KOREAN: SECOND LANGUAGE

ATAR course
Year 12 syllabus

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.

Contents

Rationale

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

Western Australian senior secondary Languages courses, of which Korean: Second Language is one, operate from the fundamental principle that, for all students, communicating in two or more languages is a rich, challenging experience of engaging with and participating in the linguistic and cultural diversity of our interconnected world.

Students who study Korean in the senior secondary years build on a diverse range of language and intercultural knowledge, understanding and skills gained through previous experiences at school and in the community. The study of Korean enables students to engage with a language spoken by around eighty million people in the Korean Peninsula and worldwide. With the rapidly growing popularity of and interest in Korean culture across the world, the number of people learning Korean is also growing in many countries in Asia, Oceania, North and South America, Europe and Africa.

In Australia, Korean is spoken by more than 120 000 people, and the presence of Korean culture and language is increasingly evident in various sectors of society. Many opportunities exist to hear and use the language in real-life situations as well as through Korean media in Australia and actual and virtual connections with Korean communities in the rest of the world. Proficiency in Korean may provide students with enhanced vocational opportunities in domains such as business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.

The Korean: Second Language ATAR course is designed for students for whom Korean is a second, or subsequent, language. These students have not been exposed to, or interacted in, the language outside of the language classroom. They have typically learnt everything they know about Korean language and culture through classroom teaching in an Australian school, or similar environment, where English is the language of school instruction. Students have typically studied Korean for 200–400 hours at the commencement of Year 11 and may have experienced some short stays or exchanges in a country where the language is a medium of communication.

The language to be studied and assessed is Modern Standard Korean.

The rich linguistic and cultural diversity of Western Australia, 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 Western Australian curriculum.

Application for enrolment in a language course

All students wishing to study a Western Australian Certificate of Education (WACE) language course are required to complete an online application for permission to enrol in a WACE language course in the year prior to first enrolment in the course.

Aims

The Korean: Second Language ATAR course builds on students' skills and understanding of Korean language and knowledge about the cultures of Korean-speaking communities. It enables students to:

- interact with others to exchange information, ideas, opinions and experiences in Korean

- analyse a range of texts in Korean to comprehend and interpret meaning

- apply the skills they have acquired to produce texts in Korean to convey information and express ideas, opinions and experiences for specific audiences, purposes and contexts

- demonstrate their knowledge and understanding of language as a system

- reflect on the relationship between language and culture.

Organisation

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

Structure of the syllabus

The Year 12 syllabus is divided into two units which are delivered as a pair. The notional time for the pair of units is 110 class contact hours.

Unit 3

This unit focuses on **여행 (Travel)**. Through the three topics – My travel plans, Cultural heritage, and Travelling today – students extend and refine their communication skills in Korean and gain a broader and deeper understanding of the language and culture.

Unit 4

This unit focuses on **졸업 후 진로 (Life after school)**. Through the three topics – Planning my future, Studying and working in Korea, and Future plans – students extend and refine their communication skills in Korean and gain a broader and deeper understanding of the language and culture.

Each unit includes:

- a unit description – a short description of the focus of the unit

- unit content – the content to be taught and learned.

Organisation of content

The course content is organised into five content areas:

- Perspectives and topics

- Text types and styles of writing

- Linguistic resources

- Intercultural understandings

- Language learning and communication strategies.

These content areas should not be considered in isolation, but rather holistically as content areas that complement one another, and that are interrelated and interdependent.

Perspectives and topics

Each unit is defined by a particular focus, three perspectives and a set of three topics.

The perspectives are:

- personal – explores aspects of the student's personal world, aspirations, values, opinions, ideas and relationships with others. Students also explore the topic from the perspectives of other people

- community – explores topics from the perspectives of individuals and groups within those communities or the communities as a whole, and develops an understanding of how culture and identity are expressed through language

- global – explores trends and issues as they affect the global community.

Each perspective has a set of topics that promote meaningful communication and enable students to extend their understanding of the Korean language and culture. The placement of topics under one or more of the three perspectives is intended to provide a specific viewpoint for teaching, learning and assessment.

Text types and styles of writing

In learning a language, it is necessary to engage with and/or produce a wide variety of text types and styles of writing.

Text types are categories of print, spoken, visual or audiovisual text, identified in terms of purpose, audience and features. Text types and textual conventions vary across languages and cultures, and provide information about the society and culture in which they are produced. Students are encouraged to listen to, read and view a range of texts, and need to be provided with opportunities to engage with them.

Styles of writing are the features, patterns and rules of texts which are determined by the text type and the context, audience and purpose of the text. They also include protocols for participating in communication, such as ways of initiating conversations, framing requests, disagreeing and responding. Students are expected to respond to and to produce the following styles of writing individually or in combination: descriptive, informative, personal, persuasive and reflective.

In school-based assessments and the ATAR course examinations, students are expected to respond to and/or produce a range of spoken and written text types in various styles of writing in Korean.

Linguistic resources

Linguistic resources are the specific elements of language that are necessary for communication. Acquiring linguistic resources allows for the development of knowledge, skills and understandings relevant to the vocabulary, grammar, and sound and writing systems of Korean.

As well as enabling communication, developing an understanding of the linguistic resources also enhances intercultural understandings, literacy skills and awareness of one's own language. In the Korean: Second Language ATAR course, students are required to further develop their knowledge and understanding of the structure of Korean.

Intercultural understandings

Intercultural understandings involve developing knowledge, awareness and understanding of one's own culture/s and language/s, as well as that of the Korean-speaking world. The study of the perspectives and topics, text types and styles of writing and linguistic resources will enable the development of intercultural understandings which enhance the ability to communicate, interact and negotiate within and across languages and cultures, and understand oneself and others.

The development of intercultural competence can be described as moving from a stage where students are not aware of, or do not understand or practise, cultural norms, to one where cultural practices are so internalised that the student no longer notices them. It is not expected that second language learners will develop this degree of cultural competence without spending considerable time in-country. It is expected, however, that students will develop cultural self-awareness and become aware of cultural issues which govern speech and behaviour in Korean-speaking communities, and begin to apply these in order to communicate effectively.

Language learning and communication strategies

Language learning and communication strategies are processes, techniques and skills relevant to:

- supporting learning and the acquisition of language

- making meaning from texts

- producing texts

- engaging in spoken interaction.

These strategies support and enhance the development of literacy skills and enable further development of cognitive skills through thinking critically and analytically, solving problems and making connections. Students should be taught these strategies explicitly and be provided with opportunities to practise them.

Representation of the general capabilities

The general capabilities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the twenty-first century. Teachers may find opportunities to incorporate the capabilities into the teaching, learning and assessment program for the Korean: Second Language ATAR course. The general capabilities are not assessed unless they are identified within the specified unit content.

Literacy

The Korean: Second Language ATAR course develops students' ability to listen to, read, view, create, and perform a range of spoken, written and multimodal texts in Korean. It provides opportunities for students to move between Korean and English to analyse, interpret and reflect on texts. Students convey information, ideas and opinions in a variety of text types and formats. They write Korean texts, in different text types and styles of writing, for a range of contexts, purposes and audiences, applying their knowledge of linguistic resources.

For language learners, literacy involves skills and knowledge that need guidance, time and support to develop. These skills include:

- developing an ability to decode and encode from sound to written systems
- mastering of grammatical, orthographic and textual conventions
- developing semantic, pragmatic and critical literacy skills.

For learners of Korean, literacy development in the language enhances and extends their knowledge and understanding of English literacy, which in turn supports their learning in Korean.

Numeracy

Students become numerate as they develop the knowledge and skills to use mathematics confidently across all learning areas at school and in their lives more broadly. Numeracy involves students recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.

Learning Korean affords opportunities for learners to develop, use and understand patterns, order and relationships, and to reinforce concepts such as number, time and space, in their own and in different cultural and linguistic systems.

Information and communication technology capability

In the Korean: Second Language ATAR course, students develop information and communication technology (ICT) capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems, and work collaboratively at school and in their lives beyond school. ICT capability involves students in learning to make the most of the technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment.

Language learning is enhanced through the use of ICT. Accessing live language environments and texts via digital media extends the boundaries of the classroom and provides opportunities to develop information technology capabilities as well as linguistic and cultural knowledge.

Critical and creative thinking

The Korean: Second Language ATAR course develops students' ability to think logically, critically and creatively. It provides opportunities for students to inquire, generate, analyse and reflect on a range of information, ideas and perspectives in spoken and written texts. Students learn how to analyse texts and interpret how the language of texts conveys meaning. They reflect on the thinking and processes used to mediate meaning between languages. They apply their knowledge of language as a system to new contexts and learn to revise and modify texts when considering context, purpose and audience.

As students learn to interact with people from diverse backgrounds, and as they explore and reflect critically, they learn to notice, connect, compare and analyse aspects of Korean language and culture. As a result, they develop critical thinking skills as well as analytical and problem-solving skills.

