only the Hangeul script will be used.

The Learners of Korean

Students come to the learning of languages with diverse linguistic, cultural and personal profiles, including a range of prior language experiences either in Korean or in a different language. Students may have engaged with Korean in formal or less formal contexts, or they may have been exposed to a language through family members or in-country experience. Students start school as mono-, bi- or plurilinguals.

Mandatory study of a language occurs in Stage 4. However, students may commence their study of a language at any point along the K–10 continuum.

The learners of Korean include students:

- learning Korean as a second or additional language
- who have undertaken a significant school-based learning program in Australia
- with exposure to Korean language and culture who may engage in some active but predominantly receptive use of Korean (including dialects and variants of Korean)
- who have had their primary socialisation as well as initial literacy development and primary schooling in Korean
- undertaking a course based on Life Skills outcomes and content.
Diversity of Learners

NSW syllabuses are inclusive of the learning needs of all students. Syllabuses accommodate teaching approaches that support student diversity, including students with special education needs, gifted and talented students, and students learning English as an additional language or dialect (EAL/D). Students may have more than one learning need.

Students with Special Education Needs

All students are entitled to participate in and progress through the curriculum. Under the Disability Standards for Education 2005, schools are required to provide additional support or adjustments to teaching, learning and assessment activities for some students with special education needs. Adjustments are measures or actions taken in relation to teaching, learning and assessment that enable a student with special education needs to access syllabus outcomes and content and demonstrate achievement of outcomes.

Students with special education needs can access outcomes and content from K–10 syllabuses in a range of ways. Students may engage with:

- syllabus outcomes and content from their age-appropriate stage with adjustments to teaching, learning and/or assessment activities; or
- selected syllabus outcomes and content from their age-appropriate stage, relevant to their learning needs; or
- syllabus outcomes from an earlier Stage, using age-appropriate content; or
- selected Years 7–10 Life Skills outcomes and content from one or more syllabuses for students in Stages 4 and 5.

Decisions regarding curriculum options, including adjustments, should be made in the context of collaborative curriculum planning with the student, parent/carer and other significant individuals to ensure that syllabus outcomes and content reflect the learning needs and priorities of individual students.

Further information can be found in support materials for:

- Languages
- Special education
- Life Skills.

Gifted and Talented Students

Gifted and talented students have specific learning needs that may require adjustments to the pace, level and content of the curriculum. Differentiated educational opportunities assist in meeting the needs of gifted and talented students.

Generally, gifted and talented students demonstrate the following characteristics:

- the capacity to learn at faster rates
- the capacity to find and solve problems
- the capacity to make connections and manipulate abstract ideas.

There are different kinds and levels of giftedness and talent. Gifted and talented students may also have learning disabilities and/or English as an additional language or dialect. These needs should be addressed when planning appropriate teaching, learning and assessment activities.
Curriculum strategies for gifted and talented students may include:

- **differentiation**: modifying the pace, level and content of teaching, learning and assessment activities
- **acceleration**: promoting a student to a level of study beyond their age group
- **curriculum compacting**: assessing a student's current level of learning and addressing aspects of the curriculum that have not yet been mastered.

School decisions about appropriate strategies are generally collaborative and involve teachers, parents/carers and students, with reference to documents and advice available from NESA and the education sectors.

Gifted and talented students may also benefit from individual planning to determine the curriculum options, as well as teaching, learning and assessment strategies, most suited to their needs and abilities.

**Students Learning English as an Additional Language or Dialect (EAL/D)**

Many students in Australian schools are learning English as an additional language or dialect (EAL/D). EAL/D students are those whose first language is a language or dialect other than Standard Australian English and who require additional support to assist them to develop English language proficiency.

EAL/D students come from diverse backgrounds and may include:

- overseas and Australian-born students whose first language is a language other than English, including creoles and related varieties
- Aboriginal and Torres Strait Islander students whose first language is Aboriginal English, including Kriol and related varieties.

EAL/D students enter Australian schools at different ages and stages of schooling and at different stages of English language learning. They have diverse talents and capabilities and a range of prior learning experiences and levels of literacy in their first language and in Standard Australian English. EAL/D students represent a significant and growing percentage of learners in NSW schools. For some, school is the only place they use Standard Australian English.

EAL/D students are simultaneously learning a new language and the knowledge, understanding and skills of a syllabus through that new language. They require additional time and support, along with informed teaching that explicitly addresses their language needs, and assessments that take into account their developing language proficiency.

The ESL Scales and the *English as an Additional Language or Dialect: Teacher Resource* provide information about the English language development phases of EAL/D students. These materials and other resources can be used to support the specific needs of EAL/D students and to assist students to access syllabus outcomes and content.
Korean Key

The following codes and icons are used in the Korean K–10 Syllabus.

Outcome Coding

Syllabus outcomes are coded in a consistent way. The code identifies the language, Stage, outcome number and the way content is organised.

Early Stage 1 to Stage 5 are represented by the following codes:

<table>
<thead>
<tr>
<th>Stage</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Stage 1</td>
<td>e</td>
</tr>
<tr>
<td>Stage 1</td>
<td>1</td>
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<tr>
<td>Stage 2</td>
<td>2</td>
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<tr>
<td>Stage 3</td>
<td>3</td>
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<tr>
<td>Stage 4</td>
<td>4</td>
</tr>
<tr>
<td>Stage 5</td>
<td>5</td>
</tr>
</tbody>
</table>

In the Korean syllabus, outcome codes indicate subject, Stage, outcome number and strand. For example:

<table>
<thead>
<tr>
<th>Outcome code</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>LKO2-1C</td>
<td>Languages, Korean, Stage 2 – Outcome number 1 (Communicating)</td>
</tr>
<tr>
<td>LKO5-7U</td>
<td>Languages, Korean, Stage 5 – Outcome number 7 (Understanding)</td>
</tr>
<tr>
<td>LKOLS-2C</td>
<td>Languages, Korean, Life Skills – Outcome number 2 (Communicating)</td>
</tr>
</tbody>
</table>
Coding of Australian Curriculum Content

The syllabus includes Australian Curriculum content descriptions for Korean in a generic form with Australian Curriculum codes in brackets at the end of each generic content description, for example:

- initiate interactions and exchange information with teacher and peers, for example: (ACLKOC153)

Where a number of content descriptions are jointly represented, all description codes are included, eg (ACLKOC116, ACLKOC117).
Learning Across the Curriculum Icons

Learning across the curriculum content, including the cross-curriculum priorities, general capabilities and other areas identified as important learning for all students, is incorporated and identified by icons in the syllabus.

**Cross-curriculum priorities**
- 🌟 Aboriginal and Torres Strait Islander histories and cultures
- ☪ Asia and Australia’s engagement with Asia
- 🌿 Sustainability

**General capabilities**
- ☰ Critical and creative thinking
- 🖋️ Ethical understanding
- 📚 Information and communication technology capability
- 🌍 Intercultural understanding
- 📔 Literacy
- 📊 Numeracy
- 🧡 Personal and social capability

**Other learning across the curriculum areas**
- 🇺🇦 Civics and citizenship
- 🌏 Difference and diversity
- 💼 Work and enterprise
Rationale

Learning languages provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples. Students broaden their horizons in relation to personal, social, cultural and employment opportunities in an increasingly interconnected and interdependent world. Proficiency in languages provides a national resource that serves communities within Australia and enables the nation to engage more effectively with the global community.

Contemporary research and practice have established a clear link between the learning of languages and improved literacy skills for both background speakers and second or additional language learners. Through the development of communicative skills in a language and understanding of how language works as a system, students further develop literacy in English, through close attention to detail, accuracy, logic and critical reasoning. Learning languages exercises students’ intellectual curiosity, increases metalinguistic awareness, strengthens intellectual, analytical and reflective capabilities, and enhances critical and creative thinking.

Korean is the language of one of Australia’s significant Asian neighbours, and is spoken by a population of more than 80 million people in Korea and communities worldwide. With the rapidly growing interest in Korean culture across the world, the number of people learning Korean is also increasing in many countries in Asia, Oceania, the North and South Americas, Europe and Africa. There is a strong economic, political and strategic relationship between Australia and the Republic of Korea, which is one of Australia’s major trading partners. Recent years have seen an expansion in exchanges related to government, industry, commerce and technology. There has also been increasing contact between the Republic of Korea and Australia in the spheres of education, the arts, sport and tourism.

The Korean language has its own alphabetic writing system called Hangeul, which comprises 24 basic letters. The study of Korean provides access to the language and culture of one of the global community’s most technologically advanced societies and economies. Through learning the Korean language, students engage with modern Korea, including popular culture as well as the rich cultural tradition of this part of Asia.

The ability to communicate in Korean provides incentives for travel and for more meaningful interactions with speakers of Korean, encouraging socio-cultural understanding between Australia and Korea, and cohesion within the Australian community. It also provides opportunities for students to gain insights into the contributions that have been made by Korean-speaking communities to Australian society and to the global community. For background speakers, this valuable learning experience is further enhanced by the opportunity to maintain and develop their Korean language skills and understanding of their cultural heritage.

The rich linguistic and cultural diversity of NSW, to which Korean-speaking communities contribute significantly, provides an educational environment where the study of languages and cultures is valued as a unique and integral part of the K–10 curriculum.

Through learning languages, students develop an intercultural capability and an understanding of the role of language and culture in communication, and become more accepting of diversity and difference. They develop understanding of global citizenship, and reflect on their own heritage, values, culture and identity.
The study of Korean in Kindergarten to Year 10 may be the basis for further study of one of the differentiated Korean syllabuses available for study in Stage 6, and for future employment, within Australia and internationally, in areas such as commerce, tourism, entertainment, hospitality, education, sport, visual arts, performing arts and international relations.
The Place of the Korean K–10 Syllabus in the K–12 Curriculum

Prior-to-school learning
Students bring to school a range of knowledge, understanding and skills developed in home and prior-to-school settings. The movement into Early Stage 1 should be seen as a continuum of learning and planned appropriately. The Early Years Learning Framework for Australia describes a range of opportunities for students to develop a foundation for future success in learning.

OPTIONAL STUDY
Early Stage 1 – Stage 3
Korean K–10

MANDATORY STUDY
Stage 4
Korean K–10
100 hours of one language in one continuous 12-month period (including Life Skills outcomes and content)

ELECTIVE STUDY
Stage 5
Korean K–10 (including Life Skills outcomes and content)

ELECTIVE STUDY
Stage 6
(Years 11–12)

Korean Beginners
Eligibility rules apply. Refer to the NESA website

Korean Continuers
Eligibility rules apply. Refer to the NESA website

Korean in Context
Eligibility rules apply. Refer to the NESA website

Korean and Literature

Community, other education and learning, and workplace pathways
Aim

The study of Korean in K–10 enables students to communicate with others in Korean, and to reflect on and understand the nature and role of language and culture in their own lives and the lives of others.
Objectives

Knowledge, Understanding and Skills

Communicating Strand
Students use language for communicative purposes by:

- **interacting** – exchanging information, ideas and opinions, and socialising, planning and negotiating
- **accessing and responding** – obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts
- **composing** – creating spoken, written, bilingual, digital and/or multimodal texts.

Understanding Strand
Students analyse and understand language and culture by:

- **systems of language** – understanding the language system including sound, writing, grammar and text structure; and how language changes over time and place
- **the role of language and culture** – understanding and reflecting on the role of language and culture in the exchange of meaning, and considering how interaction shapes communication and identity.

The **Communicating** and **Understanding** strands are interdependent and one or more of the objectives may be emphasised at any given time, depending on the Language and the Stage of learning.

Values and Attitudes
Students:

- develop an interest in and enjoyment of language learning
- appreciate and value their own heritage, culture and identity
- appreciate and respect the culture, beliefs and values of others through language learning.
Outcomes

Table of Objectives and Outcomes – Continuum of Learning

Communicating Strand

<table>
<thead>
<tr>
<th>Objective</th>
<th>Early Stage 1 outcome</th>
<th>Stage 1 outcome</th>
<th>Stage 2 outcome</th>
<th>Stage 3 outcome</th>
<th>Stage 4 outcome</th>
<th>Stage 5 outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interacting – exchanging information, ideas and opinions, and socialising, planning and negotiating</td>
<td>LKOe-1C interacts in simple exchanges in Korean</td>
<td>LKO1-1C participates in classroom interactions and play-based learning activities in Korean</td>
<td>LKO2-1C interacts with others to share information and participate in classroom activities in Korean</td>
<td>LKO3-1C uses Korean to interact with others to exchange information and opinions, and to participate in classroom activities</td>
<td>LKO4-1C uses Korean to interact with others to exchange information, ideas and opinions, and make plans</td>
<td>LKO5-1C manipulates Korean in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate</td>
</tr>
</tbody>
</table>
**Objective**

**Accessing and responding** – obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts

<table>
<thead>
<tr>
<th>Early Stage 1 outcomes</th>
<th>Stage 1 outcomes</th>
<th>Stage 2 outcomes</th>
<th>Stage 3 outcomes</th>
<th>Stage 4 outcomes</th>
<th>Stage 5 outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student:</td>
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</tr>
<tr>
<td>LKOe-2C</td>
<td>LKO1-2C</td>
<td>LKO2-2C</td>
<td>LKO3-2C</td>
<td>LKO4-2C</td>
<td>LKO5-2C</td>
</tr>
<tr>
<td>engages with Korean texts</td>
<td>identifies key words and information in simple texts</td>
<td>locates and classifies information in texts</td>
<td>obtains and processes information in texts, using contextual and other clues</td>
<td>identifies main ideas in, and obtains information from texts</td>
<td>identifies and interprets information in a range of texts</td>
</tr>
<tr>
<td>LKOe-3C</td>
<td>LKO1-3C</td>
<td>LKO2-3C</td>
<td>LKO3-3C</td>
<td>LKO4-3C</td>
<td>LKO5-3C</td>
</tr>
<tr>
<td>responds to spoken and visual texts</td>
<td>responds to texts using a range of supports</td>
<td>responds to texts in a variety of ways</td>
<td>responds to texts using different formats</td>
<td>organises and responds to information and ideas in texts for different audiences</td>
<td>evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences</td>
</tr>
</tbody>
</table>
**Objective**

**Composing** – creating spoken, written, bilingual, digital and/or multimodal texts*

<table>
<thead>
<tr>
<th>Early Stage 1 outcome</th>
<th>Stage 1 outcome</th>
<th>Stage 2 outcome</th>
<th>Stage 3 outcome</th>
<th>Stage 4 outcome</th>
<th>Stage 5 outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student:</td>
<td>A student:</td>
<td>A student:</td>
<td>A student:</td>
<td>A student:</td>
<td>A student:</td>
</tr>
<tr>
<td>LKOe-4C</td>
<td>LKO1-4C</td>
<td>LKO2-4C</td>
<td>LKO3-4C</td>
<td>LKO4-4C</td>
<td>LKO5-4C</td>
</tr>
<tr>
<td>composes texts in Korean using visual supports and other scaffolds</td>
<td>composes texts in Korean using rehearsed language</td>
<td>composes texts in Korean using modelled language</td>
<td>composes texts in Korean using a series of sentences</td>
<td>applies a range of linguistic structures to compose texts in Korean, using a range of formats for different audiences</td>
<td>experiments with linguistic patterns and structures to compose texts in Korean, using a range of formats for a variety of contexts, purposes and audiences</td>
</tr>
</tbody>
</table>

*Speaking, listening, reading and writing skills are integral for students who are developing their acquisition of Korean. For some students with disability, teachers will need to consider relevant and appropriate adjustments to speaking, listening, reading, writing and communication experiences within the context of the *Korean K–10 Syllabus.*
## Understanding Strand

**Objective**

**Systems of language** – understanding the language system including sound, writing, grammar, text structure; and how language changes over time and place

<table>
<thead>
<tr>
<th>Early Stage 1 outcomes</th>
<th>Stage 1 outcomes</th>
<th>Stage 2 outcomes</th>
<th>Stage 3 outcomes</th>
<th>Stage 4 outcomes</th>
<th>Stage 5 outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student:</td>
<td>A student:</td>
<td>A student:</td>
<td>A student:</td>
<td>A student:</td>
<td>A student:</td>
</tr>
<tr>
<td><strong>LKOe-5U</strong> recognises spoken Korean</td>
<td><strong>LKO1-5U</strong> recognises and reproduces the sounds of Korean</td>
<td><strong>LKO2-5U</strong> recognises pronunciation and intonation patterns of Korean</td>
<td><strong>LKO3-5U</strong> applies key features of Korean pronunciation and intonation</td>
<td><strong>LKO4-5U</strong> applies Korean pronunciation and intonation patterns</td>
<td><strong>LKO5-5U</strong> demonstrates how Korean pronunciation and intonation are used to convey meaning</td>
</tr>
<tr>
<td><strong>LKOe-6U</strong> recognises written Korean</td>
<td><strong>LKO1-6U</strong> recognises basic Korean writing conventions</td>
<td><strong>LKO2-6U</strong> demonstrates understanding of basic Korean writing conventions</td>
<td><strong>LKO3-6U</strong> applies basic Korean writing conventions</td>
<td><strong>LKO4-6U</strong> demonstrates understanding of key aspects of Korean writing conventions</td>
<td><strong>LKO5-6U</strong> demonstrates understanding of how Korean writing conventions are used to convey meaning</td>
</tr>
<tr>
<td><strong>LKOe-7U</strong> recognises the difference between statements, questions and commands in Korean</td>
<td><strong>LKO1-7U</strong> recognises Korean language patterns in statements, questions and commands</td>
<td><strong>LKO2-7U</strong> demonstrates understanding of elements of Korean grammar in familiar language patterns</td>
<td><strong>LKO3-7U</strong> demonstrates understanding of Korean grammatical structures</td>
<td><strong>LKO4-7U</strong> applies features of Korean grammatical structures and sentence patterns to convey information and ideas</td>
<td><strong>LKO5-7U</strong> analyses the function of complex Korean grammatical structures to extend meaning</td>
</tr>
<tr>
<td><strong>LKOe-8U</strong> recognises that there are different kinds of texts</td>
<td><strong>LKO1-8U</strong> recognises features of familiar texts</td>
<td><strong>LKO2-8U</strong> demonstrates an awareness of how familiar texts are structured</td>
<td><strong>LKO3-8U</strong> recognises how texts and language use vary according to context and purpose</td>
<td><strong>LKO4-8U</strong> identifies variations in linguistic and structural features of texts</td>
<td><strong>LKO5-8U</strong> analyses linguistic, structural and cultural features in a range of texts</td>
</tr>
</tbody>
</table>
**Objective**

**The role of language and culture** – understanding and reflecting on the role of language and culture in the exchange of meaning, and considering how interaction shapes communication and identity

<table>
<thead>
<tr>
<th>Early Stage 1 outcome</th>
<th>Stage 1 outcome</th>
<th>Stage 2 outcome</th>
<th>Stage 3 outcome</th>
<th>Stage 4 outcome</th>
<th>Stage 5 outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student:</td>
<td>A student:</td>
<td>A student:</td>
<td>A student:</td>
<td>A student:</td>
<td>A student:</td>
</tr>
<tr>
<td><strong>LKOe-9U</strong> recognises other languages and cultures in their immediate environment and the world</td>
<td><strong>LKO1-9U</strong> recognises similarities and differences in communication across cultures</td>
<td><strong>LKO2-9U</strong> recognises how terms and expressions reflect aspects of culture</td>
<td><strong>LKO3-9U</strong> makes connections between cultural practices and language use</td>
<td><strong>LKO4-9U</strong> identifies that language use reflects cultural ideas, values and beliefs</td>
<td><strong>LKO5-9U</strong> explains and reflects on the interrelationship between language, culture and identity</td>
</tr>
</tbody>
</table>
Stage Statements

Stage statements are summaries of the knowledge, understanding, skills, values and attitudes that have been developed by students as a result of achieving the outcomes for the relevant Stage of learning.

Prior-to-school Learning

Students bring to school a range of knowledge, understanding and skills developed in home and prior-to-school settings. The movement into Early Stage 1 should be seen as a continuum of learning and planned for appropriately.

The Early Years Learning Framework for Australia describes a range of opportunities for students to learn and develop a foundation for future success in learning.

The Early Years Learning Framework for Australia has five Learning Outcomes that reflect contemporary theories and research evidence about children’s learning. The outcomes are used to guide planning and to assist all children to make progress.

The outcomes are:
1. Children have a strong sense of identity.
2. Children are connected with and contribute to their world.
3. Children have a strong sense of wellbeing.
4. Children are confident and involved learners.
5. Children are effective communicators.

In addition, teachers need to acknowledge the learning that children bring to school, and plan appropriate learning experiences that make connections with existing language and literacy development, including language used at home.
Early Stage 1

By the end of Early Stage 1, students interact in Korean with their peers and teacher through action-related talk and play-based activities. They exchange greetings and respond to simple instructions, question cues and spoken and visual texts with actions, gestures, single words or phrases, including formulaic phrases. They participate in shared listening or viewing of texts such as Big Book stories, using pictures and contextual clues to help make meaning, and responding through actions, gestures, drawing or singing. They identify key words in spoken texts, such as names of people or objects, and match simple words to pictures, for example labelling classroom objects in Korean and English. They compose their own spoken texts with teacher support, using scaffolds and visual support, such as photos, to convey simple information about themselves or their family.

Students recognise that Korean sounds different to English, and mimic Korean pronunciation, approximating sounds. They recognise the difference between statements, questions and commands. They understand that there are different kinds of texts, such as songs, labels and captions, and recognise Korean in the written form. They understand that some Korean and English words are similar. They understand that Korean is used in Korea and other places in the world, and explore different languages that are used by their peers or family, or in their local community. Students have a growing awareness of the culture of Korean-speaking communities, and identify some Korean cultural practices that are similar or different to their own.

Students with prior learning and/or experience

Students with prior learning and/or experience of Korean have more developed communicative skills, and knowledge and understanding of language and culture. They interact in Korean with their peers and teacher by exchanging greetings, responding to questions and instructions and taking turns in class activities. They identify key words and specific information in simple spoken and visual texts, and share information, using illustrations and gestures to support meaning. They compose simple spoken and visual texts, using illustrations and actions, and create bilingual word lists and labels for the classroom.

Students use features of the Korean sound system, including pitch, accent, rhythm and intonation, and understand that the sounds of Korean are represented in Hangeul. They identify the function of statements, questions and commands. They describe aspects of self and their family background, and their own prior learning and/or experience of Korean.
Stage 1

By the end of Stage 1, students interact in Korean with their peers and teacher to exchange greetings and simple information. They use Korean in play-based learning contexts and classroom routines, using modelled language. They identify key words and information in simple texts, such as charts, songs and rhymes, and respond to texts, using key words, phrases, gestures, objects and other supports. They compose simple texts in Korean using rehearsed language, and create bilingual labels and captions for objects and visual texts.

Students reproduce the sounds and rhythms of spoken Korean, and understand how sounds are represented in Korean. They recognise and copy some simple syllable blocks, and recognise language patterns in simple statements, questions and commands. They identify features of familiar texts, such as greeting cards, and variations in language use when greeting and addressing different people. They recognise that Korean and English borrow words and expressions from each other and other languages. Students understand that the ways in which people use language reflect their culture, and relate to where and how they live and what is important to them. They reflect on similarities and differences between Korean and their own language and culture.

Students with prior learning and/or experience

Students with prior learning and/or experience of Korean have more developed communicative skills, and knowledge and understanding of language and culture. They interact in Korean with their peers and teacher to exchange personal information, and participate in classroom routines and guided activities by responding to questions, following instructions and seeking permission. They locate and organise key points of information from simple spoken, written, digital and visual texts, and respond to texts in English or by using modelled sentence structures in Korean. They compose simple texts, using modelled language and illustrations to support meaning, and create simple bilingual texts in print or digital form, such as word lists, labels or captions for the classroom.

Students apply pronunciation and intonation patterns, including pronunciation of loan words and punctuation. They recognise and copy Hangeul, identifying the range of strokes, structure and components, and identify parts of speech and basic word order in simple sentences. They reflect on the role of Korean language and culture in their own lives.
Stage 2

By the end of Stage 2, students interact with others in Korean to share information and participate in guided classroom activities that involve following instructions and collaborating with peers. They locate and classify information in texts, such as recipes or menus, and respond to texts, using modelled language and graphic, visual or digital supports. They compose texts in Korean, using familiar words, formulaic expressions and modelled language, and create bilingual texts, such as descriptions and signs for the classroom.

Students recognise and reproduce pronunciation and intonation patterns, and identify sound–writing relationships. They recognise the alphabetical nature of Hangeul and the structural features of individual syllable blocks. They write simple texts in Hangeul, and identify basic elements of grammar in familiar language patterns. They recognise structure and language features in familiar texts, and variations in language use according to context and relationships between participants. They recognise frequently used loan words from English and other languages, comparing pronunciation. Students identify terms and expressions in Korean that reflect cultural practices, and make comparisons with their own and other communities. They understand that ways of communicating and behaving reflect aspects of personal identity.

Students with prior learning and/or experience

Students with prior learning and/or experience of Korean have more developed communicative skills, and knowledge and understanding of language and culture. They interact with others in Korean to share information, experiences and feelings, and participate in tasks and activities that involve collaborative planning and simple transactions. They locate and organise information from spoken, written, digital and visual texts, and respond to texts, using English or modelled language in Korean, in spoken, written and digital modes. They compose texts using formulaic expressions, modelled language and visual supports, and create bilingual texts such as signs or notices, digital picture dictionaries or word banks for the classroom and school community.

Students use intonation and phrasing patterns of spoken Korean. They understand and write texts using Hangeul, applying their knowledge of grammatical elements to describe actions, people and objects. They reflect on their experiences when interacting in Korean and English-speaking contexts, identifying similarities and differences in language use and behaviours.
Stage 3

By the end of Stage 3, students interact with others in Korean to exchange information and opinions. They engage in classroom activities and collaborate with peers to plan a group activity or shared event. They obtain and organise information from written, spoken and digital texts, using contextual and other clues to elicit meaning, and respond to texts in Korean or English, using a range of formats. They compose informative and imaginative texts, linking ideas in a series of sentences, and using familiar modelled language and scaffolds. They create bilingual texts, such as signs, notices, games, displays, websites or word banks, for the school community.

Students use key features of pronunciation and intonation, recognising the relationship between sounds, words and meaning, and apply basic writing conventions. They recognise the systematic nature of Korean grammar rules, and use basic grammatical structures to present information. They identify how texts vary according to purpose and audience, and recognise variations in language use according to context and relationships between participants. They explore the influence of Korean language and culture on other languages. Students describe aspects of their own identity, making comparisons between their own cultural practices and language use and those of Korean-speaking communities, and considering how this affects intercultural communication.

Students with prior learning and/or experience

Students with prior learning and/or experience of Korean have more developed communicative skills, and knowledge and understanding of language and culture. They initiate interactions in Korean with others to exchange information, ideas and opinions, and collaborate with peers to make choices and arrangements, organise events and complete transactions. They locate and classify information from a range of written, spoken and digital texts, and respond to texts in Korean or English, using a range of formats for different audiences. They compose informative and imaginative texts for a variety of purposes and audiences, and create bilingual texts and resources for their own language learning and the school community.

