



## SAMPLE COURSE OUTLINE

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**KOREAN: BACKGROUND LANGUAGE  
ATAR YEAR 11**

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## **Acknowledgement of Country**

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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## **Disclaimer**

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

## Sample course outline

### Korean: Background Language – ATAR Year 11

#### Unit 1

#### Semester 1

Week	Key teaching points
1–5	<p><b>Introduction</b> Overview of the Korean: Background Language course, unit and assessment requirements.</p> <p><b>Perspectives and topics</b> Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> <li>• Personal – Young people and their relationships. Students explore their relationships with family and their connections with friends.</li> </ul> <p><b>Text types and styles of writing</b></p> <p>Text types Provide opportunities for students to respond to and/or produce the following text types:</p> <ul style="list-style-type: none"> <li>• description</li> <li>• interview</li> <li>• journal entry</li> <li>• letter</li> <li>• message</li> <li>• role play</li> <li>• script – speech, interview, dialogue.</li> </ul> <p>Styles of writing Provide opportunities for students to respond to and produce the following styles of writing:</p> <ul style="list-style-type: none"> <li>• descriptive</li> <li>• personal</li> <li>• persuasive</li> <li>• reflective.</li> </ul> <p><b>Linguistic resources</b> Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• introduce new vocabulary, phrases and expressions through texts used related to Young people and their relationships</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• adverbs – component, sentence, conjunctive</li> <li>• descriptive verbs (adjectives) – regular conjugation, irregular conjugation, <b>있다</b>, <b>없다</b> case, negatives</li> <li>• nouns – free/independent nouns, bound/dependent nouns</li> <li>• phonological rules – consonant assimilation, syllable-final neutralisation</li> <li>• pronouns – personal, demonstrative, interrogative</li> <li>• particles – case particle, auxiliary particle, comitative particle</li> <li>• sentence types – simple, complex</li> </ul>

Week	Key teaching points
	<ul style="list-style-type: none"> <li>processive verbs – regular conjugation, irregular conjugation, conjugative endings, tenses, auxiliary (support), honorifics, 있다 case, negatives.</li> <li>Sound and writing systems</li> <li>show understanding and apply knowledge of the Korean sound and writing systems to communicate information, ideas and opinions effectively in a variety of situations.</li> </ul> <p><b>Intercultural understandings</b> Provide opportunities for students to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication:</p> <ul style="list-style-type: none"> <li>aspects of socialising and everyday living, e.g. socialising with family and others</li> <li>expressing one’s emotions to friends, family members</li> <li>similarities and differences between what young people living in Korean-speaking communities and young people living in Australia do when communicating with family members</li> <li>use of honorific markers and speech levels in relationships.</li> </ul> <p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> <li>manipulate known elements in a new context to create meaning in spoken forms</li> <li>use oral clues to predict and help with interpreting meaning</li> <li>use cohesive devices, apply register and grammar, and use repair strategies to practise the language.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>develop the necessary skills to use monolingual and/or bilingual printed dictionaries effectively.</li> </ul> <p><b>Assessment Task 1: Oral communication</b> Participate in an 8–10 minute conversation in Korean.</p>
6–10	<p><b>Perspectives and topics</b> Provide opportunities for learning and assessment on the following context and topic: Community – Traditions and values in a contemporary society. Students investigate how the traditions and values of Korean-speaking communities are maintained.</p> <p><b>Text types and styles of writing</b></p> <p>Text types Provide opportunities for students to respond to and to produce the following text types:</p> <ul style="list-style-type: none"> <li>advertisement</li> <li>article</li> <li>conversation</li> <li>discussion</li> <li>image</li> <li>presentation</li> <li>song.</li> </ul> <p>Styles of writing Provide opportunities for students to respond to and to produce the following styles of writing:</p> <ul style="list-style-type: none"> <li>informative</li> </ul>