Personal and social capability

The Korean: Second Language ATAR course enhances students' personal and social capability as they learn to understand themselves and others and manage their relationships, lives, work and learning more effectively. As they interact with Korean speakers in culturally appropriate ways in a range of contexts and situations, students develop an understanding of the importance of communicating in a respectful manner.

In the Korean: Second Language ATAR course, learning to interact in a collaborative and respectful manner, being open-minded and recognising that people view and experience the world in different ways are key elements of personal and social competence. Interacting effectively in an additional language and with people of diverse language backgrounds involves negotiating and interpreting meaning in a range of social and cultural situations – essential aspects of learning Korean.

Ethical understanding

In learning Korean, students learn to acknowledge and value difference in their interactions with others and to develop respect for diverse ways of perceiving and acting in the world. Ethical understanding involves students in building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others.

Intercultural understanding

The Intercultural understanding capability is central to the learning of Korean in the Korean: Second Language ATAR course as students learn to value their own cultures, languages and beliefs, and those of others. In Korean, development of intercultural understanding is a central aim, as it is integral to communicating in the context of diversity, the development of global citizenship and lifelong learning.

Students bring to their learning various preconceptions, assumptions and orientations shaped by their existing language/s and culture/s that can be challenged by the new language experience. Learning to move between the existing and new languages and cultures is integral to language learning and is the key to the development of students' intercultural capability.

By learning a new language, students are able to notice, compare and reflect on things previously taken for granted. This allows them to explore their own linguistic, social and cultural practices as well as those associated with the new language. They begin to see the complexity, variability and sometimes the contradictions involved in using language.

Learning Korean does not require forsaking a student's first language. It is an enriching and cumulative process that broadens students' communicative repertoire, providing additional resources for interpreting and making meaning. Students come to realise that interactions between different people through the use of different languages also involves interactions between the different kinds of knowledge, understanding and values that are articulated through language/s and culture/s. They realise that successful intercultural communication is not only determined by what they do or say, but also by what members of the other language and culture understand from what they do or say.

Learning to move between languages and cultures is integral to language learning and is the key to the development of students' intercultural understanding.

Intercultural understandings is one of the five content areas of this course.

Representation of the cross-curriculum priorities

The cross-curriculum priorities address the contemporary issues which students face in a globalised world. Teachers may find opportunities to incorporate the priorities into the teaching and learning program for the Korean: Second Language ATAR course. The cross-curriculum priorities are not assessed unless they are identified within the specified unit content.

Aboriginal and Torres Strait Islander histories and cultures

The study of Languages recognises the interrelationship of languages, identities and cultures across languages, including Aboriginal and Torres Strait Islander languages, and develops an understanding of concepts related to the linguistic landscape of Australia. The Korean: Second Language ATAR course, along with the Aboriginal and Torres Strait Islander histories and cultures priority, enables students to develop knowledge and understanding by engaging them with the languages and cultures of Australia.

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. The knowledge and understanding gained through this priority will enhance the ability of young people to participate positively in the ongoing development of Australia.

Asia and Australia's engagement with Asia

In Languages, students are able to learn languages of the Asian region, learning to communicate and interact in interculturally appropriate ways and exploring concepts, experiences and perspectives from within and across Asian cultures.

In all the languages, the priority of Asia and Australia's engagement with Asia provides opportunities for students to develop an appreciation for the place of Australia within the Asian region, including the interconnections of languages and cultures, peoples and communities, histories and economies.

They learn how Australia is situated within the Asian region and how our national linguistic and cultural identity is continuously evolving locally, regionally and within an international context.

In learning Korean, students may engage with a range of texts and concepts related to:

- Asia and Australia's engagement with Asia

- languages and cultures of Asia

- people of Asian heritage within Australia.

Sustainability

The Korean: Second Language ATAR course provides a context for students to develop their knowledge and understanding of concepts, perspectives and issues related to sustainability in Korean-speaking communities and the world. Students engage with a range of texts to obtain, interpret and present information, ideas and opinions on concepts such as the environment, conservation, social and political change and how language and culture evolve, and develop their knowledge, understanding and skills relating to sustainability within particular unit topics.

Through interacting with others, respectfully negotiating meaning and mutual understanding, and reflecting on communication, students can learn to live and work in ways that are both productive and sustainable.

Unit 3

Unit description

The focus for this unit is **여행 (Travel)**. Students expand their skills, knowledge and understandings through the study of the unit content. They extend and refine their communication skills in Korean and gain a broader and deeper understanding of the language and culture.

Unit content

An understanding of the Year 11 content is assumed knowledge for students in Year 12. It is recommended that students studying Unit 3 and Unit 4 have completed Unit 1 and Unit 2.

This unit includes the knowledge, understandings and skills described below. This is the examinable content.

Perspectives and topics

Unit 3 is organised around three perspectives and a set of three topics. The placement of a topic under a particular perspective is intended to provide a specific viewpoint for the teaching and assessment of the topic.

Perspectives	Topics
Personal Students explore the topic from their own point of view or from the viewpoint of individuals from Korean-speaking communities.	**My travel plans** Students reflect on their own travel experiences, discuss travel plans, make booking arrangements and talk about their holidays.
Community Students investigate how the topic relates to groups in Korean-speaking communities.	**Cultural heritage** Students explore Korean traditions, seasonal activities, festivals and celebrations.
Global Students examine how the topic impacts the global community.	**Travelling today** Students consider how technology influences the way young people travel, plan their holidays and communicate with others while away.

Text types and styles of writing

Text types

It is necessary for students to engage with a range of text types. The language that students use to respond to and/or produce a range of text types may be either in Korean or English, as specified in each assessment type.

In the external written examination, a range of text types will be included in the Responding to texts sections.

For the Written communication section, students will be required to produce text types from the list below.

- account
- article
- blog post
- email

- invitation
- journal entry
- letter
- message

- note
- report
- review
- script – speech, interview, dialogue

Styles of writing

Students should respond to and produce the following range of styles of writing in school-based assessments, individually or in combination: descriptive, informative, personal, persuasive, reflective.

Refer to Appendix 2 for details of the features and conventions of the text types and characteristics of the styles of writing.

Linguistic resources

Vocabulary

Vocabulary, phrases and expressions associated with the unit content.

Grammar

Students will be expected to recognise and use the following grammatical items.

Grammatical items	Sub-elements
Adjectives	common
	conjugated form
	N[a] + 답다
	N + 같다
	N + 있다/없다
Adverbs	frequency and degree
	time and place
	DVST[b] + 이
	DVST + 히
	DVST + 게
	connecting nouns and noun phrases
	comparatives
	superlatives
	negation
Classifiers	using Sino-Korean numbers
	using native Korean numbers
Connectives	connective conjugations
	connective adverbs
Honorific expressions	lexical honorifics
	humility
	polite requesting and asking (ordering)
	assisting someone or making requests
Nouns	free/independent
	bound/dependent
	special use of nouns
Numerals	cardinal native Korean numbers
	cardinal Sino-Korean numbers
	ordinal numbers

Grammatical items	Sub-elements
Particles	instrument
	indicating start and end point (from/to)
	locatives (directional)
	conveying inclusiveness
	delimiters
	purpose or goal
Pronouns	personal
	demonstrative
	interrogative
Styles of speech	polite informal form
	formal form
	informal form
Verbs	(not) to be/(not) to have
	expressing reason
	expressing wishes and hopes
	expressing simultaneous action
	expressing tentatively (try doing, do to find out)
	expressing emphatically (finish doing, do completely)
	expressing sequence action
	expressing sequentially (after doing)
	expressing purpose or goal
	expressing intention and plan
	expressing negatives

Note: N[a] Noun; DVST[b] Descriptive Verb STem

Refer to Appendix 3 for elaborations of grammatical items.

Sound and writing systems

Consolidation of understanding of the sound and writing systems of Korean, and in particular that:

- the name *Hangeul* combines the Korean word *Han* (한) – meaning 'great' – and *geul* (글) – meaning 'script' – and that *Hangeul* is the Korean language alphabetic system that comprises consonants and vowels

- vowels are based on three shapes: ･, ─, and ｜, which represent the sky, earth, and humans, respectively. Different combinations of these three basic shapes generate the *Hangeul* vowels. The basic consonants are based on the articulatory shapes of the vocal organs. Additional strokes or duplication of symbols represent variations of basic consonant sounds

- *Hangeul* consists of 24 letters (originally 28): 14 consonants and 10 vowels. Combinations of these letters make five double consonants and 11 diphthongs. These letters are grouped in clusters of two, three or four to form syllables and words
- Korean grammar has a system of honorific endings and internal word markings that reflect established social relationships.