Students apply the Korean sound system, including variations in tone, stress and phrasing. They understand and use an increasing range of Hangeul in written texts, applying basic structures and features of Korean grammar to present information and elaborate on meaning. They reflect on their experiences in Korean and English-speaking contexts, discussing adjustments made when moving from English to Korean and vice versa.
Stage 4

By the end of Stage 4, students interact with others in Korean to exchange information and ideas on topics of interest, and engage in collaborative tasks and activities that involve making plans and arrangements. They identify main ideas and specific information in a range of written, spoken and digital texts, and respond in Korean or English to information and ideas, in a range of formats for specific audiences. They compose informative and imaginative texts for different purposes and audiences, using known linguistic structures with the support of stimulus materials and modelled language, and create bilingual texts and learning resources for the classroom.

Students apply Korean pronunciation and intonation patterns, including pitch, accent, rhythm and intonation, in a range of sentence types and vocabulary. They recognise and use features of the Korean writing system, including Hangeul. They recognise elements of Korean grammar, including the systematic nature of verb conjugation, and use features of Korean grammatical structures and sentence patterns to convey information and ideas. They identify textual conventions of familiar spoken, written and multimodal texts, explaining how language use varies according to context and the relationship between participants.

Students examine how Korean influences and is influenced by other languages and cultures, identifying borrowed words used in Korean and English, and Korean words and phrases that have emerged in response to new technology. They explore connections between language and culture in particular words, expressions and communicative behaviours, recognising values that are important in Korean-speaking communities. They share their reactions to intercultural experiences, considering how ways of communicating and expressing identity are shaped by the values and beliefs of a community.

Students with prior learning and/or experience

Students with prior learning and/or experience of Korean have more developed communicative skills, and knowledge and understanding of language and culture. They interact in Korean with peers and known adults on a range of topics and experiences, and engage in collaborative tasks and activities that involve planning, negotiating and making decisions. They obtain and process information from a range of written, spoken and digital texts, and respond in Korean or English to information and ideas on a variety of topics, events or experiences, using different modes of presentation for particular audiences. They compose informative and imaginative texts in a range of formats according to purpose and audience, and create bilingual texts and resources for the school and wider community.

Students apply Korean pronunciation and intonation patterns, including pronunciation of loan words and punctuation. They use Hangeul in simple texts, and elements of Korean grammar and sentence structure to express ideas. They understand how different types of texts are structured and use particular language features according to context, purpose and audience. They recognise that Korean has evolved and developed through different periods of influence and change, and how variations in Korean language use reflect different levels of formality, authority and status. Students explain ways in which choices in language use reflect cultural ideas, and explore different communicative behaviours across cultures. They reflect on how their own biography, including family origins, traditions and beliefs, has an impact on their sense of identity and ways of communicating.
Students with a background in Korean

Students with a background in Korean have more sophisticated communicative skills, and knowledge and understanding of language and culture. They interact with peers and known adults to exchange information, opinions and preferences relating to social issues and cultural experiences, and engage in collaborative tasks and activities that involve negotiating, solving problems and justifying decisions. They access and evaluate information in a range of written, spoken and digital texts, and respond in Korean to information, ideas and perspectives on a range of topics, events or experiences, using different presentation modes for particular audiences. They compose informative and imaginative texts in a range of formats according to purpose and audience, and create bilingual texts and resources for the school and wider community.

Students apply the Korean sound system, explaining features, including variations in tone, stress and phrasing. They apply an increasing knowledge of Hangeul when writing texts. They apply their knowledge of Korean grammar to organise and elaborate on ideas and opinions, and understand how different types of texts are structured and use particular language features according to context, purpose and audience. They recognise that Korean has evolved and developed through different periods of influence and change, and how variations in Korean language use reflect different levels of formality, authority and status. Students analyse ways in which choices in language use reflect cultural ideas and perspectives, and reflect on how what is considered acceptable in communication varies across cultures. They reflect on how and why being a speaker of Korean contributes to their sense of identity and is important to their Korean cultural heritage.
Stage 5

By the end of Stage 5, students manipulate Korean in sustained interactions with others to exchange information, ideas and opinions. They participate in a range of collaborative tasks, activities and experiences that involve making plans, negotiating and solving problems. They identify and interpret information from a range of written, spoken, visual or multimodal texts, and evaluate and respond in English or Korean to information, opinions and ideas, using a range of formats for specific contexts, purposes and audiences. They compose informative and imaginative texts to express ideas, attitudes and values, experimenting with linguistic patterns and structures, and using different formats for a variety of contexts, purposes and audiences. They create a range of bilingual texts and resources for the school and wider community.

Students apply pronunciation, intonation and phrasing patterns of spoken Korean, and understand the Korean writing system and print conventions. They understand the systematic nature of Korean grammatical forms, and use elements of grammar to express complex ideas. They analyse the effects of linguistic and structural features in texts, explaining their interrelationship with context, purpose and audience. They examine the impact of factors such as media, technology, globalisation and popular culture on the Korean language.

Students explain how and why language use varies according to social and cultural contexts, relationships between participants and textual purpose. They understand that language, culture and communication are interrelated and shaped by each other. They reflect on their intercultural experiences, recognising how cultural identity influences ways of communicating, thinking and behaving.

Students with prior learning and/or experience

Students with prior learning and/or experience of Korean have more developed communicative skills, and knowledge and understanding of language and culture. They initiate and sustain interactions in Korean with others to share information, feelings, opinions, ideas and points of view. They participate in a range of collaborative tasks, activities and experiences that involve negotiating and solving problems. They obtain, interpret and evaluate information, ideas and opinions from a range of texts, and respond to texts in Korean or English, using different formats, for specific contexts, purposes and audiences. They compose a variety of informative and imaginative texts in different formats, and create a range of bilingual texts, for different contexts, purposes and audiences.

Students apply intonation and phrasing patterns in both formal and informal speech. They use knowledge of Hangeul features and rules to produce written texts. They use complex grammatical structures, including verb tenses and particles, to achieve sophistication in expression, and explain the relationship between context, purpose, audience, linguistic features and cultural elements in a range of personal, reflective, informative and persuasive texts. They research the phenomenon of language change in Korean-speaking communities, analysing and comparing language use of previous generations with contemporary use. Students analyse the reciprocal relationship between language, culture and communication, and how this relationship reflects values, attitudes and beliefs. They reflect on how their own identity both influences and is shaped by ways of communicating, thinking and behaving.
**Students with a background in Korean**

Students with a background in Korean have more sophisticated communicative skills, and knowledge and understanding of language and culture. They initiate and sustain interactions in Korean with others to discuss ideas and points of view, and participate in a range of collaborative tasks, activities and experiences that involve planning, negotiation and debate. They analyse written and spoken texts to identify elements such as viewpoint, theme, stylistic devices, cultural influences and values. They respond in Korean to information and ideas from different perspectives, using a range of formats for specific contexts, purposes and audiences. They compose a variety of informative and imaginative texts in different formats, experimenting with genre, textual features and stylistic devices, and create a range of bilingual texts, for different contexts, purposes and audiences.

Students apply the Korean sound system in both formal and informal speech, understanding how patterns of rhythm, tempo, stress, pitch and intonation are used to enhance the aesthetic features of texts. They apply knowledge of *Hangeul* and orthography to access a variety of vocabulary. They apply complex grammatical structures to enhance communication and achieve particular effects. They explain the relationship between context, purpose, audience, linguistic features and cultural elements in a range of personal, reflective, informative and persuasive texts. They research the phenomenon of language change in Korean-speaking communities, analysing and comparing language use of previous generations with contemporary use. Students discuss how meanings vary according to cultural assumptions that Korean and English speakers bring to interactions, and how mutual understanding can be achieved. They reflect on variations in their own language use and communicative and cultural behaviours in Korean and English-speaking contexts.
Content

For Kindergarten to Year 10, courses of study and educational programs are based on the outcomes of syllabuses. The content describes in more detail how the outcomes are to be interpreted and used, and the intended learning appropriate for the Stage. In considering the intended learning, teachers will make decisions about the sequence, the emphasis to be given to particular areas of content, and any adjustments required based on the needs, interests and abilities of their students.

The knowledge, understanding and skills described in the outcomes and content provide a sound basis for students to successfully move to the next stage of learning.

In general, the examples of content in the Communicating strand are learning tasks (see glossary). Unlike form-focused language activities and exercises (see glossary), the learning tasks involve the achievement of a devised or actual goal or purpose. They provide opportunities to draw on existing language resources and to experiment with new forms in authentic or simulated contexts.

The content has been designed to accommodate a range of student entry points and a range of learners, some of whom may have significant prior learning, experience or background in Korean.

In Kindergarten to Year 6, content has been developed for two broad student groups:

- students who are studying the language as second or additional language learners; and
- students who have prior learning and/or experience.

In Year 7 to Year 10, content has been developed and presented in four ways:

- students who are studying the language as second or additional language learners
- students who have prior learning and/or experience
- students who have experienced some or all of their formal school education in a Korean-speaking environment
- students undertaking a course based Life Skills outcomes and content.
**Organisation of Content**

The following diagram provides an illustrative representation of elements of the course and their relationship.

**Strands**

The content of the syllabus is organised through the two interrelated strands of *Communicating* and *Understanding*, and related objectives and outcomes.

The strands reflect important aspects of language learning related to communication, analysis and understanding of language and culture, and reflection. Students reflect on the experience of communicating and on their own language and culture in comparison to those of others.
Macro Skills

The four macro skills: listening, reading, speaking and writing are related to syllabus objectives within the *Communicating* strand in the following way:

<table>
<thead>
<tr>
<th>Interacting</th>
<th>Accessing and responding*</th>
<th>Composing</th>
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<tbody>
<tr>
<td>Listening</td>
<td>Listening</td>
<td>Speaking</td>
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<tr>
<td>Reading</td>
<td>Reading</td>
<td>Writing</td>
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<td>Speaking</td>
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<tr>
<td>Writing</td>
<td>Writing</td>
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* The response to texts may be in English or Korean depending on the outcome or content.

Listening, reading, speaking and writing skills are integral for students who are developing in their acquisition of Korean. For some students with disability, teachers will need to consider relevant and appropriate adjustments to speaking, listening, reading, writing and communication experiences within the context of the *Korean K–10 Syllabus*.

The Use of English

The target language is used wherever possible as the primary medium of interaction in both language-oriented and most content-oriented tasks.

English may be used for discussion, explanation or analysis and reflection, providing opportunities for students to develop metalanguage for sharing ideas about language, culture and experience.
Learning Across the Curriculum

Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the NESA K–10 Curriculum Framework and Statement of Equity Principles, and in the Melbourne Declaration on Educational Goals for Young Australians (December 2008).

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face.

The cross-curriculum priorities are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia’s engagement with Asia
- Sustainability

General capabilities encompass the knowledge, skills, attitudes and behaviours to assist students to live and work successfully in the 21st century.

The general capabilities are:

- Critical and creative thinking
- Ethical understanding
- Information and communication technology capability
- Intercultural understanding
- Literacy
- Numeracy
- Personal and social capability

NESA syllabuses include other areas identified as important learning for all students:

- Civics and citizenship
- Difference and diversity
- Work and enterprise

Learning across the curriculum content is incorporated, and identified by icons, in the content of the Korean K–10 Syllabus in the following ways.
Aboriginal and Torres Strait Islander histories and cultures

The study of languages provides valuable opportunities for students to make interlinguistic and intercultural comparisons across languages, including Aboriginal and Torres Strait Islander languages, and to develop their understanding of concepts related to the linguistic landscape of Australia. Students explore the languages spoken in their immediate environment and identify local and other Aboriginal languages, off-Country languages and/or Torres Strait Islander languages. They examine cultural symbols and practices across languages, and ways in which people express their culture through traditional stories, songs, dance and crafts. By exploring and reflecting on the interrelationship between language, culture and identity, students are provided with opportunities to understand that the ways in which people use language reflect the values and beliefs of their respective communities, including Australia’s rich and diverse Aboriginal and Torres Strait Islander communities.

When planning and programming content relating to Aboriginal histories and cultures and Torres Strait Islander histories and cultures teachers are encouraged to:

- involve local Aboriginal communities and/or appropriate knowledge holders in determining suitable resources, or to use Aboriginal or Torres Strait Islander authored or endorsed publications
- read the Principles and Protocols relating to teaching and learning about Aboriginal and Torres Strait Islander histories and cultures and the involvement of their local Aboriginal communities.

Asia and Australia’s engagement with Asia

Students learning Korean can engage with rich content and contexts for developing their knowledge and understanding of Korean-speaking societies and are provided with opportunities to make comparisons with other Asian societies, languages, cultures, values and beliefs. They have opportunities to learn to communicate and interact in Korean in interculturally appropriate ways, exploring concepts, experiences and perspectives from within and across Korean and other Asian cultures. They understand that there are Korean-speaking communities in Korea, Australia and around the world, and that there is diversity within the Korean language. They identify words and expressions that Korean and English borrow from each other and other languages. They explore the impact on Korean of social, cultural and intercultural influences, such as media, technology, globalisation and popular culture. They develop an appreciation for the place of Australia within the Asia region, including the interconnections of languages and cultures, peoples and communities, histories and economies. Students are provided with opportunities to learn how Australia is situated within the Asia region, and how Australia’s linguistic and cultural identity is continuously evolving, both locally and within an international context.

Sustainability

Learning Korean provides a context for students to develop their knowledge and understanding of concepts, perspectives and issues related to sustainability in Korean-speaking communities in Korea, Australia and the world. They engage with a range of texts to obtain, interpret and present information, ideas and opinions on concepts such as the environment, climate, conservation, linguistic and cultural ecologies, and change, both within Korean language and culture, and across languages and cultures. Students develop their knowledge, skills and understanding about sustainability within particular cultural contexts. Through interacting with others, negotiating meaning and mutual understanding and reflecting on communication, they can learn to live and work in ways that are both productive and sustainable.
Critical and creative thinking

Students develop critical and creative thinking as they interact in Korean with people and ideas from diverse backgrounds and perspectives. They participate in a range of collaborative tasks, activities and experiences that involve negotiating, solving problems and making decisions. Students obtain, interpret and organise information, ideas and perspectives from a range of texts, analysing aspects of Korean language and culture and making comparisons with other languages and cultures. They develop skills in creative thinking when composing informative and imaginative texts in Korean in different formats for a range of contexts, purposes and audiences.

Ethical understanding

Students learning Korean are encouraged to acknowledge and value difference in their interactions with others and to respect diverse ways of perceiving and acting in the world. They can apply their knowledge of ethics when using technology to communicate information. When collecting, interpreting and analysing information, ideas and research data related to aspects of language and culture in Korean-speaking communities, students are provided with opportunities to learn about ethical procedures for investigating and working with people and places. As they develop their knowledge and understanding of the language, culture, beliefs, values and attitudes of Korean-speaking, their own and other communities, students become more aware of their own roles and responsibilities as citizens.

Information and communication technology capability

Accessing live Korean environments and texts via digital media contributes to the development of students’ ICT capabilities as well as linguistic and cultural knowledge, and extends the boundaries of the classroom. Students are provided with opportunities to maximise use of the technologies available to them, adapting as technologies evolve and limiting the risks to themselves and others in a digital environment.

Students interact with Korean speakers in digital environments, and access multimodal resources and technologies to enhance their learning. They engage with digital and multimodal texts to obtain, interpret, reorganise and present information, opinions and ideas. They can use word-processing skills to produce written texts in Korean. They create informative and imaginative texts in digital formats, using text, sound and images, and produce bilingual resources, such as digital displays or websites, for the school community.
Intercultural understanding

The development of intercultural understanding is a central aim of learning languages, as it is integral to communicating in the context of diversity, the development of global citizenship and lifelong learning. Learning languages can enable students to develop their intercultural understanding as they learn to value their own language(s), culture(s) and beliefs, and those of others. They are provided with opportunities to understand the reciprocal relationship between language, culture and identity, and how this relationship reflects the values and beliefs of a community. Students are encouraged to reflect on their own and other cultures in ways that recognise similarities and differences, create connections with others and cultivate mutual respect. Learning to move between languages and cultures is integral to language learning and is the key to the development of students’ intercultural understanding.

Students learning Korean are provided with opportunities to understand that language develops and operates in a socio-cultural context. They are encouraged to make connections between social and cultural practices and language use, identifying culture-specific terms and expressions in Korean and making comparisons with other languages and cultures. They examine differences in language use and behaviours, explaining variations according to context, purpose, mode of delivery and the roles and relationships of participants. Students are provided with opportunities to understand how cultural identity influences ways of communicating, thinking and behaving. They reflect on their experiences when interacting in Korean and English-speaking contexts, considering adjustments made and how this affects intercultural communication.

Literacy

Contemporary research has demonstrated explicit links between language learning and improved literacy skills. The study of Korean develops students’ understanding of how languages work as systems, thereby enhancing literacy and language skills in Korean, as well as English. For background speakers of Korean, the knowledge, understanding and skills which students develop through learning their first language also support and enhance the development of literacy in English.

Students learning Korean can make connections between spoken language and written Korean. They engage with Korean texts, using their knowledge of the language to predict the meaning of new words, and compose texts. They are encouraged to use metalanguage to describe linguistic structures and features in texts, recognising that grammatical concepts serve particular functions and represent part of the system of language.

Students identify main ideas and specific information in a range of spoken, written and multimodal texts, explaining textual structure and linguistic features and their relationship with context, purpose and audience. They convey information, ideas and opinions in a variety of text types and formats, and compose informative and imaginative texts in different formats for a range of audiences, purposes and contexts, applying their knowledge of grammatical structures, word order and sentence construction. Students create bilingual texts and resources for the school and wider community, making comparisons between Korean and English textual features, and linguistic and cultural elements.
Numeracy

Students develop numeracy capability as they communicate in Korean in everyday situations. They use Korean numbers for counting and measuring. They role-play shopping situations in class, negotiating details such as size, quantity and price, and using currency exchange rates to complete transactions. They use expressions of time to sequence events, and create calendars to share information about class routines, birthdays, including zodiac signs, and Korean events and celebrations. They interpret data and statistics from multimodal sources, and construct tables, charts, graphs and diagrams to present information.

Personal and social capability

Students develop personal and social capability as they interact with Korean speakers in culturally appropriate ways in a range of contexts and situations, developing understanding of the importance of communicating in a respectful manner. They participate in shared tasks and activities that involve planning, negotiating, and making decisions and arrangements. They work both collaboratively and independently, engaging with Korean texts and resources to obtain, interpret and evaluate information, and creating their own informative and imaginative texts to express their ideas, opinions and beliefs.

Students explore connections between Korean language and culture in particular words, expressions and communicative behaviours, recognising and empathising with values that are important to Korean-speaking communities. They are provided with opportunities to understand that people view and experience the world in different ways, and reflect on their own heritage, values, culture and identity.

Civics and citizenship

As students engage in learning Korean, they develop the knowledge, understanding, skills, values and attitudes for responsible, informed and active participation in Australian society and as global citizens.

Students are provided with opportunities to understand the concept of community identity within the context of multicultural Australia. They explore the diversity of identities and cultural perspectives within Korean-speaking and other Australian communities and the diverse ways in which individuals and communities may express their cultures and identities in Australian society.

Students examine the importance of tradition to a sense of community and national identity, and explore the impact of social, cultural and intercultural influences on Korean language and culture, such as media, technology, globalisation and popular culture. They can appreciate the richness of Korean language and culture, and the significant social, economic and cultural contributions of Korean-speaking communities to Australian society and the world.
Difference and diversity ★

Difference and diversity comprises gender, ethnicity, ability and socio-economic circumstances.

Through their learning of Korean, students develop awareness, understanding and acceptance of difference and diversity in their personal lives, and within the local and global community. Students are provided with opportunities to learn about diverse values, attitudes, customs and traditions in Korean-speaking communities, as well as characteristics that are common to their own and other communities. They communicate in Korean in diverse contexts, developing understanding of the importance of using culturally appropriate language and behaviour.

The study of Korean fosters the ideals of respect for others and appreciation and acceptance of diverse points of view, beliefs, attitudes and values. Students develop their understanding of issues such as age, beliefs, gender, disability, language and ethnicity, and their appreciation of ways in which diversity contributes to a deeper sense of community and national identity.

Work and enterprise ★

Students need to be prepared for living and working in a world that is more technologically focused, globally connected and internationally competitive. Through their study of Korean, students learn about the living and working conditions of Korean-speaking communities, and are provided with opportunities to understand the impact of social, economic and technological developments. Students learning Korean develop skills in communication, collaboration, negotiation and problem-solving that can equip them for participation in a range of work settings, and can enable them to become more effective and valuable members of the workforce. The ability to communicate in Korean broadens future employment opportunities for students in an increasingly globalised world.
Content for Early Stage 1

Communicating

Interacting

Outcome

A student:
› interacts in simple exchanges in Korean LKOe-1C

Content

Students:
• exchange greetings, for example: (ACLKOC115) 👍
  – learning how to greet teacher and peers, using culturally appropriate gestures,
    eg 안녕하세요, 선생님. 안녕, 미나. 😊😊
  – encouraging students to say thank you when receiving worksheets, eg 고맙습니다 👍

• participate in classroom routines, activities and follow simple instructions, for example:
  (ACLKOC116, ACLKOC117) 👍
  – responding to teacher instructions about classroom routines, eg 앉으세요, 일어나세요 👍
  – responding to teacher instructions relating to the lesson, eg 보세요, 따라하세요 👍

Content for students with prior learning and/or experience

Students:
• interact with teacher and peers by exchanging information, for example: 😋 👍
  – indicating likes and dislikes, eg … 좋아해요, … 안 좋아해요 😋 👍
  – sharing personal information about themselves and their family 😋 👍
  – sharing details about their weekend with their peers and teacher, using simple sentences 😋 👍

• participate in classroom routines and activities by responding to instructions and taking turns, for example: 😋 👍
  – learning the rules of a new game, eg hide and seek (숨바꼭질), and deciding who will be ‘it’ 숨래, who will be ‘hiding’ and how the game is won 😋 👍
  – taking part in a simple experiment involving observation, using expressions, eg … 있어요, … 없어요 😋 👍
Communicating

Accessing and Responding

Outcomes

A student:
› engages with Korean texts LKOe-2C
› responds to spoken and visual texts through actions, gestures, single words or phrases LKOe-3C

Content

Students:
• participate in shared listening and viewing activities, for example: (ACLKOC118, ACLKOC120)
  - following a picture book story or interactive digital text, eg … 이야기 책을 읽어요
  - singing a song with actions, eg 나비야 나비야, 곰세마리
  - listening to a song with visual images that involve onomatopoeic sounds and discussing them, eg 동물농장
• respond to simple or familiar stories, songs and rhymes through actions, drawing or singing, for example: (ACLKOC120)
  - following a familiar story and responding to questions, eg … 누구예요? … 뭐예요?
  - responding appropriately to a spoken text, eg chant or rhyme by performing simple actions
  - performing a song using actions to support the making of meaning, eg head, shoulders, knees and toes in Korean
  - responding to question words, eg … 있어요? 네, 있어요/아니요, 없어요.

Content for students with prior learning and/or experience

Students:
• identify key words and specific information in simple spoken and visual texts, for example:
  - listening to and viewing picture books and familiar multimodal stories and responding appropriately to questions to demonstrate comprehension, eg 이 사람은 어떤 사람이예요? 다음에는 무슨 일이 있었어요? … 왜 그랬어요?
• share information from texts, using illustrations and gestures to support meaning, for example:
  - drawing a picture and explaining it, using gestures to support understanding
  - completing illustrations for a storyboard by drawing a picture of the main character, after listening to and viewing a picture book and familiar multimodal story
  - re-enacting a familiar story, using expressions, eg 옛날 옛날에 … 가 살았어요, 이것은 …, 저것은 …
Communicating

Composing

Outcome

A student:
› composes texts in Korean using visual supports and other scaffolds LKOe-4C

Content

Students:
• describe objects in Korean using visual supports, for example: (ACLKOC121) 📚
  – describing size, colour and shapes of objects around the classroom/school 📚
  – describing what they saw on an excursion, using simple adjectives and nouns then drawing pictures 📚

• label objects and images in Korean, for example: (ACLKOC123) 📚
  – drawing pictures of classroom objects using digital technology, for use as labels in the classroom and around the school, eg 책상, 의자, 문, 창문, 시계, 가방, 공책 📚
  – cutting and pasting words to label an image, eg labelling body parts of an animal/person 📚
  – labelling the days of the week during morning routine, eg 월요일, 화요일, 수요일 📚
  – identifying the weather using a class chart, eg 맑아요, 흐려요, 따뜻해요, 비가 내려요, 바람이 불어요 📚
  – assigning labels to a photo, eg family members 📚

Content for students with prior learning and/or experience

Students:
• compose simple texts using illustrations and actions to support meaning, for example: 📚
  – composing and performing a simple action chant or repetitive rap 📚
  – composing a spoken text based on a visual prompt, eg a picture 📚
  – creating a calendar 📚

• create bilingual word lists and labels for the classroom, for example: 📚
  – labelling classroom objects in Korean and English 📚
  – creating a bilingual picture dictionary 📚
  – making a class word wall or display of an event, eg a sports day or school concert 📚
Understanding

Systems of Language

Outcomes

A student:
› recognises spoken Korean LKOe-5U
› recognises written Korean LKOe-6U
› recognises the difference between statements, questions and commands in Korean LKOe-7U
› recognises that there are different kinds of texts LKOe-8U

Content

Students:
• recognise the sounds of Korean, for example: (ACLKOU126) 🎵
  – learning the rhythm of Korean 🎵
  – practising the sounds of Korean by singing the alphabet song 가나다, 원숭이 🎵
  – recognising that statements and questions have different intonation patterns 🎵

• recognise that Korean and English are written differently, for example: 🎵
  – differentiating between Hangeul and the Roman alphabet, eg 로버트 versus Robert 🎵
  – participating in a game, eg bingo or snap using basic Korean alphabet 🎵
  – tracing their name in Korean 🎵

• recognise the structure of statements, questions and commands in Korean, for example (ACLKOU127): 🎵
  – recognising -요 at the end of a sentence can be used with different intonation for a question or a statement, eg 예뻐요? and 예뻐요. 🎵
  – indicating affirmative and negative responses, using 안, eg 좋아해요, 안 좋아해요 🎵
  – noticing that the Korean copula alternates between two forms (-이예요 and -예요) and using it with names, eg 한국이예요/호주예요 🎵

• understand that some Korean and English words are similar, for example: (ACLKOU131) 🎵
  – recognising Korean words used in English, eg taekwondo, kimchi 🎵
  – recognising English words used in Korean, eg 바나나, 피아노 🎵

• understand that language is organised as ‘text’, for example: (ACLKOU129) 🎵
  – understanding that texts can be spoken, written, digital, visual or multimodal and can be short or long 🎵
  – naming familiar texts, eg a story, rhyme, song or conversation 🎵
Content for students with prior learning and/or experience

Students:

- recognise and use features of the Korean sound system, including pitch, accent, rhythm and intonation, for example: 📚
  - recognising pitch, accent, rhythm and intonation when listening to stories 📚
  - accurately pronouncing all combinations of consonants and vowels, including all combined sounds 📚

- recognise that the sounds of Korean are represented as Hangeul, for example: 📚
  - recognising consonants, vowels, double consonants and compound vowels, eg ㄱ, ㅏ, ㄲ, ㅐ 📚
  - tracing and copying their name in Korean 📚

- identify the function of statements, questions and commands in Korean, for example: 📚
  - understanding basic word order in statements, eg subject + object + verb 📚
  - understanding different question words, eg 뭐예요? 누구예요? 왜요? 어떻게요? 📚
Understanding

The Role of Language and Culture

Outcome

A student:
› recognises other languages and cultures in their immediate environment and the world LKOe-9U

Content

Students:

• understand that Korean is one of the many languages spoken in Australia, for example:
  (ACLKOU132) ★★★
  – discussing where students have heard Korean spoken, eg Korean restaurants, supermarkets, audio books or radio ★★★
  – identifying local Aboriginal languages ★★★
  – discussing the different languages spoken by their peers and in their communities, eg Chinese, Italian, Greek, Aboriginal languages ★★★★★
  – creating a language map of the different languages represented in the class ★★★★★

• recognise that there are cultural practices that differ from their own, for example: (ACLKOC133) ★★★★★
  – discussing cultural backgrounds of peers and their families, and sharing knowledge of own cultural background ★★★
  – sharing knowledge about celebrations in their own culture, and making comparisons with celebrations in Korean-speaking and other communities ★★★★★
  – exploring practices associated with Aboriginal culture, eg smoking ceremonies, Acknowledgement of Country ★★★

Content for students with prior learning and/or experience

Students:

• describe aspects of self and their family background, for example: ★★★★★
  – creating a personal profile, using drawings, images or photos, including where their family is from, who speaks Korean and/or other languages or dialects at home ★★★★★
  – discussing elements of Korean identity, eg meaning of Korean name, birthplace and ★★★ (zodiac) ★★★★★

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Content for Stage 1

Communicating

Interacting

Outcome

A student:
› participates in classroom interactions and play-based learning activities in Korean LKO1-1C

Content

Students:

• interact with teacher and peers to exchange greetings and information, for example:
  (ACLKOC115) 
  – using appropriate greetings at occasions, eg 생일 축하해요, 고마워요, 만나서 반가워요, 안녕히 가세요/계세요
  – introducing self to other students, eg 안녕? 나는 미나야, 만나서 반가워, 안녕하세요
  – sharing personal information about self and family with teacher and peers, eg 저는 여동생이 있어요, 나는 여동생이 있어요.
  – participating in a conversation using pictures and prompt cards

• participate in classroom routines and activities, for example: (ACLKOC116, ACLKOC117)
  – engaging in classroom routines, eg 인사하세요, 책을 펼세요, 주세요
  – participating in a game or activity that involves guessing, matching and choosing objects such as bingo or snap, using modelled questions and responses, eg … 뭐예요? … 이예요/예요, 같아요, 달라요
  – playing 가위바위보 and using it in interactions, eg when taking turns … 차례예요
  – using formulaic phrases related to playing games, eg 이겼다/이겼어요! 졌다/졌어요! 잘 했어요
  – using rehearsed language to collaborate in a craft activity, eg 보세요, 자르세요, 붙이세요
Content for students with prior learning and/or experience

Students:

- interact with teacher and peers to exchange personal information, for example:
  - introducing self to peers, students from older grades or different schools
  - initiating a conversation with a student from another class
  - using pictures and prompt cards to participate in a conversation
  - discussing likes and dislikes, eg 뭐(를) 좋아해요? 저는 고양이(를) 좋아해요.
  - interacting with teachers and peers, sharing ideas about familiar topics such as family, eg 저는 형/오빠가 있어요, 나는 형/오빠가 있어.