Week	Key teaching points
	<ul style="list-style-type: none"> <li>• personal</li> <li>• persuasive.</li> </ul> <p><b>Linguistic resources</b></p> <p>Provide opportunities for students to acquire and use the following resources:</p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• introduce new vocabulary, phrases and expressions through texts used related to how the traditions and values of Korean-speaking communities are maintained.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• attributive/adnouns (determiners) – descriptive, ‘this’, ‘that’, numerals</li> <li>• adverbs – component, sentence, conjunctive</li> <li>• descriptive verbs (adjectives) – regular conjugation, irregular conjugation, 있다, 없다 case, negatives</li> <li>• pronouns – personal, demonstrative, interrogative</li> <li>• sentence types – simple, complex</li> <li>• processive verbs – regular conjugation, irregular conjugation, conjugative endings, tenses, auxiliary (support), honorifics, 있다 case, negatives.</li> </ul> <p>Sound and writing systems</p> <ul style="list-style-type: none"> <li>• show understanding and apply knowledge of the Korean sound and writing systems to communicate information, ideas and opinions effectively in a variety of situations.</li> <li>• Intercultural understandings</li> </ul> <p>Provide opportunities for students to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication:</p> <ul style="list-style-type: none"> <li>• role of traditions and values in Korean-speaking communities</li> <li>• influence of traditional values on rebuilding the country, e.g. the Miracle on Han River</li> <li>• differences and similarities between Korean-speaking communities’ culture to that of students’, e.g. between young Koreans and Australians in how they uphold traditions</li> <li>• the importance of preserving traditions in Korean-speaking communities, e.g. ageing society and cultural values.</li> </ul> <p><b>Language learning and communication strategies</b></p> <p>Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> <li>• read, listen to and view texts in Korean</li> <li>• make links between English and Korean texts</li> <li>• use a monolingual or bilingual dictionary to locate and translate abbreviations, understand verb information and confirm meaning</li> <li>• analyse and evaluate information and ideas</li> <li>• reflect on cultural meanings, including register and tone</li> <li>• summarise text in own words or re-organise and re-present the information</li> <li>• read a question and determine the topic, audience, text type, purpose and style of writing</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• develop the necessary skills to use monolingual and/or bilingual printed dictionaries effectively.</li> </ul>

Week	Key teaching points
	<p><b>Assessment Task 2: Responding to texts</b> Listen to, read and view texts in Korean and respond in English and/or Korean, as specified, to questions in Korean or English.</p>
11–15	<p><b>Perspectives and topics</b> Provide opportunities for learning and assessment on the following context and topic: Global – Our changing environment. Students examine global environmental issues.</p> <p><b>Text types and styles of writing</b></p> <p>Text types Provide opportunities for students to respond to and to produce the following text types:</p> <ul style="list-style-type: none"> <li>• blog post</li> <li>• discussion</li> <li>• infographic</li> <li>• letter</li> <li>• plan</li> <li>• review</li> <li>• script – speech, interview, dialogue</li> <li>• speech.</li> </ul> <p>Styles of writing Provide opportunities for students to respond to and to produce the following styles of writing:</p> <ul style="list-style-type: none"> <li>• informative</li> <li>• personal</li> <li>• persuasive</li> <li>• reflective.</li> </ul> <p><b>Linguistic resources</b></p> <p>Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• introduce new vocabulary, phrases and expressions through texts used related to global environmental issues.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• attributive/adnouns (determiners) – descriptive, ‘this’, ‘that’, numerals</li> <li>• descriptive verbs (adjectives) – regular conjugation, irregular conjugation, 있다, 없다 case, negatives</li> <li>• nouns – free/independent nouns, bound/dependent nouns</li> <li>• pronouns – personal, demonstrative, interrogative</li> <li>• sentence types – simple, complex</li> <li>• processive verbs – regular conjugation, irregular conjugation, conjugative endings, tenses, auxiliary (support), honorifics, 있다 case, negatives.</li> </ul> <p>Sound and writing systems</p> <ul style="list-style-type: none"> <li>• show understanding and apply knowledge of the Korean sound and writing systems to communicate information, ideas and opinions effectively in a variety of situations.</li> <li>• Intercultural understandings</li> </ul>

Week	Key teaching points
	<p>Provide opportunities for students to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication:</p> <ul style="list-style-type: none"> <li>• compare cultural approaches on environmental issues, e.g. a Korean initiative vs an Australian initiative</li> <li>• influence of the natural environment on daily life and lifestyles</li> <li>• growing popularity of upcycling to respond the current environmental issues, e.g. recycling and upcycling, global consumption habits</li> <li>• the growth of environment taxation attention, e.g. flight carbon emissions, plastic bag tax.</li> </ul> <p><b>Language learning and communication strategies</b></p> <p>Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> <li>• evaluate and redraft written texts to enhance meaning</li> <li>• organise and maintain coherence of the written text</li> <li>• read a question and determine the topic, audience, purpose, test type and style of writing</li> <li>• structure an argument, express ideas and opinions</li> <li>• think critically and analytically.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• develop the necessary skills to use monolingual and/or bilingual printed dictionaries effectively.</li> </ul> <p><b>Assessment Task 3: Written communication</b></p> <p>Write a blog post of approximately 160 words in Korean.</p>
16	<p>Review structure of the practical (oral) and written examinations for Semester 1.</p> <p>Prepare for the practical (oral) and written examinations.</p> <p><b>Assessment Task 4 (a): Practical (oral) examination</b></p> <p><b>Assessment Task 4 (b): Written examination</b></p>