Intercultural understandings

The perspectives and topics, textual conventions of the text types, the styles of writing selected and the linguistic resources for the unit should provide students with opportunities to enhance understanding of their own language/s and culture/s in relation to Korean language and culture, and enable them to reflect on the ways in which culture influences communication.

Language learning and communication strategies

Language learning and communication strategies taught in this unit will depend on the needs of the students and the learning experiences and/or communication activities. Students should be taught these strategies explicitly and be provided with opportunities to practise them.

Refer to Appendix 4 for a list of language learning and communication strategies.

Dictionaries

Students develop the necessary skills to use dictionaries effectively.

In the written examination, students are permitted to use monolingual and/or bilingual printed dictionaries, in one or two separate volumes.

Unit 4

Unit description

The focus for this unit is 졸업 후 진로 **(Life after school)**. Students consolidate their skills, knowledge and understandings through the study of the unit content. They extend and refine their communication skills in Korean and gain a broader and deeper understanding of the language and culture.

Unit content

This unit builds on the content covered in Unit 3.

This unit includes the knowledge, understandings and skills described below. This is the examinable content.

Perspectives and topics

Unit 4 is organised around three perspectives and a set of three topics. The placement of a topic under a particular perspective is intended to provide a specific viewpoint for the teaching and assessment of the topic.

Perspectives	Topics
Personal Students explore the topic from their own point of view or from the viewpoint of individuals from Korean-speaking communities.	**Planning my future** Students reflect on their final year at school and their plans for the future.
Community Students investigate how the topic relates to groups in Korean-speaking communities.	**Studying and working in Korea** Students explore the future for young Koreans, including aspects that are important to them: study and job opportunities.
Global Students examine how the topic impacts the global community.	**Future plans** Students consider the education and career pathways available to young people in a technological world and how the study of Korean can influence their choices.

Text types and styles of writing

Text types

It is necessary for students to engage with a range of text types. The language that students use to respond to and/or produce a range of text types may be either in Korean or English, as specified in each assessment type.

In the external written examination, a range of text types will be included in the Responding to texts sections.

For the Written communication section, students will be required to produce text types from the list below.

- account
- article
- blog post
- email

- invitation
- journal entry
- letter
- message

- note
- report
- review
- script – speech, interview, dialogue

Styles of writing

Students should respond to and produce the following range of styles of writing in school-based assessments, individually or in combination: descriptive, informative, personal, persuasive, reflective.

Refer to Appendix 2 for details of the features and conventions of the text types and characteristics of the styles of writing.

Linguistic resources

Vocabulary

Vocabulary, phrases and expressions associated with the unit content.

Grammar

Students will be expected to recognise and use the following grammatical items.

Grammatical items	Sub-elements
Adjectives	feelings and emotions
	speed, difficulty and importance
	shapes and characteristics
	weather
	exclamatory sentence-final ending 군요/네요
Adverbs	DVST[b] + 히
	DVST + 게
Conjunctions	introductory statements
	expressing hypothetical situations
	expressing cause (therefore)
Honorifics	expressing beneficial intentions to someone
Nouns	AVST[c]/DVST + 기 쉬워요/어려워요 easy to/difficult to
	AVST modifier 는 + 법(방법) method
	N[a] + (이)나 + N linking
Numerals	days of the week
	dates and time
Particles	emphasise suffixes
	emphasisers – combined particles
	purpose or goal
	AVST/DVST + 거나 or/either, whether or not
Pronouns	personal
	demonstrative
	interrogative
Styles of speech	polite informal form
	formal form†
	Informal form

Grammatical items	Sub-elements
Verbs	asking for opinions and making suggestions
	responding to opinions and suggestions
	expressing hypotheticals
	expressing relativity
	expressing suggestions
	expressing assumption
	expressing experience
	expressing change
	direct speech
	reported/indirect speech
	irregular conjugations

Note: Nᵃ = Noun; AVSTᵇ = Active Verb STem; DVSTᶜ = Descriptive Verb STem

† For recognition only

Refer to Appendix 3 for elaborations of grammatical items.

Sound and writing systems

Consolidation of understanding of the sound and writing systems of Korean, and in particular that:

- the name *Hangeul* combines the Korean word *Han* (한) – meaning 'great' – and *geul* (글) – meaning 'script' – and that *Hangeul* is the Korean language alphabetic system that comprises consonants and vowels

- vowels are based on three shapes: ·, ─, and ｜, which represent the sky, earth, and human, respectively. Different combinations of these three basic shapes generate the *Hangeul* vowels. The basic consonants are based on the articulatory shapes of the vocal organs. Additional strokes or duplication of symbols represent variations of basic consonant sounds

- *Hangeul* consists of 24 letters (originally 28): 14 consonants and 10 vowels. Combinations of these letters make five double consonants and 11 diphthongs. These letters are grouped in clusters of two, three or four to form syllables and words

- Korean grammar has a system of honorific endings and internal word markings that reflect established social relationships.

Intercultural understandings

The perspectives and topics, textual conventions of the text types and styles of writing selected, and the linguistic resources for the unit should provide students with opportunities to enhance understanding of their own language/s and culture/s in relation to Korean language and culture, and enable them to reflect on the ways in which culture influences communication.

Language learning and communication strategies

Language learning and communication strategies taught in this unit will depend on the needs of the students and the learning experiences and/or communication activities taking place. Students should be taught these strategies explicitly and be provided with opportunities to practise them.

Refer to Appendix 4 for a list of language learning and communication strategies.

Dictionaries

Students develop the necessary skills to use dictionaries effectively.

In the written examination, students are permitted to use monolingual and/or bilingual printed dictionaries, in one or two separate volumes.

Assessment

Assessment is an integral part of teaching and learning that in the senior secondary years:

- provides evidence of student achievement

- identifies opportunities for further learning

- connects to the standards described for the course

- contributes to the recognition of student achievement.

Assessment for learning (formative) and assessment of learning (summative) enable teachers to gather evidence to support students and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together, and formally or informally.

Formative assessment involves a range of informal and formal assessment procedures used by teachers during the learning process to improve student achievement and to guide teaching and learning activities. It often involves qualitative feedback (rather than scores) for both students and teachers, which focuses on the details of specific knowledge and skills that are being learnt.

Summative assessment involves assessment procedures that aim to determine students' learning at a particular time; for example, when reporting against the standards, or after completion of a unit or units. These assessments should be limited in number and made clear to students through the assessment outline.

Appropriate assessment of student work in this course is underpinned by reference to a set of pre-determined course standards. These standards describe the level of achievement required to achieve each grade from A to E. Teachers use these standards to determine how well a student has demonstrated their learning.

Where relevant, higher order cognitive skills (e.g. application, analysis, evaluation and synthesis) and the general capabilities should be included in the assessment of student achievement in this course. All assessment should be consistent with the requirements identified in the course assessment table.

Assessment should not generate workload and/or stress that, under fair and reasonable circumstances, would unduly diminish the performance of students.

School-based assessment

The *Western Australian Certificate of Education (WACE) Manual* contains essential information on principles, policies and procedures for school-based assessment that must be read in conjunction with this syllabus.

School-based assessment involves teachers gathering, describing and quantifying information about student achievement.

Teachers design school-based assessment tasks to meet the needs of students. As outlined in the *WACE Manual*, school-based assessment of student achievement in this course must be based on the Principles of Assessment:

- Assessment is an integral part of teaching and learning

- Assessment should be educative

- Assessment should be fair

- Assessment should be designed to meet its specific purpose/s

- Assessment should lead to informative reporting

- Assessment should lead to school-wide evaluation processes

- Assessment should provide significant data for improvement of teaching practices.

The table below provides details of the assessment types and their weighting for the Korean: Second Language ATAR Year 12 syllabus.

Summative assessments in this course must:

- be limited in number to no more than eight tasks

- allow for the assessment of each assessment type at least once over the year/pair of units

- have a minimum value of five per cent of the total school assessment mark

- provide a representative sampling of the syllabus content.

Assessment tasks not administered under test or controlled conditions require appropriate authentication processes.

Assessment table – Year 12

Type of assessment	Weighting	Submitted to the Authority	Combined mark weighting
Oral communication Interaction with others to exchange information, ideas, opinions and/or experiences in spoken Korean. Typically, these tasks are administered under test conditions.	50%	100% Practical	35% Practical
Examination – Practical (oral) examination Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.	50%		
Examination – Written examination Typically conducted at the end of each semester and/or unit and reflecting the examination design brief for this syllabus.	50%	100% Written	65% Written
Written communication Production of written texts to express information, ideas, opinions and/or experiences in Korean. Questions specify the context, purpose, audience, text type and style of writing. Typically, these tasks are administered under test conditions.	20%		
Responding to texts Comprehension and interpretation of spoken and printed texts in Korean. Texts represent different text types and styles of writing. Questions for spoken and printed texts are either phrased in Korean and English for responses in English or phrased in Korean and English for responses in Korean, depending on the requirements of the question. Typically, these tasks are administered under test conditions.	30%		

Teachers must use the assessment table to develop an assessment outline for the pair of units.