- participate in classroom routines and guided activities by responding to questions, following instructions and asking for permission, for example:
  - following classroom instructions and routines
  - participating in a contemporary or traditional game such as ’memory’ or ’코코코놀이’, asking questions or making requests, eg … 어디 있어요? 기다리세요
  - discussing an experience, eg an excursion or sports carnival
  - asking for permission, eg to go to the bathroom, to wash hands
Communicating

Accessing and Responding

Outcomes

A student:
› identifies key words and information in simple texts LKO1-2C
› responds to texts using a range of supports LKO1-3C

Content

Students:
- locate specific items of information in texts, such as charts, songs, rhymes or lists, for example: (ACLKOC118) 📚
  - copying and finding words in print or digital texts, eg familiar songs, rhymes and lists 📚
  - locating and copying specific information needed to complete a sentence or phrase using charts 📚
  - responding to questions and retelling information obtained from texts, eg a video clip or an avatar 📚
  - following a picture book story or interactive digital text 📚

- respond to texts using key words or phrases in English or Korean, or gestures, drawings and other supports, for example: (ACLKOC120) 📚
  - responding to a game with actions, eg Korean version of ‘Simon says’ 📚
  - drawing a picture from the descriptions provided in a spoken text 📚
  - demonstrating understanding of questions by responding, using gestures or pointing to pictures 📚
  - completing a storyboard with corresponding pictures after listening to a familiar storybook read in Korean 📚
Content for students with prior learning and/or experience

Students:

- locate and organise key points of information from simple spoken, written, digital and visual texts, for example: 📚
  - sequencing images, eg 만화 and connecting the images, using appropriate conjunctions, eg 그리고, 그래서, 그러나 📚
  - participating in a guided activity, eg drawing a picture from the descriptions provided in a spoken text 📚
  - listing items to be purchased based on a conversation about shopping 📚
  - using a calendar to share information about the dates for upcoming celebration or events, eg birthdays, Harmony Day, school terms and sports days 📚

- respond to texts using English, or modelled sentence structures in Korean, or illustrations to support meaning, for example: 📚
  - answering questions about a class presentation, eg who they are, where they live, what are their interests 📚
  - reporting the findings of a survey of their peers about a topic of interest, eg pets 📚
  - responding to information on a cultural topic by selecting images and texts from magazines, newspapers and brochures 📚
  - responding to a spoken text through role-playing, illustrating or movement 📚
  - responding to a Korean version of a familiar children’s story or folktale and re-enacting the plot using puppets, props or actions 📚
Communicating

Composing

Outcome

A student:
› composes texts in Korean using rehearsed language LKO1-4C

Content

Students:
• compose simple texts using familiar words, phrases and patterns, for example: (ACLKOC119, ACLKOC121) 🎨
  – retelling a short story with puppets, props or actions after multimodal input, eg watching a video or picture book 🎨
  – creating a Mother’s Day/Father’s Day card, eg 엄마, 사랑해요, 아빠, 사랑해요, 고맙습니다 🎨
  – creating own version of a story by sequencing a series of pictures with captions or by creating a storyboard with labels using modelled language, eg … 있어요? 놀, 있어요/아니요, 않어요, … 필요해요? 아니요, 안 필요해요 🎨
  – performing a song, rhyme or action story using nonverbal forms of expression such as clapping, gestures and facial expressions to support the making of meaning 🎨
• label objects and caption visual texts, for example: (ACLKOC123) 🎨
  – creating bilingual labels for classroom objects, places around the school or items around the house 🎨
  – creating a set of word cards in English and Korean, and playing a matching game, eg memory or snap 🎨
  – creating an illustrated Korean dictionary 🎨
  – writing parallel captions in Korean and English for a photographic display of a class event, eg a sports carnival or school dance 🎨
Content for students with prior learning and/or experience

Students:

- compose simple texts using modelled sentence structures and illustrations to support meaning, for example:
  - writing and making cards, eg Mother's Day and Father's Day
  - describing family members to peers, using photographs from home
  - experimenting with storytelling by rewriting a segment of a modelled narrative text by replacing characters, actions or descriptions of objects
  - creating a simple song, poem or rhyme, using spoken or written language as well as nonverbal forms of support, eg clapping, gestures and facial expressions

- create simple print or digital bilingual texts, such as word lists, labels and captions for the classroom, for example:
  - making a poster of classroom instructions in English and Hangeul
  - creating a bilingual dictionary with English words and their Hangeul equivalents, eg my classroom, our school, what I like to eat
  - producing a simple multimodal text in English and Korean that describes or labels images, eg

이것은 바나나예요, 아이스크림이 맛있어요, 오페라하우스가 멋있어요, 하버브리지는 커요
Understanding

Systems of Language

Outcomes

A student:
› recognises and reproduces the sounds of Korean LKO1-5U
› recognises basic Korean writing conventions LKO1-6U
› recognises Korean language patterns in statements, questions and commands LKO1-7U
› recognises features of familiar texts LKO1-8U

Content

Students:
• recognise the sounds and rhythms of spoken Korean, for example: (ACLKOU126)
  – participating in a syllable clapping game to learn rhythm of Korean
  – playing the 한글 game in groups, using 가나다 cards
  – singing ‘한글 가나다 노래’ song to recognise sounds of spoken Korean
  – pronouncing names in English and Korean
  – recognising Hangeul sounds by pointing at symbols on Hangeul chart
  – understanding the system of basic Korean sound combinations, that is, a vowel must be attached to consonants to produce a syllable block (ja)
• understand that the syllable block is the basic unit of writing in Korean, for example: (ACLKOU126)
  – identifying syllable blocks that make up Korean words, eg 아기 have two syllable blocks (ja)
  – categorising names according to their first consonant, eg 마크, 마이클, 마리아
  – memorising the order of strokes in writing syllable blocks
• understand basic Korean sentence structure and recognise some key elements of Korean grammar, for example: (ACLKOU127, ACLKOU128)
  – recognising -요 at the end of a sentence through its repetitive use in sentences
  – understanding that 저 is used in polite form to refer to the self
  – identifying a structure where a noun or a pronoun is followed by a basic case marker such as -은/는, -이/가 and -을/를 as a whole piece which has a syntactic function in a sentence, eg 저는, 마이클은, 이것이, 여기가, 밥을, 사과를
  – understanding how to make a simple question using a basic question word, eg 뭐 해요? 왜 가요?
  – using basic verbs with the -어/어요 ending in familiar contexts, eg 밥어요, 슬퍼요, 아파요, 알아요
  – understanding basic word order in simple sentences, eg subject + verb, 마이클은 자요, 저는
학교에 가요, 우리는 점심을 먹어요 🍽️
• recognise that Korean and English borrow words and expressions from each other and other languages, for example: (ACLKO131) 
  - recognising English loan words in Korean, and matching words with pictures, eg 컴퓨터, 화이트보드, 펜, 테니스
  - recognising that English slang words have been incorporated into Korean language, eg 쿨 (cool), 오케이 (OK), 바이 바이 (bye bye)
  - recognising that languages borrow words from one another, and that both Korean and Australian English include many words and expressions from other languages, eg 피자 (pizza), 햄버거 (hamburger)

• understand that there are different types of text with particular features, for example: (ACLKO129)
  - recognising that different types of texts have different features, eg repetition and rhythm in action songs and chants
  - identifying Korean words in spoken and written texts where Korean is used alongside words from other languages
  - recognising how a text, such as a storybook, is sequenced and organised, eg by identifying the main title and the connections between pictures and text
Content for students with prior learning and/or experience

Students:

- apply Korean pronunciation and intonation patterns, including pronunciation of loan words and punctuation, for example:
  - comparing pronunciation of Hangeul words in Korean and English, eg 커피 (coffee), 소파 (sofa)
  - understanding the compound vowels and double consonants 아빠 (dad), 방 (room), 빵 (bread), 달 (moon), 딸 (daughter)
  - participating in shared reading with the teacher or recording text, with particular focus on questions, commas and full stops

- recognise and copy Hangeul, identifying the range of strokes, structure and components, for example:
  - copying Hangeul with attention to the location, direction and order of strokes
  - discussing the range of strokes and construction of Hangeul, and applying this understanding to differentiate between similar character forms, eg 아기 and 애기
  - identifying the structure and components of a compound character, eg 손 has two components with top-and-bottom structure (final consonants: batchim 받침)

- recognise parts of speech and understand basic rules of word order in simple sentences, for example:
  - developing metalanguage for communicating about language, using terms such as ‘noun’, ‘verb’, ‘adjective’
  - understanding the role of Korean particles, eg -은/는, -이/가, -을/를, -에, -에게
  - creating cohesion and flow using conjunctions, eg 그리고, 그래서, 그런데
  - understanding question forms, eg -요? at the end of the statement unless what, where, why or how are embedded in the sentences, eg 뭐예요? 어디에요? 왜요? 어떻게 해요?
  - comparing basic punctuation marks, such as full stop, comma, speech mark and question mark
  - distinguishing the difference between polite form and informal styles, eg 오세요/화, 가세요/가
  - using past tense of verbs, eg 갔어요, 했어요
  - giving and not giving permission, eg 돼요, 안 돼요
Understanding
The Role of Language and Culture

Outcome
A student:
› recognises similarities and differences in communication across cultures LKO1-9U

Content
Students:
• recognise that the ways of greeting and addressing others vary in different cultural and social contexts, for example: (ALKOU130) 🇹🇼
  – recognising that there are differences in greetings and expressions used in different social settings where people of different ages and/or different degrees of familiarity are involved 🇹🇼
  – identifying social relationships between people interacting in video clips, cartoons or photographs 🇹🇼
  – exploring how language is used differently in Korean to reflect different relationships such as parent–child exchanges 다녀오세요, 다녀오겠습니다 communication with peers 뭐니? 뭐야?
and teacher–child interactions뭐예요? 🇹🇼
  – understanding that in conversations, older siblings are often referred to as 오빠, 언니, 형, 누나 rather than by their name 🇹🇼
  – understanding that language use can vary according to the context and situation, eg 안녕하세요? and 여보세요? 🇹🇼
  – understanding that language used in particular interactions can vary between cultural contexts, eg the use of title in Korean (… 씨, … 선생님) compared to informal use of names in Australian English 🇹🇼

• understand that language and culture are closely connected, for example (ALKOU133): 🇹🇼
  – understanding that learning and using Korean involves becoming familiar with some different ways of communicating, eg bowing and saying 안녕하세요? when greeting in Korean, and also some ways of thinking about things and behaving that may be unfamiliar 🇹🇼
  – exploring the range of languages and cultures at school and in the local community, including local Aboriginal languages and cultures 🇹🇼
  – recognising similarities and differences between classroom interactions in Korean and English, eg referring to the teacher using only 선생님 🇹🇼
  – recognising ways in which people express their culture through music, dance, traditional stories, food, games and celebrations, eg 민요, 민속춤, 전래동화, 민속놀이, 설 🇹🇼

• identify what may look or feel similar or different to their own language and culture when interacting in Korean, for example: (ALKOC124, ALKOC125) 🇹🇼
  – comparing body gestures used to convey different messages 🇹🇼
  – comparing ways of thinking and behaving in similar contexts, eg eating or entering homes, between Korean and other cultures 🇹🇼
including some Korean words and expressions in English conversation, eg 네, 선생님, 고맙습니다, recognising changes in behaviour or body language when speaking Korean ☺☺
Content for students with prior learning and/or experience

Students:

- reflect on the role of Korean language and culture in their own lives, for example:
  - exploring ways in which Korean people express their culture through music, dance, traditional stories, food, games and celebrations
  - recognising visible expressions of identity, eg flags, maps, traditional dress and landmarks
  - discussing the role of Korean language and culture in their own lives, eg participation in cultural events, food preferences or overseas travel
  - recognising the appropriate context for using plain form, eg at home with family, and the appropriate context for using polite form, eg with the teacher
Content for Stage 2

Communicating

Interacting

Outcome

A student:
› interacts with others to share information and participate in classroom activities in Korean LKO2-1C

Content

Students:
• interact with teacher and peers in guided exchanges, for example: (ACLKOC134) 
  – introducing self to class, using formal spoken language and appropriate nonverbal language, eg 안녕하세요? 저는 제시카예요. 3 학년이예요. 시드니에 살아요.
  – asking and answering questions relating to personal information about themselves, each other, friends, family members, favourite things and special talents, eg 누구예요? 이름이 뭐예요? 몇 살이에요?
  – interacting with each other in action-related exchanges and shared activities such as games, role-plays and composing chants/rhymes using set phrases, eg 나/저도 좋아요. 아, 그래요?
  – showing interest in peers’ stories and respect for others such as by expressing praise or complimenting each other, eg 좋아요. ( 아주) 잘했어요.
• participate in activities with teacher support that involve following instructions and interacting with peers, for example: (ACLKOC135, ACLKOC136) 
  – responding to teacher instructions and participating in classroom routines such as taking the roll ( … 있어요? 네, 있어요.) naming the months and days of the week, and describing the weather, eg 오늘은 삼 월 이십사일이에요. 비가 와요.
  – negotiating requests using simple Korean expressions, eg 지우개 있어요? 아니요, 없어요. 빌려 주세요. 네, 여기 있어요.
  – following instructions given in Korean, eg 비교하세요 (compare), 디자인하세요 (design), 계산하세요 (calculate), 더하세요 (add up), 기억하세요 (remember)
  – participating in a guided activity such as group/pair language activity, number games, eg 몇이에요? 몇 개이에요? -이에요/예요, playing a simple traditional Korean game, eg 무궁화 꽃이 피었습니다
Content for students with prior learning and/or experience

Students:

- interact with teacher and peers to share information, experiences and feelings, for example: 
  - sharing information about a weekend/holiday activity using past tense, eg 나/저는 주말에 동생하고 같이 공원에 갔어요. 
  - participating in a shared blog, exchanging information with students from a sister school, eg 안녕, 나는 미나야. 나는 초등학교 3 학년이야. 
  - describing an artwork to the class using expressions, eg … 때문에 … 했어요. 
  - seeking feedback and reflecting on work, eg artwork, multimodal texts, oral presentations, speeches, using expressions such as 질문 있어요? 
  - interacting with others to invite, congratulate or thank someone via email, letter or text message 

- participate in classroom activities and collaborative tasks that involve planning or simple transactions, for example: 
  - participating in a group activity involving a scenario such as buying food or goods or ordering a meal, and making requests in an appropriate way, eg 메뉴 좀 주세요, 얼마예요? 
  - negotiating details in a transaction such as stating preferred size, quantity or price, and concluding the transaction with payment 
  - working collaboratively to plan and present a cultural item, eg celebrating a festive occasion by performing a song or dance for the school community 
  - planning with peers to produce a publicity flyer using digital media for an upcoming cultural or sporting event, eg 한국의 날 
  - working collaboratively to plan an artwork for the school or playground
Communicating

Accessing and Responding

Outcomes

A student:
› locates and classifies information in texts LKO2-2C
› responds to texts in a variety of ways LKO2-3C

Content

Students:
• obtain specific information from texts, for example: (ACLKOC137, ACLKOC139)  
  – viewing, listening or reading simple texts in a different format, including digital texts such as a video clip, painting or story, eg Korean traditional tales (해님 달님, 흥부와 놀부) to locate key points of information and known phrases
  – listening to short spoken texts with some unfamiliar language, identifying points of information, eg the name and number on a recorded phone message, the age of a child interviewed
  – matching pictures and captions to simple narratives
  – identifying and locating familiar Korean words or phrases in texts, and using the information to guess the purpose of a text, eg food packaging, a restaurant menu
• respond to texts using graphic, visual and digital supports, in English or Korean, using simple statements, for example: (ACLKOC139)  
  – responding to questions about a simple Korean text
  – reporting the findings of a survey on families, pets, likes and dislikes, sports or other activities, and using a picture or column graph to display results
  – participating in shared reading and responding to questions about characters, ideas and events, eg by illustrating and captioning aspects of the texts
  – reporting on information gathered from sources including online resources such as interviews, and brochures, using different media including those in digital formats, eg drawings, posters or captioned photos
Content for students with prior learning and/or experience

Students:

- locate and organise information from spoken, written, digital and visual texts, for example: 
  - recognising character traits or behaviours in texts, eg children's stories that reflect Korean culture and traditions
  - surveying students on a topic of interest and representing the findings graphically, in a spoken text or in written form
  - making connections between images and charts and the content of texts, and identifying key words to locate information, eg in the chapter title of a book
  - reading or viewing authentic print or digital texts, eg advertisements, catalogues, menus or packaging and categorising information by type, shape, function, colour, target audience or capacity for recycling

- respond in English or Korean to texts, using spoken, written and digital modes, and models, for example:
  - listening to a report of an event, eg a festival or family celebration, and using a timeline to sequence elements
  - reading a simple story in Korean and retelling the story to the class using visual or other supports
  - conducting a survey or interviewing Korean-speaking people in the community, eg 몇 달 동안 호주에 살았어요? using graphs and charts to display results to the class
  - reading a picture book and writing a book review using modelled language
Communicating

Composing

Outcome

A student:
› composes texts in Korean using modelled language LKO2-4C

Content

Students:
• compose simple texts using familiar words, formulaic expressions and modelled language, for example: (ACLKOC138, ACLKOC140)
  – creating a simple text describing themselves and their interests, using visual supports or objects
  – introducing family members and friends in a speech using simple descriptive language and supporting resources, identifying relationships such as 우리 엄마예요/제 친구예요 and cultural backgrounds, eg 호주 사람이예요/한국 사람이예요.
  – composing, modifying and completing own versions of skit, chant and song, with teacher’s guidance and scaffolding, and the stimulus of different imaginative texts and experiences
• create bilingual texts for the classroom, such as descriptions and signs, for example: (ACLKOC142)
  – creating a simple activity that involves alternating or combining repeated words or phrases in Korean and English, eg verbs, questions words or months of the year
  – producing a parallel bilingual word list by identifying known Korean words or expressions and relating them to English equivalents, and vice versa, noticing that direct translation sometimes does not work
  – creating a bilingual text for the classroom or the school community using digital technologies, eg a poster, a song or online newsletter item, sharing ideas about how to represent meaning in different languages for different audiences
Content for students with prior learning and/or experience

Students:
- compose texts using formulaic expressions, modelled language and visual supports, for example:
  - composing and illustrating a simple narrative about a day in the life of an imaginary person, animal or fictional character, using digital media to share with peers and Korean-speaking contacts, using both language and images to achieve particular effects
  - plotting a storyline, considering, Who is the main character? How can I make this character interesting to readers? How can I sequence my story to engage the reader?
  - retelling the ending of a familiar story
  - creating a cartoon story by adding captions to visuals
- create bilingual texts such as signs or notices, digital picture dictionaries and word banks for the classroom and school community, for example:
  - producing a bilingual school map and bilingual signs (Hangeul/English) for Korean visitors
  - creating an online bilingual classroom poster that includes rules and common courtesy
  - creating a bilingual text, eg a poster, leaflet or brochure or an invitation for community members to attend a school event
  - creating a bilingual school or classroom poster promoting recycling
Understanding

Systems of Language

Outcomes

A student:

› recognises pronunciation and intonation patterns of Korean LKO2-5U
› demonstrates understanding of basic Korean writing conventions LKO2-6U
› demonstrates understanding of elements of Korean grammar in familiar language patterns LKO2-7U
› demonstrates an awareness of how familiar texts are structured LKO2-8U

Content

Students:

• reproduce pronunciation and intonation and recognise sound–writing relationships, for example: (ACLKOU145)
  – memorising that there are 10 basic vowels (ㅏ ㅑ ㅓ ㅕ ㅗ ㅛ ㅜ ㅠ ㅡㅣ) and 14 basic consonants (ㄱ ㄴ ㄷ ㄹ ㅁ ㅂ ㅅ ㅇ ㅈ ㅊ ㅋ ㅌ ㅍ ㅎ)  
  – learning that 11 combined vowels (ㅐ ㅒ ㅔ ㅖ ㅘ ㅝ ㅟ ㅚ ㅙ ㅞ ㅢ) are the combination of the basic vowels  
  – understanding that consonant ‘ㅇ’ has no sound value when used as an initial consonant  
  – understanding that 5 double consonants (ㄲ ㄸ ㅃ ㅆ ㅉ) are derived from the basic consonants by adding extra strokes  
  – recognising that the consonants were designed to follow the form of the vocal organs, and vowels were made in the form of elements of the universe  
  – discriminating between sounds in Korean, eg 가/카/까, 다/따/따, 바/파/빠, 사/싸, 자/차/짜, 네/네, 나/너/누  
  – identifying how pronunciation and intonation are used in spoken, written and multimodal texts, eg 좋아요, 아주 좋아요, 좋아요?