## Sample course outline

## Korean: Background Language

## Unit 2

## Semester 2

Week	Key teaching points
1–5	<p><b>Introduction</b> Overview of the unit and assessment requirements.</p> <p><b>Perspectives and topics</b> Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> <li>• Personal – Pressures in today’s society. Students explore a range of personal and social pressures and the relevance of these in their own lives.</li> </ul> <p><b>Text types and styles of writing</b></p> <p>Text types Provide opportunities for students to respond to and to produce the following text types:</p> <ul style="list-style-type: none"> <li>• conversation</li> <li>• discussion</li> <li>• interview</li> <li>• poem</li> <li>• presentation</li> <li>• review</li> <li>• speech.</li> </ul> <p>Styles of writing Provide opportunities for students to respond to and to produce the following styles of writing:</p> <ul style="list-style-type: none"> <li>• descriptive</li> <li>• personal</li> <li>• persuasive</li> <li>• reflective.</li> </ul> <p><b>Linguistic resources</b> Provide opportunities for students to acquire and use the following resources:</p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• introduce new vocabulary, phrases and expressions through texts used related to a range of personal and social pressures, and the relevance of these in the lives of the students.</li> <li>• Grammar</li> <li>• attributive/adnouns (determiners) – descriptive, ‘this’, ‘that’, numerals</li> <li>• adverbs – component, sentence, conjunctives</li> <li>• complex words† – derived words – prefixes and suffixes, compound words</li> <li>• descriptive verbs (adjectives) – regular conjugation, irregular conjugation, 있다, 없다 case, negatives</li> <li>• exclamations – 글썽(요), 아이고, 어머, 저, 참, 아, 와</li> <li>• nouns – 가치, 갈등, 친구, 세대 전통, 문화, 예술, 공연, 이민, 관용, 정체성</li> <li>• pronouns – personal, demonstrative, interrogative</li> <li>• sentence types – simple, complex</li> </ul>



Week	Key teaching points
	<ul style="list-style-type: none"> <li>processive verbs – regular conjugation, irregular conjugation, conjugative endings, tenses, auxiliary (support), honorifics, 있다 case, negatives.</li> <li>Sound and writing systems</li> <li>show understanding and apply knowledge of the Korean sound and writing systems to communicate information, ideas and opinions effectively in a variety of situations.</li> <li>Intercultural understandings</li> </ul> <p>Provide opportunities for students to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication:</p> <ul style="list-style-type: none"> <li>gender equality and changes in the role of men and women in Korean and Australian society</li> <li>awareness of one's self-image and the importance of having an ideal-image</li> <li>peer and social pressures among the young.</li> </ul> <p><b>Language learning and communication strategies</b></p> <p>Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> <li>work out meaning of familiar and unfamiliar language meaning by applying rules</li> <li>evaluate and redraft written texts to enhance meaning</li> <li>organise and maintain coherence of the written text</li> <li>read a question and determine the topic, audience, purpose, text type and styles of writing</li> <li>structure an argument and express ideas and opinions</li> <li>think critically and analytically.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>develop the necessary skills to use monolingual and/or bilingual printed dictionaries effectively.</li> </ul> <p><b>Assessment Task 5: Written communication</b></p> <p>Write a script of approximately 220 words in Korean.</p>
6–10	<p><b>Perspectives and topics</b></p> <p>Provide opportunities for learning and assessment on the following context and topic: Community – Korean identity in the Australian context. Students investigate the place of Korean-speaking communities in Australia through migration experiences.</p> <p><b>Text types and styles of writing</b></p> <p>Text types</p> <p>Provide opportunities for students to respond to and to produce the following text types:</p> <ul style="list-style-type: none"> <li>announcement</li> <li>article</li> <li>blog post</li> <li>description</li> <li>discussion</li> <li>email</li> <li>infographic</li> <li>song.</li> </ul> <p>Styles of writing</p> <p>Provide opportunities for students to respond to and to produce the following styles of writing:</p> <ul style="list-style-type: none"> <li>descriptive</li> <li>informative</li> </ul>