The assessment outline must:

- include a set of assessment tasks

- include a general description of each task

- indicate the unit content to be assessed

- indicate a weighting for each task and each assessment type

- include the approximate timing of each task (for example, the week the task is conducted, or the issue and submission dates for an extended task).

Reporting

Schools report student achievement, underpinned by a set of pre-determined standards, using the following grades:

Grade	Interpretation
A	Excellent achievement
B	High achievement
C	Satisfactory achievement
D	Limited achievement
E	Very low achievement

The grade descriptions for the Korean: Second Language ATAR Year 12 syllabus are provided in Appendix 1. They are used to support the allocation of a grade. They can also be accessed, together with annotated work samples, on the course page of the Authority website at www.scsa.wa.edu.au.

To be assigned a grade, a student must have had the opportunity to complete the education program, including the assessment program (unless the school accepts that there are exceptional and justifiable circumstances).

Refer to the *WACE Manual* for further information about the use of a ranked list in the process of assigning grades.

The grade is determined by reference to the standard, not allocated on the basis of a pre-determined range of marks (cut-offs).

ATAR course examination

All students enrolled in the Korean: Second Language ATAR Year 12 course are required to sit the ATAR course examination. The examination is based on a representative sampling of the content for Unit 3 and Unit 4. Details of the written ATAR course examination are prescribed in the examination design briefs on the following pages.

Refer to the *WACE Manual* for further information.

Practical (oral) examination design brief – Year 12

Time allocated   Examination: 12–15 minutes

Provided by the candidate   *Personalised practical examination timetable*

Section	Supporting information
Speaking in Korean 100% of the practical examination Approximate duration: 12–15 minutes	The candidate is required to participate in a conversation with the marker. The focus of the conversation is on exploring aspects of the topics in Unit 3 and Unit 4 and the candidate's linguistic ability in Korean. The candidate begins by nominating two topics for the conversation. One of the topics is from Unit 3 and is related to the Personal or the Community perspectives. The other topic is from Unit 4 and is related to the Community or the Global perspectives. The marker asks questions in Korean to encourage the candidate to speak in Korean about the topics nominated. Questions from the marker provide the candidate with the opportunity to share information and express ideas and/or opinions on the topic. The marker then asks questions in Korean to encourage the candidate to speak in Korean about at least two topics, including one from Unit 3 and one from Unit 4. These topics exclude those nominated previously by the candidate.

Written examination design brief – Year 12

Time allowed

Reading time before commencing work: ten minutes

Working time for paper: two and a half hours

Permissible items

Standard items: pens (blue/black preferred), pencils (including coloured), sharpener, correction fluid/tape, eraser, ruler, highlighters

Special items: monolingual and/or bilingual print dictionaries

Note: dictionaries must not contain any notes or other marks. No electronic dictionaries are allowed.

Section	Supporting information
Section One **Listening and responding** 30% of the written examination 3–4 spoken texts in Korean 10–15 questions Suggested working time: 30 minutes	The spoken texts are drawn from a range of text types and styles of writing. One of the texts involves two speakers and is divided into parts. The spoken texts are read twice with a 30-second pause after the first reading, and a 90-second pause after the second reading, to allow time for the candidate to respond to questions. The text in parts is read once in its entirety and then repeated twice in its parts. The candidate can respond to the questions at any time once the playing of the recording commences. Questions are in formats such as tick the box, true/false, short answer, and/or retrieval chart. Questions are in English and require a response in English. All questions require responses based on the information in the texts.
Section Two **Reading and responding** 30% of the written examination **Part A**: Reading and responding in English (15%) Three print texts in Korean 8–10 questions Suggested working time: 30 minutes **Part B: Reading and responding in Korean** (15%) One print text in Korean One question Suggested working time: 30 minutes	In Part A, the print texts are drawn from a range of text types and styles of writing. Texts are print or a combination of visual and print. Questions are in formats such as tick the box, short answer, and/or retrieval chart. Questions are in English and require a response in English. In Part B, the print text is drawn from a range of text types and styles of writing. The text is print or a combination of visual and print. The question is in Korean and English, and the candidate responds in Korean in approximately 100 words. All questions require responses based on the information in the texts.

Section	Supporting information
Section Three **Writing in Korean** 40% of the written examination **Part A: Short response** (15%) One compulsory question Suggested working time: 20 minutes **Part B: Extended response** (25%) One question from a choice of two Suggested working time: 40 minutes	Questions require the production of a specified text type and style of writing for a particular purpose and audience. In Part A, the question is in Korean and English. The candidate responds in Korean in approximately 100 words. In Part B, questions are in Korean and English, and the candidate responds in Korean in approximately 250 words.

Appendix 1 – Grade descriptions Year 12

A	**Written production** Responds with relevant and detailed information, ideas, opinions and/or comparisons when writing about a range of topics. Engages the audience effectively. Provides responses that use a range of vocabulary, grammatical items and complex sentence structures, with a few inaccuracies that do not affect meaning. Writes fluent, cohesive and well-structured texts that show clear development and connection of ideas. Applies all the conventions of text types.
	Oral production Communicates effectively across a range of topics. Comprehends most questions and responds with detailed relevant information, ideas and/or opinions. Uses communication techniques to engage the audience. Provides responses that are clear and cohesive. Uses a range of vocabulary, grammatical items and complex sentence structures, with a few inaccuracies that do not affect meaning. Speaks with accurate pronunciation
	Comprehension Accurately extracts and processes information from a variety of texts across a range of topics. Provides details from the texts relevant to the questions. Provides accurate responses to literal questions and mostly accurate responses to inferential questions. Uses a dictionary effectively, resulting in appropriate interpretation of text.

B

Written production

Responds with mostly relevant information, ideas, opinions and/or comparisons, including some detail, when writing about a range of topics.

Engages the audience.

Provides responses that use a range of vocabulary, grammatical items and sentence structures, with some inaccuracies that do not affect meaning.

Writes structured texts that show clear development of ideas.

Applies all the conventions of text types.

Oral production

Communicates effectively across a range of topics.

Comprehends most questions and responds in some detail with relevant information, ideas and/or opinions.

Uses some communication techniques to engage the audience.

Provides responses that are mostly clear and cohesive.

Uses a range of vocabulary, grammatical items and simple and complex sentence structures, with some inaccuracies that do not affect meaning.

Speaks with mostly accurate pronunciation.

Comprehension

Extracts and processes most information from a variety of texts across a range of topics.

Provides most details from the texts relevant to the questions.

Provides accurate responses to literal questions and some accurate responses to inferential questions.

Uses a dictionary mostly effectively.

C

Written production

Responds with mostly relevant information and simple ideas and/or opinions.

Includes some detail and examples when writing about a range of topics.

Provides responses that use well-rehearsed language, familiar vocabulary, grammatical items and sentence structures, with some inaccuracies that on occasion affect meaning.

Writes simple texts that show structure and some development of ideas.

Applies most of the conventions of text types.

Oral production

Provides some information and simple ideas and/or opinions.

Comprehends familiar questions; however, for complex questions, may require time to process, or rephrasing and support from the other speaker.

Provides responses that are reasonably clear, relying on well-rehearsed language.

Uses a range of vocabulary, grammatical items and simple and rehearsed complex sentence structures, with inaccuracies that at times affect meaning.

Makes errors in pronunciation that at times may result in the meaning not being clear.

Comprehension

Extracts and processes some information from a variety of texts.

Provides some relevant details.

Provides responses to literal questions that are mostly accurate, but responses to inferential questions are sometimes incorrect or incomplete.

Uses a dictionary with reasonable accuracy; however, at times selects the wrong word or phrase, resulting in an inappropriate translation or interpretation of text.

	Written production
D	Responds with simple information, ideas and/or opinions when writing about a range of topics. Includes limited detail and/or irrelevant content.
	Provides responses that use simple language and short sentences.
	Produces writing that is frequently repetitive and disjointed, and where the basic rules of grammar are inaccurately applied.
	Writes simple texts that show some basic organisation of information or ideas.
	Applies the conventions of text types inconsistently.
	Oral production
	Provides some simple information, ideas and/or opinions, with silences, due to lack of comprehension of questions and/or time required to construct responses.
	Requires frequent support from the other speaker to sustain conversation.
	Provides brief responses that are characterised by single words, short phrases and fragmented sentences or English.
	Uses a limited range of vocabulary, grammatical items and simple sentence structures, with frequent inaccuracies that often affect meaning.
	Makes errors in pronunciation that often result in the meaning not being clear.
	Comprehension
	Extracts insufficient and/or irrelevant information from texts.
	Provides responses that are frequently incomplete, unclear or irrelevant.
	Uses a dictionary with limited accuracy, frequently selecting the wrong word or phrase, resulting in an inappropriate translation or interpretation of text.