• recognise the alphabetical nature of Hangeul and the structural features of individual syllable blocks, for example: (ACLKOU145)
  – understanding that Hangeul letters are combined into syllable blocks and a syllable always begins with a consonant  
  – understanding that a syllable contains only one vowel  
  – recognising the basic syllabic construction patterns, eg CV or CVC (for the horizontal vowels such as ㅏ ㅑ ㅓ ㅕ ㅗ ㅛ ㅜ ㅠ ㅡㅣ the vowel letter is written below the consonant)  
  – experimenting with Hangeul consonants and vowels to construct/deconstruct syllable blocks, eg ㅅ + ㅏ = 차, ㅅ + ㅏ = 수, ㄱ + ㅏ + ㅗ = 강, ㄱ + ㅗ + ㅁ = 꽃
- understand and identify elements of basic grammar and sentence structure, for example: (ACLKOU146, ACLKOC147)
  - understanding concepts, eg noun, verb and adjective
  - exploring basic sentence structure in Korean (subject + object + verb), eg 마크가 밥을 먹어요.
  - constructing sentences with an –어/아요 ending on topics of personal interest in simple structures with support such as scaffolding, modelling or cues and in meaningful contexts, eg 저는 학교에 가요.
  - recognising the honorific meaning embedded in -세- in different types of sentences 가요/가세요
  - recognising the use of particles, eg –은/는, –이/가, –을/을, –에, –도
  - understanding that 이/이/가, 그/그와 refer to objects without naming and that they are subjects in sentences, eg 이/이/가 무엇이예요?
  - using number expressions with appropriate counters, eg 한 개, 두 마리, 세 명, 아홉 살, 삼 학년
  - using basic common action and descriptive verbs to describe their daily lives or preferences, eg 가요, 일어나요, 들어요, 해요, 좋아요, 나빠요, 착해요
  - using some adverbs as part of formulaic language, eg 지금/오늘/주말에 뭐 해요?
  - recognising frequently used loan words, eg 피자, 컴퓨터, 버스

- recognise that Korean and English borrow words and expressions from each other and other languages, for example: (ACLKOU150)
  - creating a class record of Korean words that are used in English and other languages, eg 태권도, 김치 and 불고기 and comparing how these words are pronounced in the two languages
  - understanding that the following English sounds are replaced with different Hangeul consonants in loan words, eg ‘f’, ‘p’ and ‘ph’ for ‘ㅍ’, ‘b’ and ‘v’ for ‘ㅂ’, ‘z’, ‘j’ for ‘ㅈ’, ‘r’ and ‘l’ for ‘ㄹ’
  - recognising frequently used loan words, eg 피자, 컴퓨터, 버스

- identify particular language features and textual conventions in familiar texts, for example: (ACLKOU148)
  - identifying familiar text types in different modes in Korean texts and using them in an activity such as converting dialogues to chants
  - recognising language features typically associated with particular texts, eg the use of imperatives in games
  - recognising differences between written and spoken texts, eg comparing a written story with a spoken version, or comparing how texts within the same mode can differ, eg a birthday card and an email message
  - recognising the role played by different elements in texts to contribute to meaning-making, eg the layout, title, illustrations and use of punctuation in a picture book or other use of speech bubbles in a cartoon
Content for students with prior learning and/or experience

Students:

- understand the intonation and phrasing patterns of spoken Korean, for example:
  - recognising that some consonants change their sound value when used as a *batchim* (final consonant), eg ㄷ ㅅ ㅈ ㅊ ㅌ ㅎ ㅆ change to 't'
  - understanding the basic pronunciation rule of transferring a *batchim* (final consonant) when it is followed by a vowel, eg 옷이 → 오시, 물이 → 무리, 꽃이 → 꼬치

- understand and use Hangeul in texts, for example:
  - selecting appropriate words by looking up vocabulary in print or online dictionaries and checking the meaning of the words
  - expanding the range and use of frequently used words

- develop knowledge of grammatical elements to describe actions, people and objects, for example:
  - using common action and descriptive verbs to describe their daily routine, eg 일어나요, 학교에 가요, 집에 와요, 놀아요, 공부해요, 재미있어요
  - expressing frequency, eg 자주, 항상, 매일
  - using the past tense, eg 해요/했어요, 가요/갔어요, 먹어요/먹었어요
  - asking questions using question words, eg 누구/누가, 무엇/뭐, 몇, 왜, 어디, or 어떻게 using connectives, eg 그리고, 그래서, 그런데, 하지만
  - ordering events, eg 첫째, 둘째, 그 다음에, 마지막으로
  - expressing thoughts and opinions, eg ...라고 생각해요
  - elaborating ideas in sentences, including time, place or manner, eg 오늘 아침, 버스를 타고 학교에 왔다
Understanding

The Role of Language and Culture

Outcome

A student:

› recognises how terms and expressions reflect aspects of culture LKO2-9U

Content

Students:

• understand that Korean changes according to the context of use and reflects different relationships, for example: (ACLKOU149) ☞☞☞
  – observing that Korean expressions have different endings to reflect the relationship between speakers, eg 안녕히 주무셨습니까? 안녕히 주무셨어요? 잘 잠이? ☜☞☞
  – recognising differences in the ways in which both Korean and English speakers communicate with different people, eg with young children, with unfamiliar adults or with elderly people ☜☞☞
  – reflecting on how they communicate with their own family and friends and with people less close to them, noticing differences in language use and communicative behaviours ☜☞☞
  – recognising patterns in polite spoken or written texts in Korean, eg verb endings in -요 form ☜

• make connections between cultural practices and language use, such as culture-specific terms and expressions in Korean or English, for example: (ACLKOU152) ☞☞
  – understanding that language carries information about the people who use it, and that common expressions often reflect cultural values, eg the importance of respect for older people is reflected in terms of address in Korean ☞☞
  – identifying culturally specific terms and phrases, eg ‘mate’ in Australian English and 친구 in Korean, and ‘sista’, ‘brutha/bro’, ‘cuz’, ‘Aunty’ and ‘Uncle’ in Aboriginal English, and sharing insights into why particular cultures value certain language ☜☞☞
  – recognising the importance of politeness explicitly expressed in Korean and comparing this with English, eg 만나서 반가워요 versus ‘Nice to meet you’ ☜☞☞
  – recognising how politeness and respect are conveyed in Korean language and behaviour, how body language and gestures can replace language, eg bowing as an apology ☜☞☞

• understand that ways of communicating and behaving reflect aspects of personal identity, for example: (ACLKOC143, ACLKOC144) ☞☞
  – using digital resources to create a self-profile to exchange with a potential Korean friend, selecting key words and simple expressions from word banks, and modelled statements that capture their sense of self, and comparing their choices and how they think about their identity ☞☞☞
  – sharing ideas about their family cultures, creating visual or digital representations of their families, friendship groups and communities, and listing key terms and expressions associated with each group using 친구, 우리 가족, 우리 반 and 우리 학교 ☞☞☞
  – recognising and comparing their own and others’ ways of communicating, identifying elements that reflect cultural differences or influences of other languages ☞☞☞
Content for students with prior learning and/or experience

Students:

- reflect on their experiences when interacting in Korean and English-speaking contexts, identifying differences in language use and behaviours, for example: 🌍 🌍 🌍
  - identifying and discussing phrases and expressions used only in Korean or in English, exploring cultural contexts in which they are used 🌍 🌍 🌍
  - interviewing other students of Korean heritage to identify the most commonly experienced cultural differences in language use and behaviours when interacting in Korean and English, and writing a summary of the results 🌍 🌍 🌍
  - considering their linguistic skills, cultural knowledge and understanding in Korean, and English-speaking contexts, and how these contribute to their overall sense of identity 🌍 🌍 🌍
Content for Stage 3

Communicating

Interacting

Outcome

A student:

› uses Korean to interact with others to exchange information and opinions, and to participate in classroom activities LKO3-1C

Content

Students:

• initiate interactions and exchange information with teacher and peers, for example: (ACLKOC153)

  – exchanging an experience of everyday life or leisure activity using … 해요/했어요 as a segment, eg 오늘은 한국어를 공부해요/어제는 영어를 공부했어요

  – sharing an experience and feelings about a weekend activity using 나/저도 … 어/아요 and 나/저도 … 었/있어요 as set phrases, eg 나/저도 좋아요/있어요, 나/저도 한국어를 공부해요/공부했어요

  – interacting via different modes of communication, such as class blog to exchange personal information and to express opinions, eg … 어때요/어땠어요? 어/아요, 저/저도

  – recounting an experience with family and friends in speaking and writing, eg in conversation or diary, eg 저는 토요일에 친구하고 쇼핑했어요, 제니하고 웨스트필드에 갔어요

• participate in a group activity or shared event, for example: (ACLKOC154, ACLKOC155)

  – creating a skit, performance or play to introduce aspects of Korean language and culture to younger students learning Korean, eg on the topic of gift giving and receiving

  – making collaborative decisions and arrangements using Korean in a traditional Korean game either in online or offline mode, eg playing 옛놀이 (yunnori), counting (하나, 둘, 셋, …), ordering (첫 번째, 두 번째, 세 번째, …) numbering (일, 이, 삼, …) and using other expressions in Korean to decide on the movement of markers

  – expressing opinions using set phrases such as 저는 … 이/가 맞는/틀린 것 같아요, eg 저는 미나가 맞는 것 같아요

  – creating a poster about a class event, visit or performance, using language related to place, time and numbers

  – participating in a simple simulated transaction, such as shopping or dining at a restaurant, using appropriate gestures, formulaic expressions and relevant question-answer exchanges, and expressions, eg 얼마예요? 오천 원이에요. 아이스크림 한 개 주세요.
Content for students with prior learning and/or experience

Students:

- initiate interactions with adults and peers to exchange information, ideas and opinions, for example:
  - taking on roles and responsibilities in the classroom such as leading the class in routines, eg opening and closing lessons, writing important class announcements and reminders on the board, using expressions such as 우리 반 소식
  - interacting via different modes of communication, eg text messages, emails or using other technology, to exchange personal information, opinions or feelings
  - engaging others in a conversation and inviting responses on issues, including favourite sporting teams or players, favourite pop groups or books
  - using technology to maintain contact with peers and record events in everyday life, by keeping a weekly or daily journal or blog, recording highlights of school or home life or leisure activities
  - sharing information and opinions with peers in class and in online communities about aspects of their lives, eg being a member of the Korean-speaking community in Australia

- collaborate with peers in group activities and shared experiences to make choices and arrangements, organise events and complete transactions, for example:
  - planning and organising a performance item for school assembly, by contributing language and cultural knowledge to class discussion, and writing a draft story or script for the performance
  - sharing and posting individual and group suggestions for a school event or proposal for an excursion
  - organising a cultural workshop, eg 사물놀이, 종이접기 for younger Korean language students
  - collaborating to decide on a menu for a class lunch and negotiating items, prices and delivery with a local restaurant, eg 점심 메뉴, 배달해 주세요.
Communicating

Accessing and Responding

Outcomes

A student:
› obtains and processes information in texts, using contextual and other clues LKO3-2C
› responds to texts using different formats LKO3-3C

Content

Students:
• obtain and organise specific information from texts, for example: (ACLKOC156) 📚 📜 📝
  – viewing a video clip of a social interaction, and identifying and recording known words and
    expressions, eg exchanges between teacher and students, or customers and shop assistants
  – reading a text and extracting key points about an issue or topic such as weather, types of
    activities for young people, daily routines or sharing information with peers, eg 날씨가
    어때요? 비가 와요. 언제 만나요? 내일 두 시에 만나요. 📚 📜
  – identifying and comparing perspectives represented in spoken and written informative texts,
    eg 누가 썼어요/말했어요? … 이/가 맞는 것 같아요? 왜 맞아요? 📚 📜
  – reading a text with visuals and identifying situations when formal and informal language are
    used 📚
• respond in English or Korean to texts, using a range of formats, for example: (ACLKOC158) 📚 📜
  – producing a storyboard to represent key events in different types of imaginative texts,
    including captions or word bubbles to capture moods or feelings, eg 무서워요, 행복해요,
    이상해요 📚 📜
  – responding to questions about characters, events or effects in different types of imaginative
    texts such as puppet shows, stories and films, using modelled language to express reactions,
    eg 웃고해요, 예뻐요, 슬퍼요, 아파요 📚 📜
  – collecting information on a topic of interest and presenting the information using texts,
    pictures, charts or graphs as appropriate 📚 📜
Content for students with prior learning and/or experience

Students:

- locate and classify information from a range of spoken, written, digital and visual texts, for example:
  - investigating aspects of life in Korean-speaking communities overseas, eg web-chatting with relatives overseas to find out more about their own family origins, history or circumstances
  - extracting key points from a magazine, school newsletter or digital text on topics such as healthy eating, school lunches, home or school routines
  - reading children’s literature, including fables and traditional stories, and exploring values and morality tales
  - recording in written form a demonstrated procedure, eg a cookery demonstration or science experiment

- respond in English or Korean to ideas and information, using a range of formats for different audiences, for example:
  - responding to a spoken, written or digital narrative, eg a folktale or film that evokes positive or negative emotions, by connecting these with their own experiences and expressing their feelings in their journals
  - retelling and explaining in an oral presentation to an English-speaking audience aspects of a Korean story or folktale
  - presenting an oral presentation on a researched topic of interest for a group of Korean parents, eg endangered animals in Australia, popular Australian bands, or Australian bushrangers
  - researching information and presenting findings in summary form in a class display, comparing the cultures of Korean-speaking and other communities, including Aboriginal and Torres Strait Islander communities
Communicating

Composing

Outcome

A student:
› composes texts in Korean using a series of sentences LKO3-4C

Content

Students:

• compose informative and imaginative texts, using scaffolded models, for different purposes and audiences, for example: (ACLKOC157, ACLKOC159) 
  – designing and presenting a commercial for a new or existing technology product 
  – creating an interactive display or performance to inform younger children of the benefits of learning Korean 
  – creating a poem, rap or song, experimenting with rhyme and rhythm, eg writing a shape poem, an acrostic poem or 삼행시 
  – collaborating to create an alternative ending to a well-known story 
  – composing a procedural text, eg a list of instructions 
  – making a short film as a class to enter a Korean film making competition 

• create bilingual texts, such as signs, notices, games, displays, websites or word banks, for the school community, for example: (ACLKOC161) 
  – using dictionaries and electronic translation tools to compose bilingual texts, eg captions, menus, posters or invitations 
  – creating a bilingual text for the classroom or school community, eg an invitation to attend class or school assembly performances, or a poster advertising a significant school event 
  – creating a game with instructions in Korean and English for younger Korean learners 
  – creating parallel lists of informal Korean and English expressions for everyday interactions with friends and family in print and digital modes
Content for students with prior learning and/or experience

Students:

- compose informative and imaginative texts for a variety of purposes and audiences, for example:
  - writing up the results of a scientific experiment
  - writing a review of a film or sporting or cultural event for an online magazine
  - composing the profile of a Korean or Australian historical figure
  - creating a digital presentation, with accompanying narration, about their trip to Korea, incorporating photos taken in different tourist sites for the class
  - creating a narrative to describe an imagined experience, eg a trip to Korea or the experiences of a Korean student visiting Korea

- create bilingual texts and resources for their own language learning and the school community, for example:
  - creating shared bilingual learning resources, eg print or digital word banks, or glossaries of Korean and English expressions used in formal and informal everyday interactions
  - composing bilingual texts, eg captions, menus, posters or invitations, by adding English translation to authentic texts, to introduce Korean culture to younger Korean learners
  - creating a school information pack in English and Korean that can be used by students visitors from Korea
  - translating a simple Korean text into English and explaining to the class what difficulties were experienced in conveying certain words or concepts
Understanding

Systems of Language

Outcomes

A student:
› applies key features of Korean pronunciation and intonation LKO3-5U
› applies basic Korean writing conventions LKO3-6U
› demonstrates understanding of Korean grammatical structures LKO3-7U
› recognises how texts and language use vary according to context and purpose LKO3-8U

Content

Students:
• reproduce pronunciation, intonation and stress, recognising the relationship between sounds, words and meaning, for example: (ACLKO164)
  – pronouncing words following basic pronunciation rules, eg pronouncing 한국어, 같이 and 감사합니다 as 항구거, 가치 and 감사합니다

• recognise basic punctuation and spacing rules, for example: (ACLKO164)
  – using basic punctuation in writing, including a question mark ‘?’ for questions and a full stop ‘.’ for other types of sentences
  – recognising spacing and spelling rules in reading and writing, eg 소라가 방에 있어요 versus 소라가 방에 있어요

• recognise the systematic nature of Korean grammar rules, for example: (ACLKOC165, ACLKOC166)
  – expressing simple events occurring in the past using the infix -(으)았/었-, eg 불고기를 먹었어요, 캔버라에 살았어요
  – using simple negation using 안 and 못, eg 비가 안 와요, 김치를 못 먹었어요
  – expressing events occurring in sequence by using conjunctive adverbs such as 그리고 at the beginning of the second of two sentences such as 밥을 먹어요, 그리고 운동해요 and a conjunctive suffix (clausal connective) –고, eg 밥을 먹고 운동해요.
  – using particles –하고 (as a meaning of ‘together with’) and –에서, eg 친구하고 소핑했어요
  – school에서 공부해요
  – using the structure, a noun + -(으)로, as a set phrase and understanding the meaning of the particle -(으)로, eg 펜으로 쓰세요. 한국어로 뭐예요?
  – using the complex structures -(으)니/는 것 같다 and -(어/어/아)도 되다 in the informal polite style
  – using the complex structures -(으)니/는 것 같아요, 가도 돼요?
using question words to ask about reasons and prices in set phrases 왜요? and 얼마예요?
and asking about states, feelings or opinions using 어때요, eg 영화가 어땠어요?
– recognising the formal polite ending -(스)ㅂ니다 and the informal impolite ending –아/아, 해,
and understanding the different contexts where different levels of politeness and formality are
indicated by verb endings, eg 미안합니다/미안해요/미안해
recognising how word order is different and syntactic functions are realised differently in simple sentences in Korean and English, eg ‘저는 (subject) 사과를 (object) 먹어요 (verb)’ versus ‘I (subject) eat (verb) an apple (object)’

- using basic adverbs to describe ways in which a certain action takes place, eg 빨리 하세요, 천천히 가세요, 조용히 하세요 and to indicate time using 어제, 오늘 or 내일

- using basic honorific/humble words appropriately for peers or adults, eg 생신, 계세요, 저

- using counters with numbers in two systems (장, 잔, 권, 그루, 송이, 시, 분, 번째, …) and Arabic numerals with appropriate pronunciations, eg 책 세 권, 열 살, 6 학년, 7 시

- recognise that the Korean language is both influenced and in turn influences other languages and cultures, for example: (ACLKOU169)
  - listening to and viewing a story on the creation of Hangeul and reflecting on the background/rationale for its creation, eg stories about 세종대왕, 홍익인간, • (하늘), —(만), | (사람)
  - recognising the use of English words or phrases in Korean interactions, eg 피아노, 피자, 케밥 or a few words of English in a Korean pop song, and discussing the reason for the ‘code-switching’
  - investigating the influence of Korean language and culture on other languages, by creating a glossary of Korean words specific to certain areas, eg food or communication/culture
  - researching language change, eg new words developed for a contemporary purpose
  - understanding that all languages change, are constantly growing and expanding, and many languages are revitalised, eg local Aboriginal and Torres Strait Islander languages, and many international Indigenous languages

- identify how the features of text organisation vary according to purpose and audience, for example: (ACLKOU167)
  - identifying the purpose, context and intended audience of a range of familiar texts, eg phone messages, sports reports, takeaway food orders
  - recognising differences in interaction styles in familiar Korean and Australian contexts, eg interactions in classrooms or shops
  - understanding the significance of features of different text types, eg opening and closing emails, letters, eg … 예전께 (‘to’ in salutation) and … (으)로부터/올림 (‘from’ in closing), or phone conversations, eg 여보세요
Content for students with prior learning and/or experience

Students:

- apply the Korean sound system, including variations in tone, stress and phrasing, for example:
  - understanding how to make appropriate pauses in a sentence, by dividing the sentence into cohesive parts, eg when reading books aloud to the class
  - understanding how the sounds change when two consonants are used as `batchim` (final consonant)

- understand and use an increasing range of Hangeul in texts, for example:
  - creating a print or digital list of frequently used Hangeul
  - developing strategies to guess the meaning of unknown words that contain familiar Hangeul
  - using digital tools, eg input method, to write texts

- understand and use basic structures and features of Korean grammar to elaborate on meaning, for example:
  - using verb endings for the different contexts, eg `-요, -(으)ㅂ니다`
  - expanding on ideas using justification words, eg `왜냐하면, 그렇기 때문에`
  - using honorific/humble expressions appropriately, eg `할머니께 생신 선물로 예쁜 목도리를 드렸어요`
  - further developing metalanguage to describe and apply grammatical concepts and language elements, and to organise learning resources, eg verb charts
  - expressing opinions using … 에 대해(서) … 라고 생각해요
  - making suggestions, eg … 이/가 어떨까요/ 어떠세요?
  - making decisions using … 래요 and … 겠어요, eg `이제 집에 갈래요, 뭐 드시겠어요?`
  - expressing what you want to do (…고 싶어요) and what someone wants to do (… 고 싶어요), eg `저는 태권도를 배우고 싶어요, 마이클은 한국에 가고 싶어요`
  - seeking/giving permission, eg … 도 돼요? … 도 될까요?
  - understanding the grammatical functions of particles
Understanding

The Role of Language and Culture

Outcome

A student:
› makes connections between cultural practices and language use LKO3-9U

Content

Students:

• understand that Korean changes according to the context of use and reflects different relationships, for example: (ACLKOU168)
  – observing how language use reflects relationships and respect, such as expressing familiarity with friends by using first names rather than surnames or showing respect for authority figures
  – recognising social relationships between participants in interactions through their language use
  – recognising differences in interaction styles in some familiar situations in Korean and Australian contexts, eg interactions in classrooms or shops

• understand that language use is shaped by the values and beliefs of a community, for example: (ACLKOU171)
  – practising formulaic expressions, eg those exchanged before and after meals, 잘 먹겠습니다, 잘 먹었습니다 or when giving or receiving gifts, and reflecting on the experience of using such exchanges
  – reflecting on diverse interpretations of everyday language use in Korean, eg 어디 가요? and 밥 먹었어요? as either greetings or genuine questions depending on the context
  – comparing culturally embedded meanings of equivalent expressions or proverbs in Korean and English, providing possible reasons for the differences in expression of the same meaning, eg 식은 족 먹기 versus ‘piece of cake’
  – reflecting on how different languages and cultures represented in the classroom influence ways of communicating about or relating to physical environments, eg Aboriginal and Torres Strait Islander traditions/protocols relating to Country or Place, language and culture

• describe aspects of own identity and reflect on differences between Korean and own language and culture, considering how this affects intercultural communication, for example: (ACLKOC162, ACLKOC163)
  – collecting items that represent elements of their own identity, eg personal emblems, self-profile, photo journal, or self-portrait, and considering how Korean children of the same age might respond to these
  – recognising ways in which Korean behaviour reflects values, traditions and culture, eg a reluctance to volunteer or compete for attention in class, and prioritising the group rather than the individual
  – understanding that people interpret intercultural experiences in different ways, depending on their own cultural perspectives
– exploring the idea of stereotypes and how people think about others from different cultural backgrounds

– considering whether learning and using Korean affects their sense of identity or influences their behaviour either in or out of the classroom, eg when eating in Korean restaurants, or participating in Korean cultural events or Korean martial arts classes

**Content for students with prior learning and/or experience**

Students:

- reflect on their experiences in Korean and English-speaking contexts, discussing adjustments made when moving from English to Korean and vice versa, for example:
  - identifying and comparing cultural images and language used in Korean and Australian print and media advertising and tourist brochures, considering how and why they are used and what message they convey
  - engaging with Korean peers in diverse contexts, identifying situations in which misunderstanding or miscommunication occurs, and exploring strategies to overcome these
  - discussing language choices expected or required in diverse contexts across languages, eg apologising, congratulating, expressing thanks, declining, rejecting or complaining
  - observing and reflecting on how interacting in Korean feels different to interacting in English, and identifying ways of communicating or behaving that appear culturally specific
Content for Stage 4

Communicating

Interacting

Outcome

A student:
› uses Korean to interact with others to exchange information, ideas and opinions, and make plans
   LKO4-1C

Related Life Skills outcome: LKOLS-1C

Content

Students:
- interact with peers and known adults on topics of interest, for example: (ACLKOC001, ACLKOC003)
  - greeting and farewelling others, eg 안녕하세요? 안녕히 가세요/계세요
  - introducing themselves to members of another Korean class, eg 저는 … 예요/이어요, 열두 살이에요, 7 학년이에요, 만나서 반가워요
  - asking how to say something in Korean or English, eg … 이/가/은/는 영어/한국어로 뭐예요?
  - asking and responding to simple questions, eg 이것이/저것이 뭐예요? … 예요/이어요. 네, 아니요.
  - interacting in classroom routines such as responding to the teacher during roll calls, eg … 있어요? 네, (여기) 있어요/아니요, 없어요.
  - following instructions in class activities, eg 일어나세요, 앉으세요, 쓰세요, 보세요, 들으세요, 따라하세요
  - interviewing peers about their likes/dislikes, eg 무슨 운동/음식을 좋아해요?
  - expressing opinions using formulaic phrases such as 제 생각에는/으로는 … 이/가 맞아요. eg 제 생각에는/으로는 민수가 맞아요.
- engage in collaborative activities that involve planning and making arrangements, for example: (ACLKOC002)
  - participating in a class survey, discussing favourite sports or family members and designing a graph
  - planning and making decisions on details and information in organising events, such as day, time, place, activity and participants, eg 같이 가요, 어디에서/ 언제 만나요? 누가 해요?
- participating in real and simulated familiar transactions, such as ordering/purchasing food using the basic -어/어요 or -(으)세요 form, eg 아이스크림 하나 주세요, 여기 있어요, 괜찮아요
- making arrangements and decisions using text types, eg memos, emails, letters or text messages

Content for students with prior learning and/or experience

Students:
- interact with peers and known adults on a range of topics and experiences, for example:
  (ACLKOC172, ACLKOC174)
  - initiating conversations by using expressions such as 지금 뭐 해요? 어디 가요? and 어제 뭐 했어요? as appropriate, according to context and participants, and developing conversations on topics of mutual interest
  - exchanging information and opinions about various topics such as family, friends, teachers, subjects, entertainment, sport and leisure, travelling, eg 왜 한국어를 배워요? 한국어가 좋아서요
  - expressing hopes and feelings, describing personal plans such as plans for school holidays, giving reasons or background information, eg 방학 때 뭐 할 거예요? 한국에 갈 거예요, 시험이 끝나서 기본이 좋아요
  - using communication strategies such as asking for clarification or repetition, or giving feedback to indicate concession/acceptance/satisfaction, eg 무슨 뜻이에요? 다시 말해 주세요
  - making comparisons between their own daily routine and that of peers, family and students in Korea
- engage in collaborative activities that involve planning, making decisions and negotiating, for example:
  (ACLKOC173)
  - making plans and decisions with others such as arranging a birthday party or class excursion, eg 소라의 생일 파티에서 무엇을 할 거예요? 좀도 추고 노래도 부를 거예요. 한국 노래를 할 줄 알아요? 네, 할 줄 알아요. 우리 같이 노래해 볼까요?
  - participating in transactions and negotiations such as purchasing food, clothing, souvenirs or transport, eg 이 모자는 조금 작아요. 더 큰 모자를 보여주세요. 그런데 이 모자는 얼마에요?
  - planning and participating in learning experiences that combine linguistic and cultural elements such as an excursion to a Korean restaurant, exhibition, festival or performance and rehearsing language forms, structures, vocabulary and behaviours, eg 한국 식당에 갈까요? 이 식당에서는 뭐가 맛있어요? 불고기가 맛있어요
  - participating in a word, board or digital game using phrases such as 어떻게 할까요?
Content for students with a background in Korean

Students:

- interact with peers and known adults to exchange information, opinions and preferences relating to social issues and cultural experiences, for example: 
  - recounting a significant event, special occasion or milestone, eg 지난 주말에 학교 캠프에 참석했어요. 거기에서 ...
  - talking to the teacher, expressing opinions about their new high school life in Australia
  - making a phone call to your friend in Korea in which you discuss aspects of your life in Australia
  - exchanging ideas with your Korean peers about the experience of learning English in an Australian context
  - debating a topic of current interest

- engage in collaborative tasks that involve negotiating, solving problems and justifying decisions, for example:
  - negotiating with parents regarding leisure activities
  - discussing with friends how to resolve a personal issue
  - planning or participating in events relating to popular aspects of Australian ways of life, eg music, popular culture, climate, landscape and recreational activities, and share experiences with members of their local Korean-speaking community
  - identifying a local issue of concern and working with others to devise a solution, eg a local environmental issue, lack of local facilities for young people
  - collaborating with others to organise a cultural day to support appreciation of linguistic and cultural diversity within the school community, using technology to plan the event and to encourage others to participate
Communicating

Accessing and Responding

Outcomes

A student:
› identifies main ideas in, and obtains information from texts LKO4-2C
› organises and responds to information and ideas in texts for different audiences LKO4-3C

Related Life Skills outcomes: LKOLS-2C, LKOLS-3C

Content

Students:
• locate information and identify gist in a range of spoken, written and digital texts, for example: (ACLKOC004, ACLKOC006) oblivious
  – listening to a conversation and identifying the speakers and the setting oblivious
  – listening to an announcement and identifying the key message oblivious
  – identifying key content of a text, eg an advertisement, sign, notice or brochure oblivious
  – locating and classifying data, eg results of a class survey oblivious
  – reading and viewing a text, eg a promotional brochure and sign, website or cards, to obtain and compile information about Korean places, lifestyles and practices oblivious
• respond in English or Korean to information and ideas in a variety of spoken, written and digital forms for specific contexts, for example: (ACLKOC005) oblivious
  – reporting, orally or in writing, on an event in their immediate environment or personal world, such as a school/community event, celebration, excursion, or the arrival of a new student, eg 학교 캠프는 아주 재미있어요, 마이클은 한국노래를 못해요.
  – obtaining information from a class survey and presenting the findings in a table or graph in English or Korean for another class oblivious
  – describing and classifying aspects of Australian culture for a Korean audience, eg food/diet, daily life, significant places or cultural practices oblivious