Week	Key teaching points
	<ul style="list-style-type: none"> <li>• personal</li> <li>• reflective.</li> </ul> <p><b>Linguistic resources</b> Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• introduce new vocabulary, phrases and expressions through texts used related to the place of Korean-speaking communities in Australia through migration experiences.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• attributive/adnouns (determiners) – descriptive, ‘this’, ‘that’, numerals</li> <li>• adverbs – component, sentence, conjunctives</li> <li>• complex words† – derived words – prefixes and suffixes, compound words</li> <li>• descriptive verbs (adjectives) – regular conjugation, irregular conjugation, 있다, 없다 case, negatives</li> <li>• numerals – 하나, 둘, 셋, 일, 이, 삼, 백, 천, 만, 억, 첫째, 둘째, 셋째</li> <li>• pronouns – personal, demonstrative, interrogative</li> <li>• sentence types – simple, complex</li> <li>• processive verbs – regular conjugation, irregular conjugation, conjugative endings, tenses, auxiliary (support), honorifics, 있다 case, negatives.</li> </ul> <p>Sound and writing systems</p> <ul style="list-style-type: none"> <li>• show understanding and apply knowledge of the Korean sound and writing systems to communicate effectively information, ideas and opinions, in a variety of situations.</li> <li>• Intercultural understandings</li> </ul> <p>Provide opportunities for students to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication:</p> <ul style="list-style-type: none"> <li>• the roles and contributions of the Korean-speaking communities to the Australian community</li> <li>• maintaining Korean culture in Australia (in harmony with Australian culture)</li> <li>• the Australian-Korean identity and transnational Korean identity, e.g. American-Korean, Jainichi (Japanese-Korean) etc.</li> <li>• Korean migration history and personal migration stories and experiences of Korean speakers.</li> </ul> <p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> <li>• read, listen to and view texts in Korean</li> <li>• make links between English and Korean texts</li> <li>• use a monolingual or bilingual dictionary to locate and translate abbreviations, understand verb information and confirm meaning</li> <li>• analyse and evaluate information and ideas</li> <li>• reflect on cultural meanings, including register and tone</li> <li>• summarise text in own words or re-organise and re-present the information</li> <li>• read the question and determine the topic, audience, text type, purpose and style of writing</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• develop the necessary skills to use monolingual and/or bilingual printed dictionaries effectively.</li> </ul>

Week	Key teaching points
	<p><b>Assessment task 6: Responding to texts</b> Listen to, read and view texts in Korean and respond in English and/or Korean, as specified, to questions in Korean or English.</p>
11–15	<p><b>Perspectives and topics</b> Provide opportunities for learning and assessment on the following context and topic:</p> <ul style="list-style-type: none"> <li>• Global – Media and communication. Students examine the media and new technologies and their impact on society.</li> </ul> <p><b>Text types and styles of writing</b></p> <p>Text types Provide opportunities for students to respond to and to produce the following text types:</p> <ul style="list-style-type: none"> <li>• advertisement</li> <li>• article</li> <li>• blog post</li> <li>• conversation</li> <li>• form</li> <li>• image</li> <li>• script – speech, interview, dialogue.</li> </ul> <p>Styles of writing Provide opportunities for students to respond to and to produce the following styles of writing:</p> <ul style="list-style-type: none"> <li>• informative</li> <li>• personal</li> <li>• persuasive</li> <li>• reflective.</li> </ul> <p><b>Linguistic resources</b> Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• introduce new vocabulary, phrases and expressions through texts used related to the media, new technologies and their impact on society.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• descriptive verbs – regular conjugation, irregular conjugation, 있다, 없다 case, negatives</li> <li>• exclamations – 글썽(요), 아이고, 어머, 저, 참, 아, 와</li> <li>• nouns – free/independent nouns, bound/dependent nouns</li> <li>• phonological rules – consonant assimilation, syllable-final neutralisation</li> <li>• particles – case particle, auxiliary particle, comitative particle</li> <li>• pronouns – personal, demonstrative, interrogative</li> <li>• sentence types – simple, complex</li> <li>• processive verbs – regular conjugation, irregular conjugation, conjugative endings, tenses, auxiliary (support), honorifics, 있다 case, negatives.</li> </ul> <p>Sound and writing systems</p> <ul style="list-style-type: none"> <li>• show understanding and apply knowledge of the Korean sound and writing systems to communicate information, ideas and opinions effectively in a variety of situations.</li> <li>• Intercultural understandings</li> </ul>

Week	Key teaching points
	<p>Provide opportunities for students to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication:</p> <ul style="list-style-type: none"> <li>• changes of media in contemporary society</li> <li>• celebrity culture influences on young people</li> <li>• impact of the new technologies on the media environment and raising the importance of ethics</li> <li>• advertising and the language of persuasion.</li> </ul> <p><b>Language learning and communication strategies</b></p> <p>Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> <li>• manipulate known elements in a new context to create meaning in spoken forms</li> <li>• use oral clues to predict and help with interpreting meaning</li> <li>• use cohesive devices, apply register, grammar and repair strategies to practise the language.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• develop the necessary skills to use monolingual and/or bilingual printed dictionaries effectively.</li> </ul> <p><b>Assessment Task 7: Oral communication</b></p> <p>Participate in a 10–12 minute conversation in Korean.</p>
16	<p>Review structure of the practical (oral) and written examinations for Semester 2.</p> <p>Prepare for the practical (oral) and written examinations.</p> <p><b>Assessment Task 8 (a): Practical (oral) examination</b></p> <p><b>Assessment Task 8 (b): Written examination</b></p>