E	Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.

Note: Grade descriptions are to be refined using validated evidence from assessment samples and feedback from teachers.

Appendix 2 – Text types and styles of writing

These lists are provided to enable a common understanding of the text types and styles of writing for this syllabus.

Text types

Account

In both spoken and written form, accounts retell something that happened: a story. Accounts have a title and are often in the first person. They describe a series of events or experiences and are often presented in a logical manner. At the conclusion, there may be a resolution. Language is either formal or informal, with time words used to connect ideas and action words used to describe events.

Article

Articles consist of a section of text from a newspaper, magazine, web page or other publication. Typically, articles have a title that indicates the content. They are usually in a formal register, and the language in an article can be descriptive, factual, judgemental, emotive or persuasive, depending on the context. Articles develop ideas and opinions and often end with a statement of conclusion or advice to the reader. They may be accompanied by a graphic, if necessary. Articles can be reproduced directly, or can be modified to make the language more accessible for students.

Blog post

Web logs (blogs) are basically journals that are available on the internet. Many blogs provide commentary or news on a particular subject; others function more as personal online diaries. Typically, blogs combine text and images, and link to other blogs, web pages and other media related to their topic. Students will generally be required to write a response to a blog (a post). Posts can sometimes use a formal register but may also be in an informal or colloquial register. The language in a blog post can be descriptive, factual, judgemental, emotive or persuasive, depending on the context.

Conversation

In both spoken and written form, conversations often begin with an exchange of opening salutations, followed by a question or statement and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences, and pauses and fillers. The register of conversations will often depend on the context and the relationship between participants.

Discussion

In both spoken and written form, discussions are used to present different ideas and opinions on a particular issue or topic. They often use a formal register but may also be informal. The language of discussions uses comparison and contrast words, linking words and language that indicates judgements and values.

Email

The language of email messages could be formal or informal, depending on the context. A message from one friend to another should be colloquial. A message that is business-related should use a more formal register. Although authentic emails often do not have either a salutation at the beginning, or a signature at the end, they should have both when writing for assessment in order to indicate more clearly the context of the message.

Interview

In both spoken and written form, interviews often begin with an exchange of opening salutations, followed by a question or statement and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences, and pauses and fillers to maintain the conversation. The register of interviews will often depend on the context and the relationship between participants.

Journal entry

Journal entries record personal reflections, comments, information or the experiences of the writer. The language of journal entries should generally be informal and colloquial, and entries are often written in the first person. Entries use subjective language to give a clear sense of the writer's personality and to explain their feelings and emotions. The layout should appear authentic, provide a sense of time and sequence, and possibly include a place name.

Letter

Formal letters are written communication in formal contexts to convey/request information, lodge a complaint or express an opinion. The layout of a formal letter must include the date, the address of the sender and recipient, and a formal greeting and phrase of farewell. The language should be in a formal register, and deal with a business or other specific topic. Common features of a formal letter are the use of objective language, full sentences and paragraphs, frequent use of formulaic language and a logical and cohesive sequence of ideas.

Informal letters are written communication with acquaintances, friends and family, to inform or to amuse. The layout of an informal letter can be less stylised than a formal letter, possibly with only the date, the address of the sender, a casual greeting and a phrase of farewell. The language can be informal and colloquial and the content can be simple and casual. Common features of an informal letter are the use of subjective language, a less complex sentence structure than in formal letters, and a logical and cohesive sequence of ideas.

Message

In both spoken and written form, messages are objects of communication that inform, request, instruct or remind. The written forms are less formal than informal letters and are often used to convey information left on an answering machine, on a mobile phone or in a telephone call. They have a salutation and a signing off, but the content should be brief and to the point, and convey a specific piece of information with little extra detail.

Note

Notes are written to inform, request, instruct or remind. They are less formal than informal letters. Notes have a salutation and a signing off, but the content should be brief and to the point, and convey a specific piece of information with little extra detail.

Report

A report is a short document that classifies and/or describes, focuses on facts and is written to provide information or draw conclusions on a specific topic. It sets out and analyses problems or situations and makes recommendations for actions to be taken in the future. Common elements of a report include descriptions of situations or events, interpretations of situations, evaluation of facts or research results, and recommendations. Usually written in the present tense, the language and structure of reports are formal, factual in nature and include supporting evidence such as statistics or examples.

Review

Reviews are evaluations of works such as films, songs, musical performances, novels or stories. The plot summary and description of the work or performance form the majority of the review. The language and structure are formal; however, more personal and evaluative comments are often included. A title should be given.

Script – speech, interview, dialogue

Scripts are written forms of speeches, interviews or dialogues that communicate and exchange ideas, information, opinions and experiences. Scripts would generally have only two speakers, possibly an interviewer and an interviewee, but each speaker must be clearly identified. A script often begins with an exchange of opening salutations, followed by a question or statement and then a two-way sustained interaction. The language is often authentic, informal and conversational in style, sometimes with interjections, incomplete sentences, and pauses and fillers to maintain the conversation. The language level of scripts will often depend on the context and relationship between participants.

Styles of writing

Descriptive

Descriptive writing engages the reader's attention as the writer paints a picture through words to make the reader see what they have seen. The writer uses precisely chosen vocabulary with evocative adjectives and adverbs, similes and metaphors to create a vivid impression of a person, place, object or event, a character or a particular mood or atmosphere. Descriptive writing evokes feelings and attitudes using connotative language. The writing is structured and ordered, using active verbs and varied sentences, at times with sensory descriptions to increase the reader's experience.

Informative

Informative writing conveys information as clearly, comprehensively and accurately as possible. The language should generally be formal and in an objective style with impersonal expressions used. Normally, no particular point of view is conveyed; rather, facts, examples, explanations, analogies and sometimes statistical information, quotations and references are provided as evidence. The language is clear and unambiguous, and information is structured and sequenced logically. The writing contains few adjectives, adverbs and images except as examples or analogies in explanation.

Personal

Personal (expressive) writing refers to various forms of writing used for recording, sharing or describing personal experiences, events or ideas. It establishes a relationship between the writer and the reader and creates a sense of the personality of the writer in the reader's mind. The writer attempts to unravel their feelings or ideas and emphasise ideas, opinions, feelings and impressions rather than factual, objective information. Personal writing is generally composed in the first and/or second person in a subjective, informal style and often includes emotive language.

Persuasive

Persuasive writing aims to convert the reader to a particular point of view or attitude in order to convince them to act or respond in a certain way. The writer attempts to manipulate the reader's emotions and opinions, giving logical reasons and supporting evidence to defend the position or

recommend action. The language used may be extravagant, using exaggeration, superlatives, and humour to create a relationship between the writer and the reader.

Reflective

Reflective writing explores opinions or events for greater understanding and tries to convey something personal to the reader. Generally using a personal voice, it allows the writer to examine their own beliefs, values and attitudes. The language used is often emotive, as reflective writing involves personal responses to experiences, events, opinions and situations.

Appendix 3 – Elaborations of grammatical items

Elaborations are examples that accompany the grammatical items and sub-elements. They are intended to assist teachers to understand what is to be taught. They are not intended to be complete or comprehensive but are provided as support only.

Unit 3

Grammatical items	Sub-elements	Elaborations
Adjectives	common	크다, 작다, 길다, 짧다, 좋다, 나쁘다, 춥다, 덥다, 맵다, 달다, 빠르다, 느리다, 재미있다, 맛있다, 피곤하다, 친절하다 한국 드라마와 영화는 재미있어요.
	conjugated form	큰, 작은, 긴, 짧은, 좋은, 나쁜, 추운, 더운, 매운, 단, 빠른, 느린, 재미있는, 맛있는, 피곤한, 친절한 어제 재미있는 영화를 봤어요.
	N[a] + 답다	그 분은 정말 어른다워요.
	N + 같다	이 사람은 꼭 어린애 같아요.
	N + 있다/없다	저 영화는 진짜 재미있어요.
Adverbs	frequency and degree	언제나/항상/내내, 자주, 가끔, 다시, 또, 꼭 아주/매우, 보통, 너무, 별로, 전혀, 무조건 편지를 자주 써요. 라면을 별로 좋아하지 않아요.
	time and place	방금, 먼저, 모레, 그저께, 이제, 일찍, 요즘, 최근에 어디에나, 아무 데나, 아무거나, 언제나 방금 도착했어요. 아무거나 먹지 마세요.
	DVST[b] + 이	깨끗이, 가까이, 많이, 번번이, 일일이, 틈틈이 손을 깨끗이 씻어요.
	DVST + 히	정확히, 엄격히, 솔직히, 가만히, 꼼꼼히, 열심히, 분명히, 당당히, 상당히, 조용히, 도저히 여행 계획서를 꼼꼼히 읽어 보세요.