Content for students with prior learning and/or experience

Students:
• obtain and process information from a range of spoken, written and digital texts, for example: (ACLKOC175, ACLKOC177) oblivious
  – identifying context, purpose and audience of texts, eg advertisements, sign and recipes
  – making connections between images, charts and texts and locating information oblivious
  – locating information from a range of Korean media on a topic of interest, eg popular culture, sport or youth issues oblivious
  – identifying key points of information and cultural references in a range of texts, eg advertisements, and describing their target audience oblivious
  – collating information from sources, eg magazine articles, recorded interviews or website postings about high-profile individuals or events, and summarising reorganising and representing the information in timelines or profiles on a shared database oblivious
  – reading a range of film reviews and deciding with a friend whether or not to watch the film, and stating reasons for their decision oblivious
Stage 4

- respond in English or Korean to information and ideas on a range of topics, events or experiences, using different modes of presentation for particular audiences, for example:
  (ACLKOC175) 
  - summarising and analysing information from a range of sources, eg a tourism website or television series
  - comparing details from a range of texts about special occasions and ceremonies, and discussing culture-specific terms and representations
  - presenting information in an alternative format to suit the purpose and audience, eg creating graphs of tables to categorise information from surveys
  - collating and presenting data relating to lifestyles in Korea and Australia, using online survey software

**Content for students with a background in Korean**

Students:

- access and evaluate information from a range of spoken, written and digital texts, for example:
  - accessing a spoken text, eg speech, dialogue, news report or interview, and summarising key information in English or Korean
  - gathering facts independently and collaboratively about an event or people and reporting information to others, by accessing simple texts from sources such as magazines, interviews, announcements or websites, eg drawing a timeline to show a sequence of events
  - analysing word choices used to achieve a particular effect in digital texts, eg a debate on TV, or an advertisement on a website
  - researching information on a social topic, eg the overuse of technology, and expressing own perspective in a variety of formats

- respond in Korean to information, ideas and perspectives on a range of topics, events or experiences, using a variety of presentation modes for particular audiences, for example:
  - analysing and summarising information from a text, eg a television program, report, interview, video clip or documentary
  - analysing and presenting data in Korean or English on topics of interest using online survey software
  - presenting information from one source using a different mode for a different audience, eg writing a report of an event from a news broadcast for the school magazine
  - researching a topic of particular interest to young people, eg an environmental or cultural issue, and presenting the information to the public

Korean K–10 Syllabus
Communicating

Composing

Outcome

A student:
› applies a range of linguistic structures to compose texts in Korean, using a range of formats for different audiences LKO4-4C

Related Life Skills outcome: LKOLS-4C

Content

Students:
• compose informative and imaginative texts in spoken, written and multimodal forms for a variety of purposes and audiences, using stimulus materials and modelled language, for example: (ACLKOC005, ACLKOC007)
  － composing a multimodal introduction of self and family, eg 저는 … 이에요/예요, 열두 살이에요. 호주 사람이에요.
  － drawing a comic strip and writing a dialogue based on stimulus material
  － composing and participating in dialogues and imagined interactions
  － writing a greetings card to a friend to say ‘hello’, or wish them ‘Happy Birthday’
  － writing a simple email to a host family in Korea, providing personal information, likes and interests
  － creating a video to introduce and present information about school/school subjects to peers and teachers at a sister school in Korea, eg 우리 학교는 시드니에 있어요
  － creating a website comparing their city/town and neighbourhood with a town in Korea
• create bilingual texts and resources for the classroom, for example: (ACLKOC009)
  － creating flashcards for peers to learn new vocabulary
  － writing a phrase book that includes key vocabulary and phrases learned in a unit of work
  － designing bilingual signage such as names of school facilities for school maps, eg 화장실, 매점, 교실, 음악실, 수영장, …
  － creating bilingual resources, eg a picture dictionary or photo story, including those in digital form
  － preparing bilingual captions for texts, eg a newsletter item for the school community
Content for students with prior learning and/or experience

Students:

- compose informative and imaginative texts in a variety of formats for different purposes and audiences, for example: (ACLKOC176, ACLKOC178) 
- writing a profile of a famous person
- creating a text, such as a brochure, poster or website post, about an upcoming event, eg a Korean-language performance or a school exchange visit
- organising information for a Korean audience, eg creating a presentation to explain sport and leisure activities such as 씨름, 태권도, 축구 or a video recording of a cooking demonstration
- illustrating imaginative stories in visual forms, eg cartoons or captioned photo stories
- producing performances to present imaginative stories, eg a role-play, skit or rap

- create bilingual texts and resources for the school and wider community, for example: (ACLKOC180)
- creating a video demonstrating the process of making something or playing a Korean game, eg 제기차기
- producing a bilingual visitor’s guide for the school
- producing a bilingual recipe book to introduce Korean food

Content for students with a background in Korean

Students:

- compose informative and imaginative texts in a variety of formats for different purposes and audiences, for example:
- presenting information about the lifestyle of people in various places in Korea, showing the impact of historical or geographical factors, through multiple text types and modes of presentation
- creating an alternative version of a story, eg a Korean tale or film script with an alternative ending
- reporting on own and others’ experiences of an event, eg a school camp, a holiday or concert, or playing a new computer game
- creating a story with self as the main character in imaginative setting in the past, future or virtual reality

- create bilingual texts and resources for the school and wider community, for example:
- creating a bilingual brochure to compare aspects of school life in Korea and in Australia, eg school subjects, timetables, sports, weekend
- creating subtitles, captions or commentaries for a brochure, slide show, presentation or video clip that informs the school community of aspects of Korean culture
- producing a text in Korean and English on community events such as a poster or advertisement in print or multimedia format, eg to promote a concert or an interview with a celebrity for a teen radio station
- creating a text, eg a song or dialogue in multimedia format in either Korean or English with subtitles displayed in the language (ie English) which is not the language used as the medium (ie Korean)
Understanding Systems of Language

Outcomes

A student:
› applies Korean pronunciation and intonation patterns LKO4-5U
› demonstrates understanding of key aspects of Korean writing conventions LKO4-6U
› applies features of Korean grammatical structures and sentence patterns to convey information and ideas LKO4-7U
› identifies variations in linguistic and structural features of texts LKO4-8U

Related Life Skills outcomes: LKOLS-5U, LKOLS-6U, LKOLS-7U, LKOLS-8U

Content

Students:
• recognise and use features of the Korean sound system, including pitch, accent, rhythm and intonation, for example: (ACLKOU012)
  – pronouncing sounds correctly
  – recognising sound–symbol correspondence, eg 발 versus 팔, 살 versus 쌀, 자요 versus 찍요, 고리 versus 꼬리, 방 versus 향, 워요 versus 왜요
  – recognising the differences in intonation between statements, questions, requests and commands, eg 가요. 가요? 가요!

• recognise and use features of Hangeul, for example: (ACLKOU012)
  – constructing syllable blocks in different shapes depending on consonants and vowels, eg 나, 누, 눈
  – combining syllable blocks to write a word
  – applying spacing rules (띄어쓰기), eg 저는 호주 사람이에요.

• understand elements of Korean grammar, including the systematic nature of verb conjugation, for example: (ACLKOU013, ACLKOU014)
  – applying standard word order and understanding that word order can vary
  – using basic particles to mark case and other basic functions of nouns in a sentence, eg –이/가, –을/를, –은/는, –에, –에서
  – using basic verbs including copula (–이에요/예요) to describe state/quality
  – using question words to make questions, eg 누구, 뭐, 언제, 어디, 몇, 무슨, 왜, 어느, 어떤
  – identifying family members using basic kinship terms, eg 어머니, 아버지, 동생, 언니, 오빠, 형, 누나
  – using simple sentence structures in the subject-object-verb order to make statements or ask questions
  – comparing word order in Korean and English, such as the verb-final rule
- using numbers in Korean expressed in two different systems for different things, eg 하나, 돌, 셋, ... versus 일, 이, 삼, ...
- using basic counters and Arabic numerals with appropriate pronunciation, eg 한 개, 열한 살, 7 학년 (칠 학년)
- using common descriptive/action verbs

- recognise how Korean influences and is influenced by factors such as technology, and other languages and cultures, for example: (ACLKOU017)
  - recognising that the Korean language borrows and adapts words and expressions from English and other languages, eg 텔레비전, 소핑, 컴퓨터
  - understanding that many Aboriginal and Torres Strait Islander languages, and some international Indigenous languages are growing and adapting, while others are endangered, being revitalised, or blending with other languages

- identify textual conventions of familiar spoken, written and multimodal texts, for example: (ACLKOU015)
  - identifying different text types, explaining differences in structure and linguistic features
  - explaining the purpose of different text types
  - identifying text-type conventions from familiar types of text such as letters, emails or greeting/invitation cards, and comparing them with English, such as salutations, the order of elements in an address, and format of the date, eg …에게, …로부터, 4 월 3 일 금요일

Content for students with prior learning and/or experience

Students:
- applying Korean pronunciation and intonation patterns, and punctuation, for example: (ACLKOU183)
  - applying pronunciation rules and writing conventions to reading and writing, eg 먹고, 어떻게 and 축하합니다 pronounced as 먹꼬, 어떠케 and 추카합니다
  - experimenting with pronunciation of less familiar texts

- recognise and use Hangeul in simple texts, for example: (ACLKOU183)
  - comparing how loan words from English are written in Hangeul and pronounced in Korean with how their original counterparts in English are written and pronounced, eg 테니스 versus tennis, 포크 versus fork, 인터넷 versus internet
  - applying spacing rules in Korean when composing texts
  - creating digital texts in Korean

- understand and use elements of Korean grammar and sentence structure to express ideas, for example: (ACLKOU184, ACLKOC185)
  - recognising questions asking for a reason, and responding by using justification words
  - extending the use of case markers and particles to express the genitive case, eg 소라의 생일이예요
  - recognising a time frame, eg 아침부터 저녁까지 서핑했어요
  - recognising the directional case, eg 왼쪽으로 가세요
- using a nominal connective –와/과, eg 불고기와 김치를 먹어요
- expressing future plans using –(으)르 거예요, eg 한국에 갈 거예요
- comparing how the case of a noun or pronoun is identified in a Korean and English sentence, eg 저는 사과를 먹어요 versus ‘I eat apples’
- using a range of nouns to describe aspects of everyday life in home and school environments and topics of interest such as names of subjects, eg 과학, 수학, ... and sports/games including traditional Korean sports/games, eg 축구, 야구, 싸움, 옷놀이, ...
using a range of action/descriptive verbs commonly used in basic interpersonal and transactional interactions including those for more complex activities, eg … 바빠요, 싸요, 비싸요, 자요, 타요

- understand that the Korean language has evolved and developed through different periods of influence and change, for example: (ACLKOU188)
  - examining Korean words and phrases that have emerged as a result of technological developments, eg 인터넷, 키워드, 컴퓨터
  - discussing the advantages/disadvantages of these influences on languages, eg mixing Korean and English as lyrics in contemporary Korean popular music
  - examining how acronyms or short forms of words are used in Korean and in English
  - comparing how the language of social media affects language use in Korean and English
  - discussing how changes to the Korean language reflect changes in traditional customs and cultural practices, eg celebrations or festivals

- understand how different types of texts are structured and use particular language features to suit different contexts, purposes and audiences, for example: (ACLKOU186)
  - recognising key features and structures of familiar texts in Korean, eg lost child announcements, spoken commercials or print advertisements
  - creating short texts, developing ideas coherently and using basic cohesive devices
  - experimenting with language appropriate to particular text types in audio visual, print or digital/online media
  - comparing and contrasting the structure of a variety of authentic community texts in Korean and English, exploring how audience, purpose and context influence each language version
Content for students with a background in Korean

Students:
- apply the Korean sound system, explaining features, including variations in tone, stress and phrasing, for example:
  - comparing language structures in Korean and English and how these are used to create affinity or distance, eg the use of 반말 or colloquial language
  - comparing elements of communication, eg body language, the use of personal space and silence in different cultural contexts and exchanges
  - recognising fillers such as 아, 음, 지. ... and exclamations, eg 어머나! 아이고! 진짜!

- apply an increasing knowledge of Hangeul when writing texts, for example:
  - predicting the meaning of unfamiliar Hangeul in contexts

- apply knowledge of Korean grammar to organise and elaborate on ideas and opinions, for example:
  - using a range of grammatical structures to justify opinions, eg 제 생각으로는 ...., 왜나하면 ...., ... 때문에 ...
  - using basic conjunctive adverbs such as 그리고, 그러나, 그런데, 그렇지만, 그러니까 and suffixes (clausal connectives), eg -고, -어/아서, -지만, -(으)면
  - expressing intention or conjecture using -(으)ㄹ까요? eg 무엇을/뭘/뭐 살까요? 저와 함께 이 책을 읽을까요?
  - asking for or offering suggestions using -(으)ㄹ까요? eg 무엇을 살까요? 이 책을 읽을까요?
  - connecting clauses using conjunctive suffixes (clausal connectives) such as -어/아서, -지만, -(으)면 to express events or ideas in different relationships
  - identifying time references expressed by forms and structures of verbs such as -었/-았- and -(으)르 거예요 and learning how to use them in two-clause sentences, eg 김치가맛있었지만 조금 씩어요, 학교에 가서 공부할 거예요
  - using basic complex-verb structures such as -어/아 주다, -고 있다, -(으)르 줄 알다, -(으)르수 있다 and -어/아 보다 as set phrases in their -어/아요 form to express complex ideas, eg 보여 주세요, 자고 있어요, 할 줄 알아요, 먹을 수 있어요, 읽어 보세요
  - learning how to construct noun phrases out of verbs using a suffix -기 and using it with case markers or particles, eg 한국어는 배우기 쉬워요
  - extending the use of polite language to honorific particles and humble/honorific words, eg 할머니께 선물을 드렸어요, 할아버지, 진지 드세요

- understand how different types of texts are structured and use particular language features to suit different contexts, purposes and audiences, for example:
  - examining the structure and word choices used in a range of texts for specific audiences and purposes, eg setting and plot in a narrative, or introduction, body and conclusion in a speech
creating a text in consistent use of agreement of honorific elements, eg honorific particles, words and suffixes in a sentence and throughout the text

- analysing forms, features and purposes of a text, eg the layout organisation, sequencing of ideas, headings and stylistic devices
Understanding

The Role of Language and Culture

Outcome

A student:
› identifies that language use reflects cultural ideas, values and beliefs LKO4-9U

Related Life Skills outcome: LKOLS-9U

Content

Students:
• understand how language use varies according to context and the relationship between participants, for example: (ACLKOU016) 🐙 המלאי
  – understanding that language use may vary according to the intended audience 🐙
  – observing differences in communication that are formal and informal forms, eg 안녕하세요? versus 안녕? 안녕히 가세요 versus 잘 가 or 잘 가요 🐙
  – collecting and analysing samples of language from texts, eg video clips or print/electronic forms of communication to explore differences in communicative style and expression between social groups in Korean and Australian cultures 🐙, 🐙

• explore connections between language and culture in particular words, expressions and communicative behaviours, for example: (ACLKOU019) 🐙شؤون
  – identifying nonverbal expressions taken for granted in communication in different cultures, eg the use/non-use of eye contact, bowing, nodding, pointing 🐙
  – understanding the use of set phrases relating to cultural customs, eg at mealtimes, 잘 먹겠습니다, 잘 먹었습니다 🐙, 🐙
  – recognising how people use the job title after the surname to show respect when addressing each other, eg 김 선생님 🐙, 🐙
  – exploring how politeness is expressed differently in Korean and English 🐙, 🐙, 🐙

• recognise their own and others’ ways of expressing identity, reflecting on the relationship between language, culture and identity, for example: (ACLKOC011) 🐙شؤون
  – understanding traditional and modern ways of celebrating festivals in Korea, and the values that underpin them 🐙
  – sharing ideas about how cultural aspects embedded in or accompanying Korean language use might be perceived differently in different cultures, eg politeness, terms of address, and gestures such as bowing when greeting older people 🐙
  – discussing aspects of their own identity and reflecting on similarities and differences between their own lifestyle with other cultures 🐙, 🐙, 🐙
Content for students with prior learning and/or experience

Students:

- understand variations in Korean language use that reflect different levels of formality, status and authority, for example: (ACLKOU187)
  - analysing language used to express different levels of formality in a variety of texts, eg conversations, letters, emails and text messages, noting differences between written and spoken texts
  - comparing language structures in Korean and English and how these are used to create affinity or distance, eg the use of 반말 or colloquial language
  - comparing elements of communication, eg body language, the use of personal space and silence in different cultural contexts and exchanges
  - identifying linguistic/textual features used in different types of text, eg ...에게, ...께, ...드림, ...올림 in letter writing

- explain ways in which choices in language use reflect cultural ideas, and explore different communicative behaviours across cultures, for example: (ACLKOU190)
  - explaining language use in Korean interactions that reflects humility or deference, eg expressions used to refuse or deflect praise of self or family, or to defer to others
  - identifying word choices and gestures that encapsulate aspects of culture, eg V-sign when taking pictures
  - investigating cultural and historical backgrounds underlying culturally appropriate body language, gestures and verbal expressions in Korean and other languages; reflecting on and discussing differences across cultures
  - investigating and using language associated with significant cultural practices and events or celebrations, eg 설날, 단오, 추석, 한글날

- reflect on how their own biography, including family origins, traditions and beliefs, affects their sense of identity and ways of communicating, for example: (ACLKOC181)
  - reflecting on how their own cultural etiquette and behaviour may be interpreted when interacting with Korean people, recognising their own body language and modifying gestures
  - making appropriate language choices with awareness of social situations, eg using 선생님 as an address term when communicating with an older person to show respect, and not using 너/당신 overly to refer to the communication partner, nor 그/그녀 to refer to the third party
  - identifying elements of successful intercultural communication when using Korean or other languages, eg awareness of differences, flexibility and respect for other perspectives and traditions
  - examining language use and practices at birthday gatherings that reflect cultural values and traditions, eg 돌, 돌잡이 in a child’s first birthday party
Content for students with a background in Korean

Students:

• analyse ways in which choices in language use reflect cultural ideas and perspectives, and reflect on how what is considered acceptable in communication varies across cultures, for example:
  – understanding that language used in formal and informal contexts varies across cultures, eg greetings, meal etiquette
  – comparing communicative practices of Korean-speaking communities with other cultures
  – recognising how language use, such as the level of politeness, reflects the intention of the speaker or author and has an impacts on the further development of relationships, eg switching from a polite style to an informal style 수학을 좋아해요? 수학 좋아해?
  – examining the shifting of cultural ideas in the technological world through the rapid change in language use

• reflect on how and why being a speaker of Korean contributes to their sense of identity and is important to their Korean cultural heritage, for example:
  – examining the impact of living in Australia on their sense of being Korean and their values and beliefs
  – discussing attitudes towards difference and diversity, including the use of stereotypes and generalisations, and considering how these affect communication
  – reflecting on own cultural identities and how they are expressed differently in different settings, eg home, school and other social domains, considering how these might be interpreted and responded to by people from different cultures
  – investigating the contribution that different cultures make in the world, providing a way for individuals to behave as global citizens
Content for Stage 5

Communicating

Interacting

Outcome

A student:
› manipulates Korean in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate LKO5-1C

Related Life Skills outcome: LKOLS-1C

Content

Students:
• initiate and sustain interactions to share information, opinions and ideas, for example:
  (ACLKOC020, ACLKOC022) 깔
  – modelling appropriate levels of formality for everyday exchanges, eg greetings, introductions and apologies, between peers, and between students and teachers/seniors/adults 깔
  – sharing information about a significant or special event in their own life such as birthdays, holidays, celebrations, sporting events and festivals, eg 생일에 보통 뭐해요? … 에 대해 말해 주세요. … 이/가 … 보다 재미있어요. 깔
  – sharing opinions and ideas with friends about a film or a song they have heard or seen recently, eg 이 영화는 너무 무서워요, 그 김치는 아주 매워요, 케이팝에 대해 어떻게 생각해요? 깔
  – communicating with peers and young Korean speakers via email, online conferencing or school-based exchanges, about shared interests, eg popular culture, sports and special events, comparing aspects of school or home life 깔

• participate in a range of collaborative tasks, activities and experiences that involve negotiating and solving problems, for example: (ACLKOC021) 깔
  – engaging in a social transaction with peers and teachers such as presenting a gift, accepting and declining an invitation, making excuses and apologising to Korean speakers, using appropriate protocols such as forms of politeness and respect, eg 고마워, 고마워요, 감사합니다, 미안해, 미안해요, 죄송합니다, 여기 선물이요, … 은/는 별로예요. 깔
  – participating in planning and decision-making with others, such as arranging a class excursion or a birthday party, eg 언제 어디에서 만날까요? 다섯 시까지 올 수 있어요? 깔
  – creating a short digital presentation or film for peers about planning a holiday, purchasing goods in a shop, or ordering food and drink in Korean, eg 이 모자가/는 얼마예요? 더 큰
모자를 보여 주세요. 여기 ... 좀 주세요. 🎩 🎩
planning collaboratively for an event by participating in simulated scenarios related to travelling or living in Korea such as living with a host family, seeking medical treatment, or using transport, eg 지하철을 타면 빨리갈 수 있어요. 맞이 어때요? … 에 가고 싶어요. 배가 아파요. 병원이 어디에요? 

Content for students with prior learning and/or experience

Students:
- initiate and sustain interactions with peers and adults to share information, feelings, opinions, ideas and points of view, for example: (ACLKOC191, ACLKOC193)
  - engaging in a face-to-face or online discussion with Korean-speaking peers, using descriptive and expressive language, including onomatopoeia (의성어) and mimetic word (의태어), to describe a significant event, special occasion or milestone in their lives, eg 명영명, 독독독, 똑똑똑똑, 주룩주룩, 영글영글
  - sharing ideas and making suggestions relating to own and others' experiences, eg 한강에서 불꽃놀이를 한다고 해요. 여러분도 한번 불꽃놀이에 가 보세요.
  - participating in exchanges, using communication strategies such as showing empathy or indirectly expressing disagreement, eg 그렇게요? 좋아겠어요, 아마, 글쎄요, 그런가요? 아닌 것 같는데요
  - corresponding with peers by using telephone/video calls, text messages or computer-mediated communication tools to build relationships and share views on aspects of teenage life, such as friends, responsibilities, interests, aspirations and topical issues, eg 요즘 학교 시험이 너무 많아서 아주 바빴어요
  - building and using metalanguage to discuss language use, and reflecting on language learning, eg 단어, 명사, 동사, 조사, 줄임말, 높임말, 문장
- participate in a range of collaborative tasks, activities and experiences that involve negotiating and solving problems, for example: (ACLKOC192)
  - clarifying, expressing preference for, and summarising arrangements for a social outing
  - planning and preparing for a real or virtual trip or excursion to Korea, eg … (으)로 계획이에요,… 고 싶어요, … (으)려고 해요 …
  - planning and completing tasks that involve asking for, giving and following directions to real or virtual locations, using resources such as digital devices, street or rail maps, eg 실례합니다, 우체국은 어디에 있어요?
  - comparing the quality of goods and taking action, eg 저것보다 이것이 훨씬 더 신선해요, 기차가 버스보다 더 편리하니까 기차로 가요
  - planning and participating in learning experiences that combine linguistic and cultural elements such as an excursion to a Korean restaurant, exhibition, film festival or community event, by preparing and rehearsing language forms, structures and vocabulary, eg 호주 한국 국제 영화제, 한국 문화원, 자매 학교, 관광 명소
  - presenting views and perspectives at real or simulated forums, to raise awareness of environmental issues, eg 호주는 여름에 비가 자주 오지 않기 때문에 물을 아껴야 해요.
절약하는 방법은 ..., 에너지를 낭비하면 ..., 깨끗한 환경을 만들기 위해서 ... 업
Content for students with a background in Korean

Students:

- initiate and sustain interactions with others to discuss ideas and points of view, for example: 
  - conducting a survey with Korean people in the community to investigate a problem or issue in
    the school or local area, and discussing and determining solutions, eg 학교에서 재활용
    쓰레기통(분리수거함)을 늘려야 한다고 생각하십니까? 
    - debating a current issue such as environmental pollution, eg 그 의견에는 반대합니다. 
      환경보전은 우리 모두의 의무라고 생각합니다. 
    - monitoring the effectiveness of their own communication skills when sharing ideas and
      interests with others such as when changing topics and taking turns in conversation, eg 그
      문제에 대해서, 제 의견으로는 …

- participate in a range of collaborative tasks, activities and experiences that involve planning,
  negotiation and debate, for example: 
  - initiating a school campaign to promote awareness of a social issue or charity fundraising 
    - setting up a survey, compiling a report, then writing to the principal/local government
      regarding a recent policy, eg 대부분의 사람들은 …라고 생각하지만, …라고 생각하는
      사람들도 있다. 
  - planning a group event, designing activities and inviting friends, and writing a diary entry to
    reflect on the event
Communicating

Accessing and Responding

Outcomes

A student:
› identifies and interprets information in a range of texts LKO5-2C
› evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences LKO5-3C

Related Life Skills outcomes: LKOLS-2C, LKOLS-3C

Content

Students:
• obtain and synthesise information and ideas from spoken, written, visual or multimodal texts, for example: (ACLKOC023) 📚
  – obtaining information from a media text, including a television weather report, interview and digital video clips, and summarising key points 📚
  – identifying key words in texts using dictionaries and other support materials 📚
  – identifying culture-specific terms and representations in Korean promotional materials, eg travel brochures, symbols on maps, magazine features or online resources 📚
  – reporting information in print and digital forms, eg Korean cultural elements represented in sites such as webpages 📚
• respond in English or Korean to information, ideas and opinions, using a variety of text types and formats according to context, purpose and audience, for example: (ACLKOC025) 📚
  – preparing a multimodal presentation on aspects of Korean lifestyles and cultural practices that invite comparison and contrast with their own experiences, eg fashion, music or regional cooking 📚
  – watching an online video clip and producing a multimodal presentation to deliver information about aspects of school life in Korea 📚
  – planning a real or virtual trip to a selected region of Korea, using resources such as internet sites and travel brochures to map out elements, eg transport, itineraries and selected events 📚
  – reading a tourist brochure and websites, identifying features of local lifestyles that reflect modernity or tradition in different Korean-speaking communities 📚
  – listening to, reading and viewing imaginative texts in various modes such as a story (print, digital or multimodal), film, painting, song or video clip, and responding by expressing views, eg 제 생각에는 …, … (으)나는 것 같아요 📚
Content for students with prior learning and/or experience

Students:

- obtain, interpret and evaluate information, ideas and opinions from a range of texts, for example:
  (ACLKOC194)
  - identifying underlying values, cultural references and the purpose and intended audiences of different types of community texts, eg advertisements or posters
  - interpreting and evaluating key perspectives or themes reflected in interview data collected from Korean speakers discussing roles and responsibilities at home, school and in community contexts, and making comparisons with their own views on these topics
  - discussing how a text such as a film, drama, popular TV program, play, song or folktale, presents social issues, eg family, identity, status or humility
  - collating and analysing data from diverse sources, eg time spent on extracurricular activities versus time spent on studying, and comparing ideas and perspectives
  - analysing and interpreting collected information by summarising, sequencing and prioritising, considering audience, purposes and context
  - obtaining information in order to debate issues of interest such as the environment, expectations of teenagers, and the generation gap, using persuasive or evaluative language, eg 저는 … 밝어요/확신해요, 이것은 분명히/확실히 … 이에요/예요, 그렇지만 … 정말 … (으)르 까요? 

- respond in English or Korean to information, ideas and opinions, using different formats for specific contexts, purposes and audiences, for example: (ACLKOC196)
  - gathering information from sources to develop a digital travel guide for a proposed class visit to Korea
  - being interviewed for a real or imaginary part-time job based on information included in a personal profile or résumé
  - developing promotional materials, eg a poster, leaflet or web page, that encourage a healthy lifestyle based on research
  - researching and reporting on community attitudes towards, and challenges in relation to an environmental or social issue, using presentation techniques such as a digital display, flowchart or captioned photographic display
  - identifying and responding to key messages and values in a traditional text, eg folk songs, 민요 (아리랑, 강강술래), 설화 (심청전, 홍부전) or dialogue in 탈춤, and considering their relevance in modern times
Content for students with a background in Korean

Students:

- access a variety of informative and imaginative texts to identify and analyse in written and spoken forms textual elements such as viewpoints, themes, stylistic devices, influences and values, for example:
  - identifying bias in a text, examining the values that influence bias, and discussing how bias differs from opinion and perspective
  - evaluating how information is presented in diverse forms of media across cultures, e.g., comparing the impact of live news reports involving interviews with witnesses, and newspaper articles on the same event
  - reading a news article or historical account of a world event, celebration or commemoration of historical significance, and exploring how the author’s personal values and experiences influence their reporting on such an event
  - discussing the features of a genre, e.g., memoir, poem and moral tale, recognising and comparing how similar ideas are conveyed in different genres

- respond in Korean to information, ideas and opinions on a range of issues from different perspectives, using a variety of formats for specific contexts, purposes and audiences, for example:
  - writing a book or film review for a popular review website
  - discussing the impact of Korean traditions on contemporary Korean culture including entertainment, fashion, food, e.g., 개량한복, 퓨전음악/음식
  - researching and presenting own position on an issue, e.g., attitudes towards recycling, healthy lifestyles, or impact of social media on young people
  - researching the local city or region to provide to Korean visitors via a local tourism website, details on history, including Aboriginal history identifying the local Aboriginal Country, People, languages, significant sites and cultural activities while protecting the Indigenous cultural and intellectual property of the custodians of those cultures
Communicating

Composing

Outcome

A student:
› experiments with linguistic patterns and structures to compose texts in Korean, using a range of formats for a variety of contexts, purposes and audiences LKO5-4C

Related Life Skills outcome: LKOLS-4C

Content

Students:
• compose a range of informative and imaginative texts using a variety of formats for different contexts, purposes and audiences, for example: (ACLKOC024, ACLKOC026) ⚫
  – creating a text to inform others about or promote an event, place or experience such as a poster or flyer for a multicultural event or a brochure about their school for a Korean audience, eg 케이팝 콘서트에 한번 가 보세요. 우리 학교에 와 보세요. 환영해요! ⚫
  – using digital technologies to create a design to showcase Aboriginal and Torres Strait Islander cultures to young Korean visitors to Australia, demonstrating knowledge of cultural protocols while protecting the Indigenous Cultural and Intellectual Property (ICIP) of the featured community ⚫
  – creating a text such as a brochure, cartoon, notice, blog or video clip to introduce Korean culture or lifestyle to Australian friends, parents or peers on social networking websites or to the general public, eg 한국은 7월과 8월에 �'].'
Content for students with prior learning and/or experience

Students:

- compose a range of informative and imaginative texts using different formats to express ideas, attitudes and values, for example: (ACLKOC195, ACLKOC197)
  - creating an informative text such as a poster, brochure or webpage promoting a holiday destination, eg a poster for a doctor’s surgery encouraging healthy eating or a webpage reviewing new music releases.
  - creating and presenting texts in various forms such as a digital story or performance that reflect significant Korean or Australian events or histories, eg 한글날, 개천절, Australia Day, Anzac Day, National Sorry Day.
  - writing a persuasive text such as a blog, tweet and posts to persuade or convince others, eg 지구 온난화 (global warming), attending to the audience and context, eg 우리 모두 생각해 보시다. 지구 온난화를 막지 못하면 지구가 죽습니다. 북극과 남극의 빙하가 녹고, 자연이 파괴됩니다. 그러므로 ... 우리는 하루 빨리 지구 온난화를 막아야 합니다.
  - adapting an existing text to change the emotional effect, or to represent different cultural values or experiences, eg by changing the location, characters or era of a familiar story or cartoon.
  - composing and performing a poem, song, monologue or dialogue that reflects cultural values and personal experiences.
  - creating a digital persona or avatar that combines elements of observed Korean styles of communication with their usual ways of self-expression in their home environment.

- create a range of bilingual texts using different formats for a variety of contexts, purposes and audiences, for example: (ACLKOC199)
  - creating bilingual instructions for Korean visitors about how to play various Australian and Korean traditional sports.
  - creating a bilingual text, such as a video clip with subtitles, explaining Australian cultural practices, eg bushwalking, New Year’s Eve celebrations, the Melbourne Cup.
  - creating a bilingual digital database that groups words and expressions associated with themes, fields or contexts, eg food, travel, the environment or school rules.
Content for students with a background in Korean

Students:

- compose a range of informative and imaginative texts, using a variety of formats for different contexts, purposes and audiences, and experimenting with genre, textual features and stylistic devices, for example:
  - composing a speech on an aspect of popular youth culture for an audience of adults
  - presenting and discussing their own position on issues such as attitudes towards the impact of social media on young people, eg ... 라고 하는 의견에는 찬성할 수 없다. 그 이유는 ... 이다.
  - creating an imaginative text using literary devices to achieve particular purposes, eg foreshadowing an event and building up to the climax in a story, and experimenting with different language techniques

- create a range of bilingual texts using different formats for a variety of contexts, purposes and audiences, for example:
  - creating an English version of a literary text, eg poem, song or short story, using print and online dictionaries to develop their own linguistic repertoire and an understanding of the risks of word-for-word translation
  - annotating a translated literary text, eg poem or novel, to show how translators maintain the original intention of authors in term of stylistic devices
  - writing a book for primary school students, eg about going to high school
Understanding

Systems of Language

Outcomes

A student:

› demonstrates how Korean pronunciation and intonation are used to convey meaning LKO5-5U
› demonstrates understanding of how Korean writing conventions are used to convey meaning LKO5-6U
› analyses the function of complex Korean grammatical structures to extend meaning LKO5-7U
› analyses linguistic, structural and cultural features in a range of texts LKO5-8U

Related Life Skills outcomes: LKOLS-5U, LKOLS-6U, LKOLS-7U, LKOLS-8U

Content

Students:

• understand the intonation and phrasing patterns of spoken Korean, for example: (ACLKOU031)  
  – identifying ways in which stress, intonation and body language convey meaning, eg the characteristic of rising intonation when asking questions in plain form such as 가? 있어?  
  – pronouncing syllable blocks in a word, making appropriate changes to the sounds on syllable boundaries according to pronunciation rules, eg pronouncing such words as 한국어, 같이, 감사합니다, 먹고 and 어떻게 as 한국어, 가지, 감사합니다, 먹고 and 어떻게  

• understand the Korean writing system and print conventions, for example: (ACLKOU031)  
  – using basic punctuation in writing, including a question mark (?) for questions and a full stop (.) for other types of sentences  
  – using spacing and spelling rules in reading and writing, recognising their differences to English, eg 소라가 방에 있어서 versus 소라가 방에 있어요  

• understand and use Korean language and grammatical forms, and explore how to use/combine these elements to express complex ideas, for example: (ACLKOU032, ACLKOU033)  
  – further developing metalanguage to describe and apply grammatical concepts and language elements, and to organise learning resources, eg verb charts and lists of vocabulary and sentence structures  
  – recognising the difference between 나 and 저 referring to self and using them appropriately according to the audience, eg peers or adults  
  – recognising the stem of a verb, eg 먹-+어요  
  – using a range of verb tenses, eg 가요, 갓어요, 갓 거예요, … 한다면 … 할 것 같아요  
  – using levels of politeness in speech; formal, informal, eg 합니다, 해요, 해요, 해요  
  – using exclamatory vocabulary and expressions, eg 우아, 대단해요! 아니, 어릴 수가!  
  – learning how to ask and answer negative questions, eg 숙재를 안 했어요? 아니요, 했어요/네, 안 했어요  

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- using particles, eg -한테/에게, -한테서/에게서, -(으)로 (instrumental or directional), -보다, -와/과, -만, -도, -부터 and -까지, including subject particles in the honorific forms -께, -께서, -께서는
expressing time using structures such as: a noun + 떼/등안; a noun + 전/후에, eg 방학 때, 일년 동안, 한 달 전/후에
expressing relative frequency of events, eg 가끔, 보통, 자주, 언제나/항상
using reflective vocabulary such as 야마, 글쎄요
using Korean cardinal and ordinal numbers appropriately with counters, eg 스무 잔, 백 장, 천 송이, 첫 번째
using vocabulary related to youth culture such as 동아리, 힘합, including some hybrid words, eg K 팝스타
identifying culture-embedded Korean words and expressions in context, eg 추석, 새해 복 많이 받으세요, 쌀밥/보리밥, 아리랑
expressing relative location using a structure: a noun + a location word + -에, eg 식탁 위에 상자가 있어서요
using location words, eg 안에, 옆에, 뒤에, 위에, 아래/밑에, 사이에
modifying nouns using an adjectival form of a descriptive verb suffixed by -ㄴ/은/는, eg 예쁜 꽃, 맑은 물, 멋있는 친구
using some basic irregular verbs, eg 들어오 (들다), 빌려오 (부르다), 더워오 (덥다), 추워오 (춥다), 아름다워오 (아름답다)
connecting clauses using basic conjunctive suffixes (clausal connectives), eg -어/아서, -(으)니까, -고, -(으)면, -(으)면서, -지만
using basic complex-verb structures, eg -어/아 주다, -어/아 보다, -지 말다 with an -어/아요 ending to express provision, trial and prohibition, eg 읽어 주세요, 읽어 보세요, 쓰지 마세요
expressing ideas or events relating to the future, suggestions, plans and hopes, eg -ㄹ/을 거예요 and -ㄹ/을까요?
complex structures connecting verbs with various functions to be introduced as a set phrase, eg -기 때문에, -기 위해(서)
using idiomatic expressions as communication strategies or to enhance the interest of audiences, eg 제 생각에는 ..., ..., -ㄴ/은/는 것 같아요, 괜찮아요

- investigate the impact of factors such as media, technology, globalisation and popular culture on Korean, for example: (ACLKOU036)
  - considering how globalisation has accelerated the introduction of English words and expressions into Korean, and discussing possible benefits and disadvantages associated with the blending and mixing of languages, eg fashion/food/music
  - examining how acronyms or short forms of words are used in Korean and in English, discussing how these forms reflect people’s changing lifestyles
  - understand that each region of Korea has its own dialect and accents, and that Korea, like Australia, also has Indigenous languages
  - discussing possible reasons for changes in Korean language use, eg exposure to other languages, changing contexts of use and the development of digital technology

Korean K–10 Syllabus
– exploring the influence of Korean popular culture in Australia and around the world, eg the influence of Korean design and technology and the popularity of K-pop, drama, fashion and food 🌸

- apply knowledge of the interrelationship between linguistic elements, structure, context, purpose and audience to a range of texts, for example: (ACLKOU034) 📚
  - applying understanding of the textual features of different text types to construct simple narratives, messages, slogans or song lyrics, noticing how the choice of language and text structure works to achieve each text’s purpose 📚
  - applying their understanding of the function of cohesive devices such as conjunctions, to sequence and link ideas and actions, eg –고, –어/아서, -(으)면, 그런데, 그래서, 그러면, 그렇지만, 하지만, 그러므로 📚
  - using the honorific elements such as particles, words and suffixes in a sentence and throughout the text, eg 선생님께 꽃을 드려요, 할머니께서 주무세요, 저에게 말씀해 주세요, 그분은 누구세요? 📚
  - applying textual coherence and cohesion when creating short texts (print or digital) 📚
  - using appropriate textual conventions to shape simple texts, eg introductions, linked paragraphs, summaries and sequencing strategies 📚

Content for students with prior learning and/or experience

Students:
- apply intonation and phrasing patterns in both formal and informal speech, for example: (ACLKOU202) 📚
  - identifying the use of rising intonation when asking questions in casual speech without question indicator 📚
  - understanding that there are variations in Korean pronunciation across people from different regions of Korea 📚
  - knowing when to pause in complex sentences with embedded clauses 📚
  - understanding how to make an appropriate response to a question in a sentence, eg when declining an invitation 공포 영화는 별로/그다지/좀 … 데요 📚
  - recognising when to use honorific forms, eg 밥 versus 집사, 먹다 versus 잡수시다 📚

- use knowledge of Hangeul features and rules to produce written texts, for example: (ACLKOU202) 📚
  - understanding that spelling follows standardised rules even though there are variations in Korean pronunciation across people from different regions of Korea 📚
  - writing in Hangeul independently, observing writing conventions and rules 📚

- understand how sophistication in expression can be achieved by the use of a variety of verb and adjective conjugations, and other complex grammatical structures, for example: (ACLKOU203, ACLKOC204) 📚
  - further developing metalanguage to describe and increase control of grammatical concepts and language elements, and to organise learning resources, eg verb charts and lists of vocabulary and sentence structures 📚
  - using/recognising some well-known Korean geographical names, eg 부산, 제주도 📚
  - identifying Korean names of some folk genres, eg 민요, 설화 or 탈춤, and some titles of Korean folk songs or folktales, eg 아리랑, 강강술래, 심청전 or 홍부전 📚
– expanding the range and use of adverbs, eg 훨씬, 함께, 겨우, 아마, 한번, 모두, 분명히, 하마터면

– using elements of metalanguage appropriately, eg 단어, 명사, 동사, 줄임말, 높임말/존댓말, 문장

– understanding and using the dictionary forms of action and descriptive verbs to identify the meaningful part or to look up unknown verbs in a dictionary, eg 가다, 오다, 하다, 먹다, 듣다, 읽다, 덣다, 예쁘다

– using a range of case markers and particles, including honorific forms as applicable, for appropriate grammatical functions, eg -한테/에게, -한테서/에게서, -께, -께서, -께서는, -(으)로, -보다, -만, -마다
- making a relative clause, that is, a noun-modifying clause, by replacing the verb ending of the clause-final verb with -(으)니, -(으)는, or -(으)로 appropriately, eg 저기에서 노래하는 사람이 누구예요? 제가 어제 본 영화는 정말 슬펐어요, 언제 갈 계획이에요? 날씨가 좋은 날에 바비큐를 해요, 재미있었을 것 같아요
- using long negative forms of verbs, eg -지 않다, -지 못하다
- using negative questions and answering appropriately, eg 그 영화를 안 봤어요 (보지 않았어요)? 아니요, 봤어요/네, 안 봤어요 (보지 않았어요), 꼭치를 못 먹어요 (먹지 못해요)? 아니요, 먹어요/네, 못 먹어요 (먹지 못해요), 술제가 없어요? 아니요, 있어요/네, 없어요
- understanding the concept of different speech levels and styles in Korean, and using sentence-final verb endings in three speech styles appropriately for the audience –ㅂ/씀니다, –ㅂ/슴니까, –ㅂ/슴시다. (the formal polite style); –어/어요 (the informal polite style); and –아/어요 (반말, the informal style)
- analysing the structure of complex-verb phrases and expanding their use, understanding how meanings are added to the main verb, such as desire, likelihood, shift of actions, destination, habits, pretence (as if …) and verge (almost …), eg 알고 싶어요, 비가 올 것 같아요, 다녀왔어요, 보러 가요, 조짐을 하곤 했어요, 바쁜 척했어요, 가지 못 할 뻔했어요
- reporting speech or thought using –다고/-어(이)라고, eg 맞다고 생각해요, 4 번이라고 생각해요, 한국에서 가장 큰 축제라고 해요
- connecting ideas in different relationships using a range of conjunctive suffixes, noting the different tense expressions in the two connected clauses, eg -다가: 학교에 가다가 친구를 만났어요 versus 학교에 갔다가 친구를 만났어요
-(으)니/는데, 비가 올 것 같으니/는데 우산을 가지고 가세요
-(으)니/는데: 생각을 많이 해 봤는데 아직 잘 모르겠어
-느라고: 졸국을 하느라고 졸국을 못 했어요
-더니: 한국에 갔더니 아름다운 산이 아주 많았어요
-(으)면서: 미나 가 음악을 들으면서 책을 읽고 있어요
-다만: 한국에 갔다면 제주도에 가 보고 싶어요
- using the structures: a verb stem + -기 때문에 and a noun + -에 대해서 appropriately, eg 비가 자주 오지 않기 때문에 물을 야켜야 해요, 쓰레기 분리수거에 대해서 이야기해 볼시다
- understanding the function and meaning of a range of defective nouns (불완전 명사), eg 동안, 때, 변, 것/거, 적... used in complex structures, and using them appropriately, eg ... 노래하는 동안(에)... 한국에 갈 때(에)..., 비행기를 못 타는 뻔했어요, 학교에 갈 거예요, 바쁜 척 했어요
- increasing cohesion within paragraphs by using conjunctions, eg 그러므로, 그래서, 그러나, 그리고, 그러니까, 그런데

- research the phenomenon of language change in Korean-speaking communities, analysing and comparing language use of previous generations with contemporary use, for example:

ACLKOU207
- finding examples of ways in which social and cultural influences affect languages 🎯🎯🚫
- exploring the influence of Korean popular culture in Australia, the Asia region and around the world, eg the influence of Korean design and technology and the popularity of K-pop, drama, film, electronic games and fashion 🎯🎯🚫
- examining new words added to Korean dictionaries or introduced via social media and considering the reason behind their development 🎯🎯🚫
- understanding that languages incorporate other languages into their systems and examining how this takes place in Korean, eg 피크닉/조깅해요, 온라인으로 🎯🎯🚫
• understand the relationship between context, purpose, audience, linguistic features and cultural elements in different types of personal, reflective, informative and persuasive texts, for example: (ACLKOU205)
  – identifying the use of cohesive devices, eg conjunctions, to sequence and link ideas and actions in both Korean and English media texts, eg the verb -고 and -서 forms, 그래서, 게다가, 그러므로
  – identifying register used in Korean texts, eg the formal style used for statements, commands and vocabulary used to determine audience, purposes and context, eg 준비해 주십시오, 처음 뵐겠습니다, 설명해 드리겠습니다
  – recognising textual conventions used in a letter, email or article, identifying elements, eg introductions, sequencing of ideas and the use of 한편으로는, 또한 to link paragraphs
  – comparing features of spoken and written versions of texts, eg spoken and print advertisements, face-to-face conversations and emails, to understand how text mode shapes structure and helps a text achieve its purpose
Content for students with a background in Korean

Students:
- apply the Korean sound system in both formal and informal speech, understanding how patterns of rhythm, tempo, stress, pitch and intonation are used to enhance the aesthetic features of texts, for example:
  - experimenting with rhythm, tempo, stress, pitch and intonation in different situations, analysing and comparing how differently they are used, eg when reading a story to an audience, or having a casual conversation with friends
  - understanding different intonation and accents of dialects, and identifying in which regions the dialect is used
  - making connections between informal and formal forms of language and tone of voice, rhythm and pitch evident in conversation
- apply knowledge of Hangeul and orthography to access a variety of vocabulary, for example:
  - exploring homophones (동음이의어), eg 배 (stomach, pear, ship), 눈 (eye, snow)
  - using synonyms (동의어) in order to describe an item, eg 뜻/의미, 식당/밥집, 아기/유아
  - exploring words that follow 비, 불, 미, 무, 반 that have negative connotations, eg 비정상, 불안정, 미완성, 무책임, 반비례
  - exploring affixes such as ... 적,... 화, eg 문화적, 전통적, 근대화, 기계화
- understand and apply complex grammatical structures to enhance communication and achieve particular effects, for example:
  - using passive, causative and passive-causative forms, eg 어렸을 때 종종 부모님에 의해서 싫어하는 공부를 하게 되곤 했다. 나는 김연아를 보고 스케이트를 배우게 되었다.
  - using reflective language, eg ...에 대해서 생각해보게 되었다, ...에 대해서 생각할 수 있는 좋은 기회였다
  - using persuasive language, eg ...해야 한다, ...때문에... 해야 한다고 생각한다
  - raising awareness of current issues by choosing descriptive words that show a high level of concern, eg 심각한, 절대적으로, 위험한
- understand the relationship between context, purpose, audience, linguistic features and cultural elements in different types of personal, reflective, informative and persuasive texts, for example:
  - identifying stylistic features of formal text types, eg 이력서, 보고서, 편지
  - analysing how to position oneself when writing for different purposes, eg in persuasive and evaluative writing
  - examining ways in which authors use characterisation to incite sympathy or antagonism towards characters in literary texts, eg directly describing a character’s personality compared to indirectly portraying the character’s personality through their actions or through the reactions of others
Understanding

The Role of Language and Culture

Outcome

A student:
› explains and reflects on the interrelationship between language, culture and identity LKO5-9U

Related Life Skills outcome: LKOLS-9U

Content

Students:
• analyse and explain how and why language use varies according to social and cultural contexts, relationships and purposes, for example: (ACLKOU035) 
  – comparing features of written and spoken Korean that reflect different communicative purposes, eg formal grammatical structures in letters compared to conversational markers or interjections to support the flow of face-to-face conversation
  – identifying levels of formality or register of language used in texts and explaining reasons for this, eg the use of formal language when communicating with people in authority to show respect, the use of informal language in commercials to create a sense of familiarity
  – recognising differences in text structure and grammar between formal and informal Korean languages use, including abbreviations, dropping of particles and emphatic intonation in informal communication, eg 내일 학교 가? 선생님, 내일 학교에 가세요? 응, 알아. 네, 알겠습니다. 그게 뭐야? 소라 씨, 그게 뭐예요?
  – identifying how variations in language use and communicative behaviours reflect emotions or attitudes such as how respect, gratitude or embarrassment are expressed differently across languages and cultures, or showing humility/modesty when praised, eg 한국어를 잘하시네요. 아니에요, 별로 못해요
  – comparing verbal and nonverbal elements of communication in different languages and cultural contexts, eg ways of disagreeing or responding to thanks, or the use of gestures, facial expressions or ellipsis

• understand that language, culture and communication are interrelated and shaped by each other, for example: (ACLKOU038) 
  – understanding that language carries cultural associations and indicates priorities in regard to individual, collective and family relationships
  – examining cultural backgrounds underlying culturally appropriate body language, gestures and verbal expressions in Korean and other languages
  – reflecting on diverse interpretations of everyday language use in Korean, including body language and gestures, and identifying Korean cultural elements, making comparisons with own language, eg possible interpretations of such expressions as 어디 가요? and 밥 먹었어요? as either greetings or genuine questions, depending on the context
  – considering the cultural significance of language associated with interactions, eg issuing, accepting or declining invitations, leave-taking at social events, offering thanks, or giving and receiving gifts from Korean speakers
identifying ways of communicating and behaving in Australian contexts that may appear unusual or inappropriate to Korean speakers, eg eating in public places or using direct eye contact

- reflect on intercultural experiences as a learner of Korean, recognising how cultural identity influences ways of communicating, thinking and behaving, for example: (ACLKOC029, ACLKOC030)
- discussing incidences in Korean language exchanges when miscommunication has occurred, and reflecting on why or how this happened
- interacting with Koreans, observing social norms and practices such as the use of personal space, gender roles, respect for older people and acceptable topics of conversation, eg 몇 살이에요?
- identifying ways of communicating and behaving in Australian contexts that may appear unusual or inappropriate to Korean speakers, eg eating in public places or using direct eye contact

Content for students with prior learning and/or experience

Students:
- analyse and explain how and why language use varies according to social and cultural contexts, relationships and purposes, for example: (ACLKOU206)
- evaluating how language choices reflect social relations and priorities such as using expressions that deflect praise of self or own family to show modesty, eg 한국어 잘하시네요. 아니에요, 아직 잘하지 못해요.
- recognising differences in text structure and grammar between formal and informal Korean language use, including abbreviations, dropping of particles and emphatic intonation in informal communication in face-to-face interactions, blogs, emails and other forms of correspondence, eg 응/네, 내일 어디 가?/선생님, 내일 어디 가세요? 알았어요/알았어요요, 알겠어요/알겠습니다, 그거 (그게) 뭐야?/민호 씨, 그것은(그건) 뭐예요?
- comparing verbal and nonverbal elements of communication in different languages and cultural contexts such as ways of disagreeing or responding to thanks, use of gestures, facial expressions, 그래요? 어쩌면 좋아요, eg 그래요? 어쩌면 좋아요!
- discussing possible consequences resulting from language use related to different cultures, reflecting on how Korean ways of thinking and world views are reflected in Korean language by analysing texts such as old sayings, idioms and lyrics, eg 호랑이도 제 말하면 온다, 길charted 부터 미신다, 빈 수레가 요란하다, 아리랑 노래 가사
- reflecting on English sayings, idioms and lyrics that could be possible equivalents to Korean examples, and discussing how ways of thinking and world views are reflected differently the same ideas/phenomena in different cultures and languages
• analyse the reciprocal relationship between language, culture and communication, and how this relationship reflects values, attitudes and beliefs, for example: (ACLKOU209)
  – discussing their own and others’ attitudes towards cultural difference and diversity, including the use of stereotypes and generalisations, and considering how these affect communication
  – considering how contemporary expressions of individuality exemplified in some forms of contemporary Korean youth culture relate to traditional concepts of conformity and collective identity
  – exploring how concepts, eg modesty, individual responsibility and respect for authority/Elders influence communication styles, and how they may be interpreted by English speakers as lack of confidence, engagement or initiative
  – analysing how the Korean language may reflect cultural perspectives and values such as collectivism, harmony, humility and the importance of ties between family members, eg a range of of kinship terms extending to remote relations, using kinship terms rather than first names to address members of the family and norms such as showing deference and saving face, eg 네, 괜찮아요
  – recognising the historical, political and cultural functions and values of language, researching how the Korean language played a role in maintaining the Korean people’s culture and everyday life during the early 19th century and how Korean culture and language flourish and are recognised in the contemporary world

• reflect on how their own cultural identity both influences and is shaped by ways of communicating, thinking and behaving, for example: (ACLKOC200, ACLKOC201)
  – reflecting and reporting on how learning Korean provides insights into language and culture in general, and how their own assumptions about Korea have changed as a result of intercultural language learning
  – reflecting on how additional language experience supports and enhances first-language understanding and capabilities, eg by identifying Korean expressions, behaviours or attitudes that might enrich their own perspectives
  – reflecting on own cultural identity in terms of family background, community relationships and contact with languages (including contact with Korean and other languages and cultures), tracking changes over time or context
Content for students with a background in Korean

Students:

- analyse how and why language use varies according to social and cultural contexts, relationships and purposes, for example: 
  - understanding that language used in formal and informal contexts varies across cultures, eg greetings, meal etiquette
  - understanding that different situations require different levels of politeness depending on the context and speaker, eg thanking a host parent or a peer for a gift or apologising to a teacher or a family member for being late
  - examining a level of politeness in language and how the language changes, depending on the audience, eg language between 선배 and 후배 at school and how to speak to 직장 상사 at work
  - viewing samples of a campaign (공익광고) for charity and non-profit organisations, and analysing the different ways in which imagery, voice and language use are combined

- discuss how meanings vary according to cultural assumptions that Korean and English speakers bring to interactions, and how mutual understanding can be achieved, for example:
  - reflecting on their own cultural values and evaluating how these intersect with mainstream values when interacting in Korean and English-speaking contexts
  - explaining aspects of language and cultural behaviour that need to be modified when communicating in Korean
  - analysing the key influences on a person’s identity by interviewing, in Korean, an older Korean speaker or researching the life of a famous person

- reflect on their language choices, and communicative and cultural behaviours in Korean and English-speaking contexts, for example:
  - reflecting on how their language choices, including the use of English and Korean, are indications of their sense of identity within a particular context
  - considering the differences in their own sense of identity in Australia and when they ‘return home’ (귀국) in terms of changes in social contexts and in their relationships with other participants in interactions
Years 7–10 Life Skills Outcomes and Content

The Years 7–10 Life Skills outcomes and content are developed from the objectives of the *Korean K–10 Syllabus*.