Grammatical items	Sub-elements	Elaborations
	DVST + 게	호텔을 쉽게 예약했어요.
	connecting nouns and noun phrases –와/과 함께/같이	방학 때 친구가 우리 가족과 함께 여행을 가요. 동대문에서 친구와 같이 쇼핑을 할 거예요.
	comparatives –보다 -더/훨씬	김치찌개 보다 된장찌개를 훨씬 더 좋아해요.
	superlatives –중에서 –가장/제일	고기 중에서 갈비가 제일 맛있어요.
	negation 안/못	오늘은 학교에 안 가요. 오늘은 학교에 못 가요.
Classifiers	using Sino-Korean numbers • 년/월/일 • 학년 • 그램/킬로(그램)/근/미터/킬로(미터) • 원, 달러/불 • 분 (minute/s) • 인분 (serving for people)	이천이십삼 년 일 월 일 일 십일 학년/십이 학년 소고기 한 근에 얼마예요? 만 오천 원, 오십 달러/불 오십 분 소고기 일 인분하고 돼지고기 삼 인분 주세요.
	using native Korean numbers 개, 마리, 컵, 병, 명, 분(person(s)), 살, 대, 권, 자루, 장, 시/시간	몇 분이서 여행을 가요? 호주에서 한국까지 비행기로 열 한시간 쯤 걸려요.
Connectives	connective conjugations AVST^c/DVST + 아/어서 AVST/DVST + 은/는/ㄴ 데 AVST/DVST + 지만	하루 종일 걸어서 피곤해요. 피곤한데 잠이 안와요. 맛있는 것 먹고 싶은데 어디가 좋아요? 어제는 택시를 탔지만 오늘은 버스를 탈 거예요.
	connective adverbs • equal status 그리고 • opposite in meaning or a contrast 그러나/그렇지만/하지만/그런데 • reason or cause 그래서/그러니까 • cause 왜냐하면	제 친구는 멋있어요. 그리고 운동도 잘 해요. 어제 많이 걸어서 피곤했어요. 그런데 기분은 좋았어요. 이 길은 위험해요. 그러니까 저 길로 가요. 여름 방학 때 부산에 갈 거예요. 왜냐하면 부산에 친구가 있어요.

Grammatical items	Sub-elements	Elaborations
Honorific expressions	lexical honorifics • nouns 성함, 연세, 생신, 댁, 말씀 • verbs 계시다, 주무시다, 드시다, 잡수시다, 말씀하시다, 하시다 편찮으시다 • particles 께서/께	성함이 어떻게 되세요? 댁이 어디세요? 저녁을 맛있게 드세요. 선생님께서 말씀하십니다. 부모님께서 지금 주무십니다.
	humility pronouns/nouns 저, 저희 verbs 드리다, 여쭙다, 뵈다, 뵙다	저희가 가겠습니다. 할머니와 할아버지께 생신 선물을 드렸어요. 좀 여쭤 볼게요/여쭙겠습니다. 지난 주말에 할아버지, 할머니를 뵈러 갔어요. 처음 뵙겠습니다.
	polite requesting and asking (ordering) AVST/DVST + (으)세요	서울역에서 지하철 4 호선으로 갈아 타세요. 이 길로 쭉 가세요. 안색이 안 좋은데 어디 아프세요?
	assisting someone or making requests AVST + 아/어 주세요	이 모자 비싼 것 같은데 좀 깎아 주세요. 열차가 10 분 후에 출발해요. 여기서 조금만 기다려 주세요. 여기에 이름과 주소를 써 주세요.
Nouns	free/independent	학생, 학교, 교실, 바람, 책, 가방, 나무, 대한민국 방향(오른쪽, 왼쪽, 동쪽, 서쪽, 남쪽, 북쪽) 바람이 많이 불어요.
	bound/dependent	것, 수, 적, 줄, 동안 영화 배우를 만난 적이 없어요. 방학 동안 뭐 할 거예요?

	special use of nouns
	• approximate time, when
	  N + 때/ㄹ 때
	• counting numbers –에 –번
	• afterwards, later on –(은)ㄴ 후
	• before –기 전
	• in order to
	  N + 을/를 위해(서)
		중학교 때 처음으로 서울에 여행 갔어요.
		이 사진은 제가 어렸을 때 사진이에요.
		일주일에 한 번 운동을 해요.
		밥을 먹은 후(에) 산책을 해요.
		자기 전에 일기를 써요.
		미래를 위해 계획을 세워야 해요.
		가족을 위해 맛있는 요리를 했어요.

Grammatical items	Sub-elements	Elaborations
Numerals	cardinal native Korean numbers 하나(한), 둘(두), 셋(세), 넷(네), 다섯	크리스마스까지 한 달 남았어요.
	cardinal Sino-Korean numbers 일, 이, 삼, 사, 오	이 모자는 이 만원이에요.
	ordinal numbers 첫(번)째, 둘째(두번째), 셋째(세번째)	저는 형제 중에서 둘째예요. 첫번째 사거리에서 만나요.
Particles	instrument 로	서울까지 비행기로 가요. 연필로 쓰세요.
	indicating start and end point (from/to) • time 부터 까지 • distance 에서 까지	경복궁 관람 시간은 오전 아홉 시 부터 오후 다섯 시까지 입니다. 공항에서 호텔까지 전철을 이용할 수 있어요.
	locatives (directional) • to: formal/writing 에게/께 colloquial/spoken 한테 • from: 에게서/한테서	선생님에게/한테/께 질문을 했어요. 고양이한테 먹이를 줬어요. 부모님에게서/한테서 용돈을 받았어요.
	conveying inclusiveness 도	저도 한국에 가고 싶어요.
	delimiters • only 만 • each, every, all 마다	한국 노래만 들어요. 날마다 노래를 들어요.
	purpose or goal VST + (으)러 + verb of motion	명동에 쇼핑하러 가요. 식당에 밥 먹으러 가요.
Pronouns	personal	나/저, 우리/저희, 내/제, 너/너희 이 사람/이 분, 그 사람/그 분, 저 사람/저 분, 누구 이 분은 우리 부모님이세요.
	demonstrative	이것, 그것, 저것, 여기, 거기, 저기, 이 곳, 그 곳, 저 곳, 아무, 아무 것, 아무 데 이 게스트 하우스가 우리가 묵는 곳이에요. 이 곳에서 표를 사세요. 여기에 아무도 없어요.
	interrogative	누구, 어디, 얼마, 무엇/뭐/뭘, 왜, 언제, 어떤, 무슨, 몇

Grammatical items	Sub-elements	Elaborations
		무슨 음식을 좋아해요? 왜요? 어디로 가고 싶어요? 손님, 몇 분이세요?
Styles of speech	polite informal form† –요	한국어를 공부해요.
	formal form –ㅂ니다/습니다	한국어를 공부합니다/한국어를 배웠습니다.
	informal form† –다 casual endings	가을은 여행의 계절이다. 이번엔 꼭 여행을 갈 거야/가자. 내일 만나.
Verbs	(not) to be/(not) to have 있어요/없어요	이태원에 사람들이 많이 있어요. 버스 카드가 없어요. 카드를 사야 해요.
	expressing reason AVST/DVST + 아/어서 AVST/DVST + (으)니까	친구를 만나서 기분이 좋아요. 바빠서 숙제를 못 했어요. 한국말을 잘 모르니까 천천히 말씀하세요. 택시 정류장에 사람이 많으니까 걸어가요.
	expressing wishes and hopes (first person's wish) • AVST + 고 싶었다 (past tense) • AVST + 고 싶을 거다 (future tense) • AVST + 길 바라다 (present tense) • AVST + 길 바랐다 (past tense) • AVST + 시기 바라다 (honorific) • AVST + 았/었으면 좋겠다 (third person's wish) • AVST + 고 싶어 하다/싶어 했다	이번에는 꼭 한국에 가고 싶었어요. 내년에도 여행을 가고 싶을 거예요. 방학 때 한국에 꼭 가길 바라요. 친구하고 같이 한국에 갈 수 있길 바랐어요. 다음 역에서 갈아타시기 바랍니다. 빨리 여행갔으면 좋겠다. 호주에도 눈이 왔으면 좋겠다. 친구가 한국에 가고 싶어 해요/했어요.
	expressing simultaneous action AVST + (으)면서	자면서 음악을 들어요. 한국노래를 들으면서 공부해요.
	expressing tentatively (try doing, do to find out) AVST + 아/어 보다	한국어로 이메일을 써 보세요. 김치를 한번 만들어 보고 싶어요. 열차시간표를 알아(조회해) 볼게요.
	expressing emphatically (finish doing, do completely) AVST + 아/어 버리다	숙제를 벌써 다 해 버렸어요. 돈을 다 써 버렸어요.