Before deciding that a student should undertake a course based on Life Skills outcomes and content, consideration should be given to other ways of assisting the student to engage with the regular course outcomes. This assistance may include a range of adjustments to teaching, learning and assessment activities.

If the adjustments do not provide a student with sufficient access to some or all of the Stage 4 and Stage 5 outcomes, a decision can be explored for the student to undertake Life Skills outcomes and content. This decision should be made through the collaborative curriculum planning process involving the student and parent/carer and other significant individuals. School principals are responsible for the management of the collaborative curriculum planning process.

The following points need to be taken into consideration:

- students are required to demonstrate achievement of one or more Life Skills outcomes
- specific Life Skills outcomes should be selected based on the needs, strengths, goals, interests and prior learning of each student
- achievement of an outcome may be demonstrated through selected Life Skills content
- outcomes may be demonstrated independently or with support.

Further information in relation to planning, implementing and assessing Life Skills outcomes and content can be found in support materials for:

- **Languages**
- **Special education**
- **Life Skills**.
### Years 7–10 Life Skills Outcomes

#### Table of Objectives and Outcomes

#### Communicating Strand

<table>
<thead>
<tr>
<th>Objective</th>
<th>Life Skills outcome</th>
</tr>
</thead>
</table>
| **Interacting:** exchanging information, ideas and opinions, and socialising, planning and negotiating | A student:  
LKOLS-1C uses Korean to interact with others in everyday contexts |

<table>
<thead>
<tr>
<th>Objective</th>
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</tr>
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</table>
| **Accessing and responding:** obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts | A student:  
LKOLS-2C accesses and obtains information from a range of texts  
LKOLS-3C responds to information and ideas for a range of purposes and/or audiences |

<table>
<thead>
<tr>
<th>Objective</th>
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</tr>
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</table>
| **Composing:** creating spoken, written, bilingual, digital and/or multimodal texts | A student:  
LKOLS-4C composes texts in a range of formats |
Understanding Strand

Objective
- Systems of language: understanding the language system, including sound, writing, grammar and text structure; and how language changes over time and place

Life Skills outcomes
A student:
LKOLS-5U
explores Korean pronunciation and intonation patterns

LKOLS-6U
engages with letter combinations and/or symbols in Korean

LKOLS-7U
explores Korean language patterns and structures

LKOLS-8U
engages with a variety of text structures

Objective
- The role of language and culture: understanding and reflecting on the role of language and culture in the exchange of meaning, and considering how interaction shapes communication and identity

Life Skills outcome
A student:
LKOLS-9U
explores their own and other languages and cultures

Values and Attitudes Objectives
Students:
- develop an interest in and enjoyment of language learning
- appreciate and value their own heritage, culture and identity
- appreciate and respect the culture, beliefs and values of others through language learning.
## Years 7–10 Life Skills and Related Syllabus Outcomes

### Communicating Strand

<table>
<thead>
<tr>
<th>Objective</th>
<th>Life Skills outcome</th>
<th>Related Stage 4 and 5 outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interacting:</strong> exchanging information, ideas and opinions, and socialising, planning and negotiating</td>
<td>LKOLS-1C uses Korean to interact with others in everyday contexts</td>
<td>LKO4-1C uses Korean to interact with others to exchange information, ideas and opinions, and make plans</td>
</tr>
<tr>
<td></td>
<td>LKO5-1C manipulates Korean in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate</td>
<td></td>
</tr>
</tbody>
</table>

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</thead>
<tbody>
<tr>
<td><strong>Accessing and responding:</strong> obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts</td>
<td>LKOLS-2C accesses and obtains information from a range of texts</td>
<td>LKO4-2C identifies main ideas in, and obtains information from texts</td>
</tr>
<tr>
<td></td>
<td>LKO5-2C identifies and interprets information from a range of texts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>LKOLS-3C responds to information and ideas for a range of purposes and/or audiences</td>
<td>LKO4-3C organises and responds to information and ideas in texts for different audiences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LKO5-3C evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences</td>
</tr>
</tbody>
</table>
### Life Skills

**Objective**
- **Composing**: creating spoken, written, bilingual, digital and/or multimodal texts

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>A student:</td>
<td>A student:</td>
</tr>
<tr>
<td>LKOLS-4C composes texts in a range of formats</td>
<td>LKO4-4C applies a range of linguistic structures to compose texts in Korean using a range of formats for different audiences</td>
</tr>
<tr>
<td></td>
<td>LKO5-4C experiments with linguistic patterns and structures to compose texts in Korean using a range of formats for a variety of contexts, purposes and audiences</td>
</tr>
</tbody>
</table>

### Understanding Strand

**Objective**
- **Systems of language**: understanding the language system, including sound, writing, grammar and text structure; and how language changes over time and place

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>A student:</td>
<td>A student:</td>
</tr>
<tr>
<td>LKOLS-5U explores Korean pronunciation and intonation patterns</td>
<td>LKO4-5U applies Korean pronunciation and intonation patterns</td>
</tr>
<tr>
<td></td>
<td>LKO5-5U demonstrates how Korean pronunciation and intonation are used to convey meaning</td>
</tr>
<tr>
<td>LKOLS-6U engages with letter combinations and/or symbols in Korean</td>
<td>LKO4-6U demonstrates understanding of key aspects of Korean writing conventions</td>
</tr>
<tr>
<td></td>
<td>LKO5-6U demonstrates understanding of how Korean writing conventions are used to convey meaning</td>
</tr>
</tbody>
</table>
**Objective**

- **Systems of language**: understanding the language system, including sound, writing, grammar and text structure; and how language changes over time and place

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<tr>
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</tr>
<tr>
<td><strong>LKOLS-7U</strong></td>
<td><strong>LKO4-7U</strong></td>
</tr>
<tr>
<td>explores Korean</td>
<td>applies features of Korean</td>
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<td>language patterns</td>
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<td><strong>LKOLS-8U</strong></td>
<td><strong>LKO4-8U</strong></td>
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<td>engages with a</td>
<td>identifies variations in</td>
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<td>a variety of text</td>
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<td>analyses linguistic, structural</td>
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<td>and cultural features in</td>
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<td>a range of texts</td>
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**Objective**

- **The role of language and culture**: understanding and reflecting on the role of language and culture in the exchange of meaning; and considering how interaction shapes communication and identity

<table>
<thead>
<tr>
<th>Life Skills outcome</th>
<th>Related Stage 4 and 5 outcomes</th>
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<tbody>
<tr>
<td>A student:</td>
<td>A student:</td>
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<td><strong>LKOLS-9U</strong></td>
<td><strong>LKO4-9U</strong></td>
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<tr>
<td>explores their own and other languages and cultures</td>
<td>identifies that language use reflects cultural ideas, values and beliefs</td>
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<td></td>
<td><strong>LKO5-9U</strong></td>
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<td></td>
<td>explains and reflects on the interrelationship between language, culture and identity</td>
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</tbody>
</table>
Years 7–10 Life Skills Content

The Years 7–10 Life Skills content is suggested.

Content describes the intended learning for students as they work towards achieving one or more of the Life Skills outcomes. It provides the foundations for students to progress to the next stage of schooling or post-school opportunities.

Teachers will make decisions about the choice of outcomes and selection of content regarding the sequence, emphasis and any adjustments required based on the needs, strengths, goals, interests and prior learning of students. Examples provided in the content are suggestions only. Teachers may use the examples provided or use other examples to meet the particular needs of individual students.
Communicating

Interacting

Outcome

A student:
› uses Korean to interact with others in everyday contexts LKOLS-1C

Related Stage 4/5 outcomes: LKO4-1C, LKO5-1C

Content

Students:
- use language to interact with peers and known adults, for example: ♡
  - recognising basic greetings, eg 안녕하세요, 안녕하세요
  - responding to greetings ♡
  - expressing appreciation and wishes using polite informal languages, eg 고맙습니다, 고마워,
    또 만나(요) ♡
  - responding to questions in everyday situations, eg 열세 살이에요 ♡
  - introducing themselves to others, eg 안녕하세요? 저는... 예요/이에요. ♡
  - initiating questions, eg 이름이 뭐예요? 지금 뭐해요? ♡
  - participating in conversations, eg 가족은 몇 명이에요? 음악 감상을 좋아해요? ♡
  - recognising everyday objects and concepts in Korean, eg places, classroom objects
  - recognising Korean words related to topics of interest ♡
  - sharing information on a topic of interest such as sport, eg 무슨 운동을 좋아해요? ♡
  - sharing opinions and ideas about what they like and do not like, eg ... 예요/이에요, 강아지를
    (안) 좋아해요. ♡
Life Skills

- engage in everyday collaborative activities and participate in classroom routines, for example: ⚪
  - following instructions, eg to learn a song or game, to open a book, use their device ⚪
  - recognising days of the week or months of the year on a calendar or timetable ⚪
  - responding to cues for turn-taking ⚪
  - responding to directions, eg turn left 왼쪽으로 돌아요, go straight ahead 앞으로 꼬가세요 ⚪
  - seeking help or permission ⚪
  - seeking clarification, eg 실례합니다, 이해가 안 돼요 ⚪
  - sharing information about aspects of their personal world, eg family, friends, entertainment, sport or leisure ⚪
  - expressing opinions, eg … 을/를 좋아해요 ⚪
  - offering suggestions, eg … 에 같이 가요, … 을/를 같이 해요 ⚪
  - accepting or declining an invitation, eg … 은/는 별로 ⚪

Content for students with prior learning, experience and/or background

Students:
- initiate and sustain interactions with peers and known adults, for example: ⚪
  - initiating a conversation ⚪
  - responding to questions about themselves, eg 열세 살이에요. (저는) 가족이 네 명이에요. ⚪
  - sharing an opinion and/or point of view, eg why their sports team should win the competition ⚪
  - participating in a conversation and elaborating ideas ⚪
  - sharing their thoughts, feelings and/or preferences, eg about owning and caring for a pet ⚪
  - sharing experiences online with a Korean friend about life at an Australian school ⚪

- engage in everyday collaborative activities that involve planning and negotiating, and participate in classroom routines, for example: ⚪
  - responding to ‘yes’ or ‘no’ questions about learning activities ⚪
  - giving and following instructions, eg to put their book on the shelf ⚪
  - seeking clarification ⚪
  - seeking help, permission and advice ⚪
  - offering suggestions and advice, eg … 하세요 ⚪
  - responding to open-ended questions about learning activities eg … 은/는 쉬워요/어려워요 ⚪
  - experiencing different roles in group activities ⚪
  - participating in a shared event, eg popular Korean games and songs, planning a weekend outing, arranging to meet for lunch, organising a birthday party ⚪
  - elaborating on ideas and opinions, eg giving reasons for not accepting an invitation ⚪
  - collaborating with others to express opinions, thoughts and ideas ⚪
Communicating

Accessing and Responding

Outcomes

A student:
› accesses and obtains information from a range of texts LKOLS-2C
› responds to information and ideas for a range of purposes and/or audiences LKOLS-3C

Related Stage 4/5 outcomes: LKO4-2C, LKO4-3C, LKO5-2C, LKO5-3C

Content

Students:
• access texts and locate information, for example: 📚
  – recognising known words and phrases in Korean, eg greetings, days of the week 📚
  – identifying known words and phrases in Korean texts, eg in conversation, songs and rhymes 📚
  – locating information in Korean on a print or online map, eg locating Korea on a world map, locating popular sites such as Seoraksan National Park on a map 📚
  – recognising information in Korean signs and symbols 📚
  – listening for key information in Korean, eg numbers, names, cities 📚
  – obtaining specific information from written Korean texts in a variety of ways, eg matching words with pictures, sequencing words and sentences 📚
  – locating and identifying key information in Korean texts, eg timetables, recipes, menus, invitations, posters, identity cards, emails 📚
  – identifying features of objects and/or people in a Korean text, eg long hair, red apples 📚
• respond to information in a variety of formats using modelled language, for example: 📚
  – responding to known words and phrases 📚
  – responding to information on a familiar topic 📚
  – responding to simple questions or ideas about text, eg a well-known story 📚
  – responding to information presented in a variety of formats, eg a graph, poster, report 📚
  – gathering information about a special Korean event, eg a festival, and presenting a short report, using photos, illustrations, captions or diagrams 📚
  – responding to ideas and opinions in a group forum, eg a blog, class discussion, game or activity 📚
Content for students with prior learning, experience and/or background

Students:

- access and select relevant information and ideas from a range of texts, for example: ◆◆
  - identifying main points and specific details in texts ◆
  - locating and identifying relevant information in texts, eg focusing on familiar and predictable situations and answering questions in English or Korean ◆
  - exploring information from a range of print and online sources, eg about schools, music, sport in Korea and Australia ◆◆◆
  - organising and interpreting information, eg recording information in a timeline or profile about a famous person or event ◆◆◆
  - describing information and ideas gathered from texts, eg describing a character from a Korean animation or pop culture video ◆◆

- respond to information on a range of topics, events or experiences in a variety of formats, for example: ◆◆
  - presenting findings about a familiar topic, eg surveying opinions of classmates and presenting findings using digital technology ◆◆◆
  - collating and presenting information using simple statements, images and digital technology, as appropriate, eg a presentation on their family, what they did at the weekend … 에 갔어요. … 을/를 했어요, … 을/를 봤어요, 즐거웠어요 ◆◆◆
  - responding to more complex questions or ideas about texts, eg a well-known children’s story ◆◆
  - presenting a short talk using information gathered from multiple sources ◆◆
  - researching information about a popular tourist destination in Korea and creating a brochure ◆◆
  - gathering information about a special Korean event, eg a festival, and presenting a short report, using photos, illustrations, captions or diagrams ◆◆◆
Communicating

Composing

Outcome

A student:
› composes texts in a range of formats LKOLS-4C

Related Stage 4/5 outcomes: LKO4-4C, LKO5-4C

Content

Students:

• compose texts in a variety of formats, using modelled language, for example: ● ● ●
  – participating in creating texts on familiar topics, eg a family tree ●
  – labelling photos from a real or virtual school excursion in Korean for a classroom display, eg … 예요/이에요 ●
  – creating a greeting card to a friend to say ‘hello’ or wish them ‘Happy Birthday’ ●
  – completing speech bubbles in a comic strip ● ●
  – composing a self-introductory speech for meeting new students ● ●
  – creating a shopping list of ingredients required to cook a simple Korean meal from a recipe ●
  – creating a Korean menu using images, word banks and sample sentence patterns for a class restaurant ● ● ●
  – creating a timetable of weekly or monthly activities ● ●
  – creating a visual text using simple Korean words or phrases, eg a poster ● ●
  – composing a recount, poem or narrative in Korean about a recent event, eg a holiday, an outing or a celebration ● ● ●

• create bilingual texts, for example: ● ●
  – matching Korean words with corresponding English words ●
  – labelling familiar objects in Korean and English, eg classroom objects ●
  – creating a visual display of new vocabulary, using digital technology as appropriate, eg flashcards ● ● ●
  – creating a bilingual picture dictionary of new words ● ●
  – creating a bilingual poster, eg of a school map or school canteen menu ● ●
  – making a dictionary of learned vocabulary for the class, using digital technologies ● ● ●
Content for students with prior learning, experience and/or background

Students:

- compose texts in a variety of formats for different contexts and purposes, for example:
  - creating a Korean menu with some details about each item for a class restaurant
  - composing a recount, eg of a school excursion for the school newsletter, … 에 갔어요
  - composing a diary entry such as about a day's experience at school including phrases about how they felt, eg 재미있었어요
  - producing an advertisement, eg to promote a class restaurant or a cultural event such as Hangeul Day
  - creating own version of a popular children's game involving numbers

- create bilingual texts for the classroom and the wider community, for example:
  - creating a bilingual notice, eg for the school to notify parents of a school dance
  - creating a digital presentation for the class, eg about favourite people and things, spoken in Korean with English (or other language) subtitles
  - creating a bilingual version of a well-known children's story using illustrations and basic language
  - creating lyrics in Korean to a well-known song
  - creating bilingual posters for a classroom
  - composing a simple article about a recent event in English and Korean for a school newsletter or local newspaper
Understanding

Systems of Language

Outcomes

A student:
› explores Korean pronunciation and intonation patterns LKOLS-5U
› engages with letter combinations and/or symbols in Korean LKOLS-6U
› explores Korean language patterns and structures LKOLS-7U
› engages with a variety of text structures LKOLS-8U

Related Stage 4/5 outcomes: LKO4-5U, LKO4-6U, LKO4-7U, LKO4-8U, LKO5-5U, LKO5-6U, LKO5-7U, LKO5-8U

Content

Students:
• recognise features of the Korean sound system, such as pitch, accent, rhythm and intonation, for example:
  – recognising that tone, pitch and volume varies according to speaker’s mood
  – recognising nonverbal communication, eg bowing, two hands for giving and receiving, waving
  – exploring nonverbal communication
  – recognising the differences in intonation between statements and questions, eg 가요 versus 가요?
  – recognising and reproducing the sounds of Korean when speaking

• recognise features of Hangeul using scaffolds, for example:
  – recognising that Hangeul represent sounds and when put together form words
  – recognising different ways of writing some Hangeul, eg 고, 이, 아, 지, 지, 지, 오
  – practising writing script using models
  – forming words by rearranging script written on individual cards
  – using digital technologies to arrange/organise vocabulary
  – creating Hangeul character cards

• recognise elements of Korean grammar and sentence patterns, for example:
  – making simple statements, eg … 은/는 … 이에요/예요
  – using verbs related to daily activities, eg … 예가요, … 을/를 해요
  – responding to and making polite requests, eg … 을/를 주세요
  – using a range of verb forms and tenses, eg … 해요, … 했어요
  – building vocabulary that relates to familiar environments, eg the classroom, family and personal world
recognise the dynamic nature of Korean and other languages, for example:

- recognising Korean words that are commonly used in English, eg kimchi, bulgogi, taekwondo

- recognising words in Korean that have come from English or other languages, eg 테니스, 햄버거, 파크, 빵, 아르바이트

- recognising that languages and culture change continuously due to contact with one another and in response to new ideas and developments in communications and technology, eg 랩톱, 다운로드, 로그인, 채팅

explore how different texts are structured, for example:

- identifying the format of familiar texts, eg invitation, greeting card, email, map, menu, timetable

- identifying language forms and features of texts, eg a date, time and place in an invitation

- recognising the purpose and audience of a range of texts

Content for students with prior learning, experience and/or background

Students:

- recognise and use Korean pronunciation and intonation patterns, for example:

  - recognising Korean sounds and how to pronounce them correctly

  - exploring how to pronounce sounds that do not exist in English

  - reflecting on difference between Korean and English intonation

- recognise and become familiar with Hangeul in texts, for example:

  - recognising familiar words written in Hangeul

  - recognising that a character might have multiple meanings, eg 배 (stomach, ship, pear), 눈 (eye, snow)

  - exploring the concept of ‘word’ in Korean and knowing that each character is a meaningful unit (morpheme) that is used to make up ‘words’, eg 이야기책 (story + book), 여학생 (female + student)

  - making connections between key morphemes in familiar words, eg sports group 축구, 농구, 배구, 야구, 탁구, 쇼핑, 서점, 제과점, 영화관, 도서관

  - inferring meaning of unfamiliar words from unknown morphemes, eg 학생, 학교, 대학교, 중학교, 고등학교, 초등학교

- recognise and use elements of Korean grammar and sentence structure, for example:

  - recognising basic time expressions, eg days of the week and months, 매일, 가끔

  - recognising different question words, eg 무엇/뭐, 어디, 어떤, 무슨, 언제, 몇, 얼마나, 누구

  - exploring basic sentence structure in Korean, consisting of subject–object–verb

  - using a range of verbs related to daily activities, eg 가요, 봐요, 먹어요, 써요, 들어요, 말해요, 해요

  - using particles, eg noun connective -하고

  - building vocabulary that relates to familiar environments, eg the classroom, family and personal world, and that can be used for cross-curricular content learning

  - manipulating verb tense to communicate about past experience
- manipulating adjectives to communicate about past experience
- manipulating verbs to use volitional form
explore how Korean has changed, for example:
- exploring the influence of technology and globalisation on Korean
- exploring the use of foreign words in Korean
- recognising the effect of youth culture on language, eg the use of English words in Korean music, cartoons or advertising
- participating in discussion about the origin of borrowed words and how they came to be adopted into the Korean language

explore and recognise textual conventions of familiar multimodal texts, for example:
- exploring a range of texts in Korean
- recognising Korean texts and discussing how the content is organised, including headings, images, use of scripts and fonts
- using online typing software to compose digital texts in Korean
- demonstrating appropriate structure when composing texts, eg narrative, letter, argument
- applying knowledge of text features to locate key information in a range of texts, eg maps, menus, emails, narratives and recipes
- engaging with familiar texts in both Korean and English and explaining how the content and features of the text suit its purpose, eg the menu has pictures of dishes to help the customer understand what kind of food it is
Understanding

Role of Language and Culture

Outcome

A student:
› explores their own and other languages and cultures LKOLS-9U

Related Stage 4/5 outcomes: LKO4-9U, LKO5-9U

Content

Students:
• explore how language changes in formal and informal contexts, for example: 📚 📚
  – observing forms of communication in different situations 📚 📚
  – exploring how different people use language in different ways, eg formal and informal
    language 📚
  – exploring specific formal language, eg using titles to address teachers in Korean, eg 김 선생님 instead of Ms Kim 📚 📚
  – exploring specific informal language 📚 📚
  – using appropriate name suffixes, eg ... 씨, ... 선생님 📚 📚
  – varying basic phrases according to the relationship, age and familiarity, eg 안녕 to friends, but
    안녕하세요 to the teacher 📚 📚

• explore links between language, culture and behaviours, for example: 📚 📚
  – recognising that Korean is the main language spoken in Korea 📚 📚
  – recognising appropriate and inappropriate gestures and body language used commonly by
    Korean people, eg bowing when greeting, thanking, apologising, use of hands, pointing,
    counting 📚 📚
  – recognising that there are culturally appropriate language and behaviours for particular
    contexts, eg restaurant, recognising the importance of declining politely 📚 📚 📚
  – practising Korean hand gestures that avoid pointing at others, eg counting, beckoning,
    indicating others 📚 📚 📚
  – exploring how Korean has many words for 'please', 'I'm sorry', 'hello' or 'goodbye', eg
    고마워요, 감사합니다, 미안해요, 죄송합니다 and 다녀올게요, 다녀오세요, 다녀왔어요, 어서
    오세요 📚 📚 📚
• explore their own and others’ lifestyles, beliefs and cultural practices, for example: 
  – participating in traditional Korean games and songs, eg 유놀이, 제기차기, 투호, 팽이치기
  – exploring celebrations and cultural traditions
  – exploring Korean money, eg participating in role-plays using money
  – exploring popular entertainment and recreational activities
  – participating in a shared meal of Korean food and identifying that customs associated with eating vary according to culture
  – exploring the range of languages spoken in Australia, including Aboriginal and Torres Strait Islander languages, and identifying people in the local community or in the media who speak a different language, including Aboriginal and Torres Strait Islander languages eg ‘My Mum’s friend is from Korea, and she speaks Korean’, ‘the local Elders speak the language of their Country’
  – comparing cultural practices around the world
  – comparing everyday experiences of Korean and Australian people, eg sharing experiences of life in school with a Korean friend
  – sharing information about themselves and their family background, eg their age, interests, country of origin and languages spoken
  – comparing Korean and Australian lifestyles related to festivals and celebrations, including music, traditional clothing, food staples and cooking styles, and discussing own engagement with these
Content for students with prior learning, experience and/or background

Students:

- explore how language changes in formal and informal contexts, for example: 🗒
  - using polite language when speaking to seniors/teachers/Korean guests and students
    eg …님, 선생님, 선배님, 손님 🗒
  - noticing that 이에요/예요, 주세요 might be left out in casual speech 🗒
  - using formulaic expressions and polite greetings in everyday contexts, eg 안녕하세요,
    감사합니다, 실례합니다, 만나서 반가워요 🗒

- explore the relationship between language, culture and behaviour, for example: 🗒️
  - exploring the idea of belonging through a shared language, culture and behaviour 🗒️
  - exploring difference and diversity of cultural expression in Australia, including that of
    Aboriginal and Torres Strait Islander Peoples, eg celebrations, food, music, art, craft,
    beliefs/protocols, dance and clothing 🗒️
  - noticing that a focus on ‘self’ is avoided in Korean by the minimal use of the pronoun ‘I’ in
    interactions 🗒️
  - exploring celebrations and comparing cultural practices of celebration in Australia and around
    the world 🗒️

- explore how aspects of identity, including family background, traditions and beliefs, influence us,
  for example: 🗒️
  - recognising that identity can be reflected through culture and language, eg the use of
    colloquial language and dialect 🗒️
  - participating in class activities about own and others’ culture and language 🗒️
  - sharing information about themselves and their family, eg their family origins, languages they
    speak at home, why their family emigrated to Australia 🗒️
  - demonstrating respect for diverse cultural practices, eg differences in speech, dress,
    celebrations and beliefs 🗒️
  - adopting Korean ways of communicating that reflect cultural values and practices such as the
    expression of respect or familiarity, eg 엄마, 어머니, 어머님 and … 씨, … 선생님 🗒️
Assessment

Standards

The NSW Education Standards Authority’s (NESA) K–10 Curriculum Framework is a standards-referenced framework that describes, through syllabuses and other documents, the expected learning outcomes for students.