Grammatical items	Sub-elements	Elaborations
	expressing sequence action AVST + 아서/어서	주말에 시내에 가서 영화를 볼 거예요. 내년에 한국에 가서 영어를 가르칠 거예요.
	expressing sequentially (after doing) AVST + 고 나서	밥을 먹고 나서 운동을 하러 가요. 고등학교를 졸업하고 나서 대학교에 갈 거예요.
	expressing purpose or goal AVST + 기 위해(서)	여행을 가기 위해서 돈을 모으고 있어요.
	expressing intention and plan • AVST + (으)려고 하다 • AVST + (으)ㄹ 계획이다	졸업 후에 여행을 가려고 해요. 졸업 후에 여행을 갈 계획이에요.

	expressing negatives
	• before a verb 안/못
	• after a verb –지 않다/지
	  못하다
	• double negative
	  아무것도 안/못
		안 가요/못 먹어요.
		놀지 않아요/놀지 못해요.
		아무것도 안 먹었어요/못 먹었어요.

Note: Nᵃ = Noun; AVSTᵇ = Active Verb STem; DVSTᶜ = Descriptive Verb STem

† For recognition only

Unit 4

Grammatical items	Sub-elements	Elaborations
Adjectives	feelings and emotions	심심하다/심심한, 질투하다/질투하는, 무관심하다/무관심한, 편안하다/편안한, 아프다/아픈, 상냥하다/상냥한, 거만하다/거만한, 안절부절못하다/안절부절못하는 오늘은 할 일이 없어서 심심해요. 다른 나라에서 일하는 것에 무관심했는데, 올해는 관심이 많아요.
	speed, difficulty and importance	빠르다/빠른, 늦다/늦은, 느리다/느린, 느릿느릿하다/느릿느릿한, 어렵다/어려운, 쉽다/쉬운, 복잡하다/복잡한, 단순하다/단순한, 간단하다/간단한, 결정적이다/결정적인, 다양하다/다양한 걸음걸이가 느릿느릿해요. 요즘 생각이 많아서 머리가 복잡해요. 작문을 하는 것은 단순한 일이 아니에요. 여기 인터넷이 느려요. 그 순간은 결정적이었어요. 다양한 직업과 선택이 있어요.
	shapes and characteristics	동그랗다/동그란, 세모낳다/세모난, 뾰족하다/뾰족한, 네모낳다/네모난, 질기다/질긴, 부드럽다/부드러운 동그란 강아지 눈이 귀여워요. 고양이는 세모난 귀를 가졌어요. 턱이 뾰족해요. 이 고기는 질겨서 맛이 없어요.
	weather	눈이 내리다/내리는, 비가 내리다/내리는, 맑다/맑은, 상쾌하다/상쾌한,화창하다/화창한, 안개가 끼다/낀, 바람이 불다/부는, 건조하다/건조한, 습도가 높다/높은, 시원하다/시원한, 덥다/더운 눈이 내리는 겨울 풍경을 보고 싶어요. 오늘은 맑고 화창한 날씨예요. 어제는 건조했는데 오늘은 습도가 높은 날씨예요.

Grammatical items	Sub-elements	Elaborations
	exclamatory sentence – final endings 군요/네요	이 드라마가 재미있군요/재미있네요. 일이 힘들었군요/힘들었네요.
Adverbs	DVST + 히	대단히, 분명히, 솔직히, 열심히, 완전히, 우연히, 자세히, 천천히, 특별히, 확실히, 꼼꼼히, 엄격히, 신중히, 간신히 어제 우연히 중학교 선생님을 만났어요. 좀 더 자세히 말씀해 주세요. 신청서를 꼼꼼히 읽어 보세요. 앞으로의 진로를 신중히 생각하고 결정해야 해요.
	DVST + 게	분명하게, 솔직하게, 완전하게, 자세하게, 확실하게, 꼼꼼하게, 엄격하게, 신중하게, 가볍게, 나쁘게, 늦게, 맛있게, 바쁘게, 밝게, 싸게, 예쁘게, 아름답게, 안전하게, 자연스럽게, 자유롭게, 재미있게, 즐겁게, 크게, 편하게, 행복하게, 깨끗하게, 멋지게, 멀게, 빠르게 솔직하게 말씀하세요. 자세하게 설명해 드릴게요. 여러분의 의견을 자유롭게 이야기하세요. 졸업 후에 행복하고 즐겁게 살고 싶어요.
Conjunctions	introductory statements AVST/DVST + (으)니까 AVST + 는데 DVST + ㄴ/은데	비가 많이 오니까 차로 가세요. 한국은 여름에 비가 많이 오는데 호주는 겨울에 비가 많이 와요. 오늘은 좀 추운데 코트를 입을까요 ? 심심한데 영화라도 볼까요 ? 그 신발을 사고 싶은데 돈이 없으니까 못 사요.
	expressing hypothetical situations (만약) AVST + ㄴ/는 다면 DVST + 다면 N + (이)라면	만약(에) 내일 비가 온다면 집에 있을 거예요. 졸업 한 다음에 한국에 간다면 영어를 가르치고 싶어요. 키가 크다면 농구선수가 되고 싶어요. 제가 부자라면 다른 사람들을 도와주고 싶어요.

Grammatical items	Sub-elements	Elaborations
	expressing cause (therefore) • VST/DVST + 기 때문에 • 따라서	아침을 먹었기 때문에 배가 안 고파요. 시험이 어렵기 때문에 공부를 많이 해야 해요. 지금은 국제화 시대예요. 따라서 많은 사람들이 다양한 곳에서 일을 할 수 있어요.
Honorifics	expressing beneficial intentions to someone AVST +아/어 주시다 AVST +아/어 드리다	부모님께서 비행기표를 사 주셨어요. 부모님께 명절 선물을 보내 드렸어요.
Nouns	AVST + 기 쉬워요/어려워요 easy to/difficult to	그 영화는 이해하기 어려웠어요. 이 노래는 따라 부르기 쉬워요.
	verb modifier 는 + 법 (방법) method	김밥 만드는 법을 배우고 싶어요. 공부를 잘하는 방법을 알고 싶어요. 공항까지 가는 방법을 알려 주세요.
	linking or: N + (이)나 + N	주말에 영화나 드라마를 봐요. 대학교에서 심리학이나 역사를 공부하고 싶어요.
	N + 대신(에)	어제는 수업 대신에 봉사 활동을 했어요. 지하철 대신에 버스를 타요.
Numerals	days of the week	월요일, 화요일, 수요일, 목요일, 금요일, 토요일, 일요일, 주말 금요일부터 주말까지 비행기 예약이 다 끝났어요.
	dates and time	년, 월, 일, 시, 분, 초, 시간 한글 날은 시 월 구 일이에요.
Particles	emphasise suffixes • all 다, 모두 • haven't done yet -도	한국에서는 고 2 때 거의 다/모두 수학여행을 가요. 숙제를 다 했어요. 아직도 안 했어요.
	emphasisers – combined particles –에도, –에는	우리 학교에도 한국어 선생님이 있어요. 내년에는 꼭 한국에 갈 거예요.
	purpose or goal AVST + (으)려고 + verb of motion	다음 달에 한국 기업에 면접을 보려고 한국에 가요. 한국어를 배우려고 학원에 등록했어요.

Grammatical items	Sub-elements	Elaborations
	AVST/DVST + 거나 or/either, whether or not	보통 저녁에 책을 읽거나 영화를 보거나 해요. 좋아하거나 말거나 상관없다. 봉선화의 색깔은 붉거나 희다.
Pronouns	personal	저 분은 저희 회사 사장님이세요.
	demonstrative	여기가 우리 회사예요.
	interrogative	면접이 언제예요 ?
Styles of speech	polite informal form 해요체 –요	졸업 후 취직을 하고 싶어요.
	formal form –ㅂ니다/습니다	졸업 후 여행을 할 겁니다/졸업 후에 직업을 찾아 보겠습니다.
	informal form –다, 해체	한국은 대학 진학률이 매우 높다. 나는 항상 저녁에 운동을 해. 졸업 후 여행을 할 거야. 주말에도 회사에 가?
Verbs	asking for opinions and making suggestions AVST + (으)ㄹ 까요?	같이 저녁을 먹을까요? 같이 한국에 갈까요? 같이 한국어를 공부할까요?
	responding to opinions and suggestions AVST + (으)ㅂ 시다 AVST + 아/어/여요	네, 같이 먹읍시다. 네, 같이 가요. 네, 같이 공부해요.
	expressing hypotheticals AVST/DVST + (으)면	기회가 있으면 한국에서 일을 하고 싶어요. 졸업하면 여행을 하고 싶어요. 면접이 쉬웠으면 좋겠어요.

	expressing relativity
	• rather
	  DSVT + (으)ㄴ 편이다
	• tend to
	  AVST + 는 편이다
	• negative form
	  안 DVST/AVST + (으)ㄴ/는 편이다
	  DVST/AVST + (으)ㄴ/는 편이 아니다
		저는 반에서 키가 큰 편이에요.
		강남 집 값은 강북보다 훨씬 비싼 편이에요.
		한국은 대학 진학률이 높은 편이에요.
		오늘은 날씨가 좋은 편이에요.
		저는 아무거나 잘 먹는 편이에요.
		커피보다 녹차를 더 많이 마시는 편이에요.
		한국어는 안 어려운 편이에요.
		한국어는 어려운 편이 아니에요.