Standards in the framework consist of three interrelated elements:

- outcomes and content in syllabuses showing what is to be learned
- Stage statements that summarise student achievement
- samples of work on the NESA website that provide examples of levels of achievement within a Stage.

Syllabus outcomes in Korean contribute to a developmental sequence in which students are challenged to acquire new knowledge, understanding and skills.

Assessment

Assessment is an integral part of teaching and learning. Well-designed assessment is central to engaging students and should be closely aligned to the outcomes within a Stage. Effective assessment increases student engagement in their learning and leads to enhanced student outcomes.

Assessment for Learning, Assessment as Learning and Assessment of Learning are three approaches to assessment that play an important role in teaching and learning. The NESA K–10 syllabuses particularly promote Assessment for Learning as an essential component of good teaching.
Further advice on programming and appropriate assessment practice is provided on the NESA website. This support material provides general advice on assessment as well as strategies to assist teachers in planning education programs.

Assessment for Students with Special Education Needs

Some students with special education needs will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity. These may be:

- adjustments to the assessment process, for example scaffolded instructions, additional guidance provided, highlighted keywords or phrases, the use of specific technology, extra time in an examination
- adjustments to assessment activities, for example rephrasing questions, using simplified language, fewer questions or alternative formats for questions
- alternative formats for responses, for example written point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations.

It is a requirement under the Disability Standards for Education 2005 for schools to ensure that assessment tasks are accessible to students with disability. Schools are responsible for any decisions made at school level to offer adjustments to coursework, assessment activities and tasks, including in-school tests. Decisions regarding adjustments should be made in the context of collaborative curriculum planning.
Further examples of adjustments to assessment for students with special education needs and information on assessment of students undertaking Life Skills outcomes and content can be found in support materials for:

- Languages
- Special education
- Life Skills.

**Reporting**

Reporting is the process of providing feedback to students, parents/carers and other teachers about student progress.

Teachers use assessment evidence to extend the process of Assessment for Learning into their Assessment of Learning. In a standards-referenced framework, teachers make professional judgements about student achievement at key points in the learning cycle. These points may be at the end of a Year or Stage, when schools may wish to report differentially on the levels of knowledge, understanding and skills demonstrated by students.

Descriptions of student achievement provide schools with a useful tool to report consistent information about student achievement to students and parents/carers, and to the next teacher to help plan the future steps in the learning process.

The A–E grade scale or equivalent provides a common language for reporting by describing observable and measurable features of student achievement at the end of a Stage, within the indicative hours of study. Teachers use the descriptions of the standards to make a professional, on-balance judgement, based on available assessment information, to match each student’s achievement to a description. Teachers use the Common Grade Scale (A–E) or equivalent to report student levels of achievement from Stage 1 to Stage 5.

For students with special education needs, teachers may need to consider, in consultation with their school and sector, the most appropriate method of reporting student achievement. It may be deemed more appropriate for students with special education needs to be reported against outcomes or goals identified through the collaborative curriculum planning process. There is no requirement for schools to use the Common Grade Scale (A–E) or equivalent to report achievement of students undertaking Life Skills outcomes and content.
<table>
<thead>
<tr>
<th>Glossary term</th>
<th>Definition</th>
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| Aboriginal and Torres Strait Islander Peoples    | Aboriginal Peoples are the first peoples of Australia and are represented by over 250 language groups, each associated with a particular Country or territory. Torres Strait Islander Peoples are represented by five major island groups, and are associated with island territories to the north of Australia’s Cape York which were annexed by Queensland in 1879. An Aboriginal and/or Torres Strait Islander person is someone who:  
* is of Aboriginal and/or Torres Strait Islander descent  
* identifies as an Aboriginal person and/or Torres Strait Islander person, and  
* is accepted as such by the Aboriginal and/or Torres Strait Islander community(ies) in which they live. |
<p>| accent                                           | A manner of pronunciation of a language which marks speakers as belonging to identifiable categories such as geographical or ethnic origin, social class or generation. |
| activity                                         | A game or other teaching strategy that is used to rehearse learned language. Playing a game of bingo, singing a song or writing and acting out a role-play are examples of activities where language is modelled and practised. ‘Classroom activities’ is a generic term used in the syllabus to describe any planned occurrences within a language classroom and includes exercises, activities and learning tasks. |
| adjective                                        | A word that modifies or describes a noun or pronoun, eg astonishing in an astonishing discovery.                                           |
| adverb                                           | A word class that may modify or qualify a verb, an adjective or another adverb, eg beautifully in She sings beautifully; really in He is really interesting; very and slowly in she walks very slowly. |
| adverbial                                        | A word or group of words that functions as an adverb, eg ‘at the speed of light’.                                                        |
| aesthetic                                        | Relates to a sense of beauty or appreciation of artistic expression.                                                                       |
| audience                                         | Intended readers, listeners or viewers.                                                                                                   |
| authentic (texts/materials)                      | Texts or materials produced for ‘real-life’ purposes and contexts as opposed to being created specifically for learning tasks or language practice. |
| author                                           | A composer or originator of a work, eg a novel, film, website, speech, essay, autobiography.                                              |
| Batchim                                         | A final consonant at the end of a syllable block.                                                                                           |
| bilingualism                                     | An ability to use two languages.                                                                                                          |</p>
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<thead>
<tr>
<th>Glossary term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>biography</td>
<td>A detailed account of an individual's life; a text genre that lends itself to different modes of expression and construction. In the context of intercultural language learning, the concept of biography can be considered in relation to identity, to the formation of identity over time, and to the understanding that language is involved in the shaping and expressing of identity.</td>
</tr>
<tr>
<td>clause</td>
<td>A grammatical unit that contains a subject and a predicate (verb) and expresses the complete proposition.</td>
</tr>
<tr>
<td>CLIL</td>
<td>Content and Language Integrated Learning. An approach to learning content through an additional language.</td>
</tr>
<tr>
<td>cohesion</td>
<td>That quality in a text determined by its parts being related and contributing to its overall unity. Cohesion is achieved through various devices such as connectives, ellipses and word associations. These associations include synonyms, antonyms (eg. study/laze about, ugly/beautiful), repetition (eg. work, work, work – that’s all we do!) and collocation (eg. friend and pal in, My friend did me a big favour last week. She’s been a real pal.).</td>
</tr>
<tr>
<td>communication</td>
<td>A mutual and reciprocal exchange of meaning.</td>
</tr>
<tr>
<td>composing</td>
<td>A process of producing written, spoken, graphic, visual or multimodal texts. It also includes applying knowledge and control of language forms, features and structures required to complete the task.</td>
</tr>
<tr>
<td>compound sentence</td>
<td>A sentence with two or more main clauses of equal grammatical status, usually marked by a coordinating conjunction such as or, and, but. In the following examples, the main clauses are indicated by square brackets: [Alice came home this morning] [but she didn't stay long]. [Kim is an actor], [Pat is a teacher], [and Sam is an architect].</td>
</tr>
<tr>
<td>conjugation</td>
<td>Varying the forms of verbs, adjectives and the copula in similar patterns according to grammatical rules.</td>
</tr>
<tr>
<td>conjunction</td>
<td>A part of speech that signals relationships between people, things, events, ideas, eg. Sophie and her mother might come and visit, or they might stay at home. The conjunction and links the two participants, while or links alternative options.</td>
</tr>
<tr>
<td>context</td>
<td>An environment and circumstances in which a text is created or interpreted. Context can include the general social, historical and cultural conditions in which a text exists or the specific features of its immediate environment, such as participants, roles, relationships and setting. The term is also used to refer to the wording surrounding an unfamiliar word that a reader or listener uses to understand its meaning.</td>
</tr>
<tr>
<td>convention</td>
<td>An accepted language or communicative practice that has developed and become established over time, eg. the use of punctuation or directionality.</td>
</tr>
<tr>
<td>Country</td>
<td>Country is a space mapped out by physical or intangible boundaries that individuals or groups of Aboriginal Peoples occupy and regard as their own. It is a space with varying degrees of spirituality.</td>
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<td>Definition</td>
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<tr>
<td>create/compose</td>
<td>Develop and/or produce spoken, written or multimodal texts in print, visual, oral or digital forms.</td>
</tr>
<tr>
<td>cues</td>
<td>Sources of information used to facilitate comprehension of language that may be visual, grammatical, gestural or contextual.</td>
</tr>
</tbody>
</table>
| culture | In earlier models of language teaching and learning, culture was represented as a combination of literary and historical resources, and visible, functional aspects of a community group’s way of life such as food, celebrations and folklore. While these elements of culture are parts of cultural experience and organisation, current orientations to language teaching and learning employ a less static model of culture.  
Culture is understood as a framework in which things come to be seen as having meaning. It involves the lens through which people:  
- see, think, interpret the world and experience  
- make assumptions about self and others  
- understand and represent individual and community identity.  
Culture involves understandings about ‘norms’ and expectations, which shape perspectives and attitudes. It can be defined as social practices, patterns of behaviour, and organisational processes and perspectives associated with the values, beliefs and understandings shared by members of a community or cultural group. Language, culture and identity are understood to be closely interrelated and involved in the shaping and expression of each other. The intercultural orientation to language teaching and learning is informed by this understanding. |
<p>| de-centre | A capacity to step outside familiar frames of reference, to consider alternative views, experiences and perspectives and to look critically and objectively at one’s own linguistic and cultural behaviour. |
| dialect | A variant of a language that is characteristic of a region or social group. |
| digital media | Various platforms via which people communicate electronically. |
| digital texts | Audio, visual or multimodal texts produced through digital or electronic technology. They may be interactive and include animations or hyperlinks. Examples of digital texts include DVDs, websites and e-literature. |
| directionality | A direction in which writing/script occurs, eg from left to right, right to left. |</p>
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<tr>
<td><strong>ellipsis</strong></td>
<td>Ellipsis is the omission of words where:</td>
</tr>
<tr>
<td></td>
<td>• words repeat what has gone before and these terms are simply understood, eg <em>The project will be innovative</em>. <em>To be involved (in the project) will be exciting.</em></td>
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<td></td>
<td>• a word like <em>one</em> is substituted for a noun or group, as in <em>There are lots of apples in the bowl</em>. <em>Can I have one?</em></td>
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<td></td>
<td>• a cohesive resource that binds text together and is commonly used in dialogue for speed of response, eg <em>(Do you) Want a drink?</em> <em>(I would like a drink)</em></td>
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<td></td>
<td>• three dots (also known as points of ellipsis) are used to indicate such things as surprise or suspense in a narrative text or that there is more to come in an on-screen menu</td>
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<td></td>
<td>• the points of ellipsis take the place of sections of text when quoting from a source.</td>
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<tr>
<td><strong>exercise</strong></td>
<td>A teaching strategy that is used to practise learned language. Matching exercises, sentence completions, true/false statements, grammatical manipulations are examples of exercises.</td>
</tr>
<tr>
<td><strong>form-focused learning activities</strong></td>
<td>Activities designed to rehearse, practise, control and demonstrate particular language structures, forms or features, eg drills, rehearsed role-plays/dialogues, games and songs, set sequences of language patterns.</td>
</tr>
<tr>
<td><strong>formulaic language</strong></td>
<td>Words or expressions which are commonly used in fixed patterns and learned as such without grammatical analysis, eg <em>Once upon a time</em> (story-starter); <em>G'day, how are you going?</em> (greeting in Australian English).</td>
</tr>
<tr>
<td><strong>genre</strong></td>
<td>A category used to classify text types and language use; characterised by distinguishing features such as subject matter, form, function and intended audience. Examples of genres typically used in early language learning include greetings, classroom instructions and apologies. More advanced language proficiency includes the ability to use genres such as narrative or persuasive text, creative performance and debates.</td>
</tr>
<tr>
<td></td>
<td>The language we use and the description of language as a system. In describing language, attention is paid to both structure (form) and meaning (function) at the level of the word, the sentence and the text.</td>
</tr>
<tr>
<td><strong>gist</strong></td>
<td>The general meaning or most important piece of information in a text.</td>
</tr>
<tr>
<td><strong>Hangeul</strong></td>
<td>The alphabetic system of writing used to write Korean.</td>
</tr>
<tr>
<td><strong>identity</strong></td>
<td>A person’s conception and expression of individuality or group affiliation, self-concept and self-representation. Identity is closely connected to both culture and language. Thinking and talking about the self is influenced by the cultural frames, which are offered by different languages and cultural systems. Identity is not fixed. Non-background language learners’ experiences with different linguistic and cultural systems introduces them to alternative ways of considering the nature and the possibilities associated with identity.</td>
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<tr>
<td>idiomatic expressions</td>
<td>A group of (more or less) fixed words having a meaning not deducible from the individual words. Idioms are typically informal expressions used by particular social groups and need to be explained as one unit, eg <em>I am over the moon, on thin ice, a fish out of water, fed up to the back teeth.</em></td>
</tr>
<tr>
<td>Indigenous cultural and intellectual property</td>
<td>Includes objects, sites, cultural knowledge, cultural expression and the arts, that have been transmitted or continue to be transmitted through generations as belonging to a particular Indigenous group or Indigenous People as a whole or their territory.</td>
</tr>
<tr>
<td>Indigenous Peoples</td>
<td>This term is used when referring collectively to the first peoples of a land in international communities. The term Indigenous Australians is used when speaking about both Aboriginal and Torres Strait Islander peoples within Australia.</td>
</tr>
<tr>
<td>infix</td>
<td>Used within a word to convert a verb or adjective into the honorific form.</td>
</tr>
<tr>
<td>input</td>
<td>Direct contact with and experience of the target language; the stimulus required for language acquisition and learning. Input can take multiple forms and be received through different modes.</td>
</tr>
<tr>
<td>intercultural capability</td>
<td>An ability to understand and to engage in the relationship between language, culture and people from diverse backgrounds and experience. This involves understanding the dynamic and interdependent nature of both language and culture, that communicating and interacting in different languages involves interacting with values, beliefs and experiences as well as with words and grammars. An intercultural capability involves being open to different perspectives, being flexible and curious, responsive and reflective; being able to de-centre, to look objectively at one’s own cultural ways of thinking and behaving, and at how these affect attitudes to others, shade assumptions and shape behaviours. Characteristics of an intercultural capability include cognitive and communicative flexibility and an orientation and ability to act in ways that are inclusive and ethical in relation to difference and diversity.</td>
</tr>
<tr>
<td>intercultural language teaching and learning</td>
<td>An orientation to language teaching and learning that informs current curriculum design; framed by the understanding that language and culture are dynamic, interconnected systems of meaning-making; that proficiency in an additional language involves cultural and intercultural as well as linguistic capabilities. The focus is on developing communicative proficiency and on moving between language-culture systems. It includes the reflexive and reciprocal dimension of attention to learners’ own language(s) and cultural frame(s).</td>
</tr>
</tbody>
</table>
| interpret                           | In the context of second or additional language learning, interpret refers to two distinct processes:  
  - the act of translation from one language to another  
  - the process of understanding and explaining; the ability to conceive significance and construct meaning, and to explain to self or others. |
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<tr>
<td>intonation</td>
<td>A key component of communication, involving patterns of pitch and melody of spoken language that can be used like punctuation, eg to express surprise or suggest a question, to shade, accentuate or diminish emphasis or meaning, and to regulate turn-taking in conversations.</td>
</tr>
<tr>
<td>language</td>
<td>A human cognitive and communicative capability which makes it possible to communicate, to create and comprehend meaning, to build and sustain relationships, to represent and shape knowledge, and to imagine, analyse, express and evaluate.</td>
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<tr>
<td></td>
<td>Language is described and employed:</td>
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<td>• as code – comprising systems, rules, a fixed body of knowledge; for example grammar and vocabulary, sound and writing systems</td>
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<td></td>
<td>• as social practice – used to do things, create relationships, interact with others, represent the world and the self; to organise social systems and practices in dynamic, variable, and changing ways</td>
</tr>
<tr>
<td></td>
<td>• as cultural and intercultural practice – means by which communities construct and express their experience, values, beliefs and aspirations</td>
</tr>
<tr>
<td></td>
<td>• as cognitive process – means by which ideas are shaped, knowledge is constructed, and analysis and reflection are structured.</td>
</tr>
<tr>
<td>language features</td>
<td>Features of language that support meaning, eg sentence structure, noun group/phrase, vocabulary, punctuation, figurative language. Choices in language features and text structures together define a type of text and shape its meaning. These choices vary according to the purpose of a text, its subject matter, audience and mode or medium of production.</td>
</tr>
<tr>
<td>language patterns</td>
<td>Identifiable repeated or corresponding elements in a text. These include patterns of repetition or similarity, such as the repetition of imperative verb forms at the beginning of each step in a recipe, or the repetition of a chorus after each verse in a song. Patterns may alternate, as in the call and response pattern of some games, or the to-and-fro of a dialogue. Patterns may also contrast, as in opposing viewpoints in a discussion or contrasting patterns of imagery in a poem.</td>
</tr>
<tr>
<td>language systems</td>
<td>Elements that organise how a language works, including the systems of signs and rules (phonological, syntactic, semantic and pragmatic) that underpin language use. These systems have to be internalised for effective communication and comprehension.</td>
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<tr>
<td><strong>learning task</strong></td>
<td>Learning tasks are relevant and significant learning experiences that involve purposeful language use. Unlike form-focused language activities and exercises, the learning task involves the achievement of a devised or actual goal or purpose. Learning tasks provide opportunities to draw on existing language resources and to experiment with new forms. The learning task may be authentic, eg to conduct a Korean-speaking person around a school or to participate in an experiment; or simulated, eg to compose an email to a Korean-speaking friend or read a friend’s blog. Learning tasks provide the organising structure and context for meaning-focused language learning.</td>
</tr>
<tr>
<td><strong>macro skills</strong></td>
<td>Four major language skills of listening, reading, speaking and writing.</td>
</tr>
<tr>
<td><strong>manipulate</strong></td>
<td>To change or alter the vocabulary or syntax of a sentence.</td>
</tr>
<tr>
<td><strong>media texts</strong></td>
<td>Spoken, print, graphic, or electronic communications created for a public audience. They often involve numerous people in their construction and are usually shaped by the technology used in their production. Media texts studied in different languages can be found in newspapers, magazines and on television, film, radio, computer software and the internet.</td>
</tr>
<tr>
<td><strong>metalanguage</strong></td>
<td>A vocabulary used to discuss language conventions and use (for example language used to talk about grammatical terms such as sentence, clause, conjunction; or about the social and cultural nature of language, such as face, reciprocating, register).</td>
</tr>
<tr>
<td><strong>mnemonic</strong></td>
<td>An aid such as a pattern, rhyme, acronym, visual image used for memorising information.</td>
</tr>
<tr>
<td><strong>mode</strong></td>
<td>Various processes of communication: listening, speaking, reading/viewing, signing and writing/creating. Modes are also used to refer to the semiotic (meaning-making) resources associated with these communicative processes, such as sound, print, image and gesture.</td>
</tr>
<tr>
<td><strong>monolingual</strong></td>
<td>Using only one language.</td>
</tr>
<tr>
<td><strong>multimodal text</strong></td>
<td>A text which involves two or more communication modes; for example the combining of print, image and spoken text in film or computer presentations.</td>
</tr>
<tr>
<td><strong>narrative</strong></td>
<td>A story of events or experiences, real or imagined.</td>
</tr>
<tr>
<td><strong>noun</strong></td>
<td>A part of speech that includes all words denoting physical objects such as man, woman, boy, girl, car, window. These are concrete nouns. Abstract nouns express intangibles, such as democracy, courage, success, idea.</td>
</tr>
<tr>
<td><strong>off-Country</strong></td>
<td>Taking place away from Aboriginal land or Country of origin.</td>
</tr>
<tr>
<td><strong>on-Country</strong></td>
<td>Taking place on Aboriginal land or Country of origin.</td>
</tr>
<tr>
<td><strong>onomatopoeia</strong></td>
<td>The formation of a word by imitating the sound associated with the object designated.</td>
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<td>Definition</td>
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<tr>
<td>orthography</td>
<td>Writing words correctly according to common usage.</td>
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<tr>
<td>performance</td>
<td>A use of the language in real situations, putting language knowledge into practice; it involves accuracy, fluency and complexity.</td>
</tr>
<tr>
<td>phonological</td>
<td>Understanding that every spoken word is composed of small units of sound, identifying relationships between letters and sounds when listening, reading and spelling. It includes understandings about words, rhyme and syllables.</td>
</tr>
<tr>
<td>awareness</td>
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</tr>
<tr>
<td>Place</td>
<td>A space mapped out by physical or intangible boundaries that individuals or groups of Torres Strait Islander Peoples occupy and regard as their own. Places are spaces that have varying degrees of spirituality.</td>
</tr>
<tr>
<td>plurilingual</td>
<td>An ability to use several languages.</td>
</tr>
<tr>
<td>pragmatics</td>
<td>A study of how context affects communication, eg in relation to the status of participants, the situation in which the communication is happening, or the intention of the speaker.</td>
</tr>
<tr>
<td>prefix</td>
<td>A meaningful element (morpheme) added before the main part of a word to change its meaning, eg <em>un</em> in <em>unhappy</em>.</td>
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<tr>
<td>preposition</td>
<td>A part of speech that precedes a noun, noun phrase or pronoun, thereby describing relationships in a sentence in respect to:</td>
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<td>• space/direction (for example <em>below, in, on, to, under</em> – eg <em>She sat on the table.</em>)</td>
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<td></td>
<td>• time (for example <em>after, before, since</em> – eg <em>I will go to the beach after lunch.</em>)</td>
</tr>
<tr>
<td></td>
<td>• those that do not relate to space or time (for example <em>of, besides, except, despite</em> – eg <em>He ate all the beans except the purple ones.</em>)</td>
</tr>
<tr>
<td></td>
<td>Prepositions usually combine with a noun group or phrase to form a prepositional phrase, eg <em>in the office, besides these two articles.</em></td>
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<tr>
<td>productive language</td>
<td>One of two aspects of communication through language (<em>see</em> receptive language) involving the ability to express, articulate and produce utterances or texts in the target language.</td>
</tr>
<tr>
<td>pronoun</td>
<td>A part of speech that refers to nouns, or substituting for them, within and across sentences, eg <em>Ahmad chose a chocolate cake. He ate it that evening</em> (where <em>he</em> and <em>it</em> are personal pronouns; and <em>that</em> is a demonstrative pronoun).</td>
</tr>
<tr>
<td>pronunciation</td>
<td>A manner in which a syllable is uttered.</td>
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</table>
| question      | A commonly employed prompt to find out information. A key element of scaffolding to support learners’ use of language and to encourage further contributions. Different types of questions provide different prompts:  
  - **closed questions** are questions for which there are predictable answers, eg What time is it? These are typically used as prompts for short answers, as a framework for testing comprehension or reviewing facts, and for routinised interactions. They are frequently used to scaffold early language development.  
  - **open questions** are questions with unknown and unpredictable answers that invite and support more elaborated and extended contributions from learners, eg How do you feel about that? What do you think might happen next? They are used as stimulus for discussion, reflection and investigation.  

Questions are an important element of intercultural language teaching and learning. The quality of questions determines the quality and substance of the learning experience. Effective questions relating to the nature of language, culture and identity and the processes involved in language learning and intercultural experience guide the processes of investigating, interpreting and reflecting which support new understanding and knowledge development. |
<p>| receptive language | One of the two components of communication through language (see productive language): the ‘receiving’ aspect of language input, the gathering of information and making of meaning via listening, reading, viewing processes. |
| register | A variety of language used for a particular purpose or in a particular situation, the variation being defined by <em>use</em> as well as <em>user</em>, eg informal/formal register or academic register. |
| scaffolding | Support provided to assist the learning process or to complete a learning task. Scaffolded language support involves using the target language at a level slightly beyond learners’ current level of performance, and involves incremental increasing and decreasing of assistance. Task support provides assistance to perform just beyond what learners can currently do unassisted, to progress to being able to do it independently. Scaffolding includes modelling and structuring input in ways that provide additional cues or interactive questioning to activate existing knowledge, probe existing conceptions or cue noticing and reflecting. |
| speak | Convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants and needs, and to comment about the world. |
| stereotype | A widely held but fixed and oversimplified image or idea of a particular type of person or thing. |
| stress | An emphasis in pronunciation that is placed on a particular syllable of a word, eg <em>She will conduct</em> the orchestra; <em>her</em> conduct is exemplary. |</p>
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<td>suffix</td>
<td>A meaningful element added after the root of a word to change its meaning, eg to show its tense: -ed in passed. Common suffixes in English include -ing, -ed, -ness, -less, -able.</td>
</tr>
<tr>
<td>sustained interaction</td>
<td>An exchange of information, ideas and/or opinions consisting of a series of questions, responses or comments.</td>
</tr>
<tr>
<td>talk</td>
<td>Convey meaning and communicate with purpose. Some students participate in speaking activities using communication systems and assistive technologies to communicate wants and needs, and to comment about the world.</td>
</tr>
<tr>
<td>text structure</td>
<td>Ways in which information is organised in different types of texts (for example chapter headings, subheadings, tables of contents, indexes and glossaries, overviews, introductory and concluding paragraphs, sequencing, topic sentences, taxonomies, cause and effect). Choices in text structures and language features together define a text type and shape its meaning. Different languages/cultures structure texts differently in many instances.</td>
</tr>
<tr>
<td>text types (genres)</td>
<td>Categories of text, classified according to the particular purposes they are designed to achieve, which influence the features the texts employ, eg texts may be imaginative, informative or persuasive; or can belong to more than one category. Text types vary significantly in terms of structure and language features across different languages and cultural contexts, eg a business letter in French will be more elaborated than a similar text in English; a request or an offer of hospitality will be expressed differently in Korean or German.</td>
</tr>
<tr>
<td>texts</td>
<td>Communications of meaning produced in any media that incorporates Korean. Text forms and conventions have developed to support communication with a variety of audiences for a range of purposes. Texts include written, spoken, visual, digital and multimodal communications of meaning (see multimodal texts).</td>
</tr>
<tr>
<td>textual features/ conventions</td>
<td>Structural components and elements that combine to construct meaning and achieve purpose, and are recognisable as characterising particular text types (see language features).</td>
</tr>
<tr>
<td>translation</td>
<td>A process of translating words/text from one language into another, recognising that the process involves movement of meanings and attention to cultural context as well as the transposition of individual words.</td>
</tr>
<tr>
<td>verb</td>
<td>A part of speech which expresses existence, action, state or occurrence, eg they watch football; she is exhausted; the day finally came. auxiliary verb – a verb that combines with another verb in a verb phrase to form tense, mood, voice or condition, eg they will go, I did eat lunch, she might fail the exam.</td>
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<tr>
<td>word borrowing</td>
<td>A practice of incorporating words from one language into another. For example the use of Korean words such as <em>hapkido</em>, <em>kimchi</em> in English and the use of English ICT terms in many languages. The increasing frequency of word-borrowing between languages reflects intercultural contact, contemporary cultural shifts and practices in a globalised world, issues of ease of communication and efficiency and technological specialisation.</td>
</tr>
<tr>
<td>word processing</td>
<td>The use of a computer system to produce documents by inputting, editing, manipulating, storing and printing them.</td>
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</tbody>
</table>