Grammatical items	Sub-elements	Elaborations
	expressing suggestions had better and would rather AVST + 는 편이 좋다/낫다 AVST + 는 게 좋다/낫다	진로를 빨리 정하는 편이 좋아요. 거기까지 버스보다 택시로 가는 게 낫겠어요. 전화보다 이메일을 보내는 게 더 나아요.
	expressing assumption AVST/DVST + (으)ㄴ/는 것 같다	오늘은 좀 추운 것 같아요. 동생이 공부를 열심히 하는 것 같아요.
	expressing experience AVST + 은/ㄴ 적이 있다/없다	한국에서 일을 한 적이 있어요. 한국어로 이력서를 써 본 적이 있어요. 한국에 가 본 적이 없어요.
	expressing change DSVT + 아/어지다	입사 시험 문제가 점점 어려워졌어요. 날씨가 추워졌어요.
	direct speech '...' 라고 (말)하다	면접관이 "자리에 앉으세요" 라고 말했어요. 부장님께서 "들어오세요" 라고 말씀하셨어요.
	reported/indirect speech • DVST + 다고 하다 • AVST + 는/ㄴ 다고 하다 • AVST + 자고 하다 • AVST + 냐고 하다/묻다 • AVST + 지 말라고 하다 • N + (이)라고 하는/하다	친구가 제 모자가 예쁘다고 했어요. 오빠가 방학 때 시드니에 간다고 했어요. 친구가 같이 영화 보러 가자고 했어요. 친구가 내일 면접을 보러 가냐고 했어요/물었어요. 의사가 짠 음식을 먹지 말라고 했어요. 안동 하회마을이라고 하는 곳에 가 봤어요 ?
	irregular conjugations (AVST/DVST) • 드 불규칙 • 르 불규칙 • ㅂ 불규칙 • ㅅ 불규칙 • 으 탈락 • ㅎ 불규칙	듣다 -> 들어요 부르다 -> 불러요 춥다 -> 추워요 짓다 -> 지어요 쓰다 -> 써요 하얗다 -> 하얘요

Note: N^a = Noun; AVST^b = Active Verb STem; DVST^c = Descriptive Verb STem

† For recognition only

Assumed learning

Before commencing the study of Unit 3 and Unit 4, it is assumed that students have, through prior experience or study, already acquired an understanding of the following Korean grammatical items.

Grammatical item	Sub-elements	Elaborations
Adjectives	traits and feelings	선생님이 젊어요. 어제는 피곤했어요.
	character and personality	한국어 선생님은 친절한 분이에요. 제 친구는 아주 똑똑하고 착해요.
	quantitative	시장에 사람들이 많아요.
	qualitative	예쁘다, 아름답다, 깨끗하다, 비싸다, 가볍다 꽃이 아름다워요.
	tastes and colours	김치는 매워요. 푸른 바다를 좋아해요.
	distances and sizes	학교가 집에서 멀어요. 제 친구는 키가 커요.
	conjugated form	광장시장에는 맛있는 음식이 많아요.
Adverbs	frequency	저는 한국어를 매일 공부해요. 한국 영화를 자주 봐요.
	time	나중에 드라마를 볼 거예요. 최근에 영화를 봤어요?
	manner and degree	한국어 숙제가 거의 끝났어요. 날씨가 매우 더워요. 한국어를 재미있게 공부해요.
	comparatives	영화보다 드라마를 더 좋아해요.
	superlatives	한국 음식 중에서 불고기를 제일 좋아해요.
Classifiers	general	사과 한 개 주세요.
	special items, e.g. ticket, age etc.	영화표 한 장 주세요. 열 일곱 살이에요.
Conjunctions	conjunctive conjugations	아침을 먹고 산책을 해요.
	conjunctive adverbs	아침을 먹었어요. 그리고 산책을 했어요.

Grammatical item	Sub-elements	Elaborations
Nouns	common	사람, 도시, 산, 바다, 강아지, 영화, 배우, 가수, 노래
	proper	서울, 한강, 한국, 부산, 제주도, 민우, 세종대왕
	free/independent	학교, 교실, 바람, 책, 가방, 나무 우리 학교는 퍼스에 있어요.
	bound/dependent	것, 수, 바, 뿐, 만큼, 마리, 켤레, 권, 편, 곡 주말에 영화 한 편을 보고 싶어요.
Numerals	native Korean numbers	저는 열 일곱 살이에요.
	Sino-Korean numbers	오늘은 오 월 팔 일, 어버이 날이에요.
Particles	topic	광장시장은 서울에 있어요.
	subject	친구가 호주사람이에요.
	object	서울에서 지하철을 탔어요.
	location	내일 영화관 앞에서 만나요.
	time and direction	아침 8 시에 학교에 가요.
	linking: 와/과 (이)랑 하고	사과와 오렌지를 먹었어요. 오늘 친구랑 영화를 봐요. 어제 이태원 하고 명동에 갔어요.
Pronouns	personal	그 분은 우리 선생님이세요.
	demonstrative	저기가 시장이에요.
	interrogative	여기가 어디예요 ?
Singular and plural	singular	이 가수가 너무 좋아요.
	plural	이 가수들이 너무 좋아요.
Styles of speech	polite informal form	안녕하세요. 만나서 반가워요.
Verbs	present tense	오늘 바다에 가요.
	past tense	지난 여름에 시드니에 갔어요.
	future tense	이번 방학 때 한국에 갈 거예요.
	expressing negation	창문을 열지 마세요. 주말에는 수업을 안 해요.
	expressing humility	어머니한테 꽃을 드렸어요.

Grammatical item	Sub-elements	Elaborations
	politely expressing a request for someone to do something VST + (으)세요	자리에 앉으세요. 버스를 타세요.
	expressing obligation VST + 어/아 해 야 해요	아침을 먹어야 해요. 숙제를 내야 해요.
	expressing permission VST + 어/아 해 야 돼요	창문을 열어도 돼요 ? 집에 가도 돼요 ?
	expressing prohibition VST + (으)면 안 돼요	교실에서 자면 안 돼요. 여기서 먹으면 안 돼요.
	expressing ability and possibility VST + (으)ㄹ 수 있어요/없어요	한국어를 말할 수 있어요. 김치를 먹을 수 있어요.
	expressing wishes and hopes VST + 고 싶어요	주말에 친구하고 영화를 보고 싶어요.
	expressing present continuous VST + 고 있어요	지금 한국 노래를 듣고 있어요.
	expressing future intent VST + (으)ㄹ 거예요	방학 때 서울에 갈 거예요. 김치찌개를 먹을 거예요.

Note: VST = Verb STem

Appendix 4 – Language learning and communication strategies

Language learning and communication strategies support and enhance the development of literacy skills and enable further development of cognitive skills through thinking critically and analytically, solving problems and making connections.

The following list is not intended to be complete or comprehensive but is provided as support only. Students should be taught these strategies explicitly and be provided with opportunities to practise them.

Purpose of strategy	Strategies
To support language learning and acquisition	• read, listen to and view texts in Korean
	• connect with a native speaker of Korean
	• learn vocabulary and set phrases in context
	• explain own understanding of a grammar rule or language pattern to someone else
	• use a monolingual or bilingual dictionary to locate and translate abbreviations, understand verb information and confirm meaning
	• make connections with prior learning
To make meaning from texts	• listen and determine essential information from key words
	• work out meaning of familiar and unfamiliar language by applying rules
	• make links between English and Korean texts
	• analyse and evaluate information and ideas
	• scan texts, highlight key words and select appropriate information
	• recognise the attitude, purpose and intention of a text
	• use information in a text to draw conclusions
	• summarise text in own words or re-organise and re-present the information
	• reflect on cultural meanings, including register and tone
To produce texts	• read a question, and determine the topic, audience, purpose, text type and style of writing
	• manipulate known elements in a new context to create meaning in written forms
	• structure an argument and express ideas and opinions
	• use synonyms for variety in the sentences, and conjunctions to link sentences
	• organise and maintain coherence of written text
	• evaluate and redraft written texts to enhance meaning
	• proofread text once written

Purpose of strategy	Strategies
To engage in spoken interaction	• make connections with first language and practise speaking in Korean
	• use oral clues to predict and help with interpreting meaning
	• ask for clarification and repetition to assist understanding
	• manipulate known elements in a new context to create meaning in spoken forms
	• structure an argument and express ideas and opinions
	• use cohesive devices, apply register and grammar, and use repair strategies to practise Korean