



Government of **Western Australia**
School Curriculum and Standards Authority

KOREAN: SECOND LANGUAGE

ATAR course

Year 11 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.

Important Information

This syllabus is effective from 1 January 2024.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the School Curriculum and Standards Authority (the Authority) on a cyclical basis, typically every five years.

This document incorporates material from the CCAFL Framework (2021) that has been compiled by the Victorian Curriculum and Assessment Authority the previous CCAFL Framework (2000) prepared by the New South Wales Education Standards Authority (previously, the Board of Studies NSW) for and on behalf of the Australasian Curriculum, Assessment and Certification Authorities, in collaboration with:

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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 the 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 11 syllabus is divided into two units, each of one semester duration, which are typically delivered as a pair. The notional time for each unit is 55 class contact hours.

Unit 1

This unit focuses on **일상생활 (Daily life)**. Through three topics – My daily routine, School life, and Technology and media – students further develop their communication skills in Korean and gain a broader insight into the language and culture.

Unit 2

This unit focuses on **한국대중문화 (Korean popular culture)**. Through three topics – Korean music, Korean film, and Globalisation of Korean culture – students extend their communication skills in Korean and gain a broader insight into 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 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 Korean language and culture. The placement of topics under one or more of the three perspectives is intended to provide a specific viewpoint for the teaching and assessment of the topic.

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 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.

Progression from the Years 7–10 curriculum

The Western Australian Curriculum: Languages Years 7–10 is organised through two interrelated strands: Communicating and Understanding. Communicating is broadly focused on using language for communicative purposes in interpreting, creating and exchanging meaning, whereas Understanding involves examining language and culture as resources for interpreting and creating meaning. Together, these strands reflect three important aspects of language learning: performance of communication, analysing various aspects of language and culture involved in communication, and understanding oneself as a communicator.

This syllabus continues to develop the knowledge, understandings and skills that ensure students communicate in Korean, understand language, culture and learning and their relationship, and thereby develop an intercultural capability in communication.

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 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, they 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 involve 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 1

Unit description

The focus for this unit is **일상생활 (Daily life)**. Students build on their skills, knowledge and understandings through the study of the unit content. They further develop their communication skills in Korean and gain a broader insight into the language and culture.

Unit content

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

Perspectives and topics

Unit 1 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
<p>Personal</p> <p>Students explore the topic from their own point of view or from the viewpoint of individuals from Korean-speaking communities.</p>	<p>My daily routine</p> <p>Students reflect on their family, home life, popular activities and interests.</p>
<p>Community</p> <p>Students investigate how the topic relates to groups in Korean-speaking communities.</p>	<p>School life</p> <p>Students explore school life for young Korean speakers: rules, after school activities and preparing for life after graduation.</p>
<p>Global</p> <p>Students examine how the topic impacts the global community.</p>	<p>Technology and social media</p> <p>Students examine the role of technology and social media in the lives of young people around the world.</p>

Text types and styles of writing

Text types

It is necessary for students to engage with a range of text types. In school-based assessments, students are expected to respond to and/or produce a range of text types in Korean from the list below.

- account
- advertisement
- announcement
- article
- blog post
- chart
- comic strip
- conversation
- description
- discussion
- email
- form
- image
- infographic
- interview
- journal entry
- letter
- message
- note
- plan
- poem
- presentation
- review
- role play
- script – speech, interview, dialogue
- song
- speech
- summary
- table

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.

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	traits and feelings
	qualitative
	distance and size
	taste
	conjugated form
Adverbs	frequency
	time and place
	manner and degree
	comparatives
	superlatives
Classifiers	general
	special items, e.g. age
Conjunctions	conjunctive conjugations
Nouns	common
	proper
	free/independent
	bound/dependent
Numerals	native Korean numerals
	Sino-Korean numerals
Particles	topic
	subject
	object
	location
	time and direction
Pronouns	personal
	demonstrative
	interrogative
Styles of speech	polite informal form

Grammatical items	Sub-elements
Verbs	present tense
	past tense
	expressing negation
	expressing humility
	politely expressing a request for someone to do something
	expressing obligation
	expressing permission
	expressing prohibition
	expressing ability and possibility

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, the 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 2

Unit description

The focus for this unit is **한국대중문화 (Korean popular culture)**. Students further develop their skills, knowledge and understandings through the study of the unit content. They extend their communication skills in Korean and gain a broader insight into the language and culture.

Unit content

This unit builds on the content covered in Unit 1.

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

Perspectives and topics

Unit 2 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
<p>Personal</p> <p>Students explore the topic from their own point of view or from the viewpoint of individuals from Korean-speaking communities.</p>	<p>Korean music</p> <p>Students explore their likes and dislikes of Korean popular music and artists, and the meaning behind favourite song lyrics.</p>
<p>Community</p> <p>Students investigate how the topic relates to groups in Korean-speaking communities.</p>	<p>Korean film</p> <p>Students explore Korean films to develop an insight into the culture and lifestyles of the Korean-speaking communities.</p>
<p>Global</p> <p>Students examine how the topic impacts the global community.</p>	<p>The globalisation of Korean culture</p> <p>Students consider the contribution of Korean culture around the world through Korean brands and trends.</p>

Text types and styles of writing

Text types

It is necessary for students to engage with a range of text types. In school-based assessments, students are expected to respond to, and/or produce, a range of text types in Korean from the list below.

- account
- advertisement
- announcement
- article
- blog post
- chart
- comic strip
- conversation
- description
- discussion
- email
- form
- image
- infographic
- interview
- journal entry
- letter
- message
- note
- plan
- poem
- presentation
- review
- role play
- script – speech, interview, dialogue
- song
- speech
- summary
- table

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.

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	character and personality
	qualitative
	quantitative
	distance and size
	taste and colour
	conjugated form
Adverbs	frequency
	time
	manner and degree
	comparatives
	superlatives
Classifiers	general
	special items, e.g. ticket
Conjunctions	conjunctive conjugations
	conjunctive adverbs
Nouns	free/independent
	bound/dependent
	asking someone's opinion
Numerals	native Korean numerals
	Sino-Korean numerals
Particles	topic
	subject
	object
	location
	time and direction
	linking
	plural
	possessive
Pronouns	personal
	demonstrative
	interrogative

Grammatical items	Sub-elements
Singular and plural	singular
	plural
Styles of speech	polite informal form
Verbs	present tense
	past tense
	future tense
	expressing negation
	expressing wishes and hopes
	expressing present continuous
	expressing future intent

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, the 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 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 11 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 11

Type of assessment	Weighting
<p>Oral communication Interaction with others to exchange information, ideas, opinions and/or experiences in spoken Korean. Typically, these tasks are administered under test conditions.</p>	25%
<p>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 texts are phrased in English for responses in English. Questions for printed texts are either phrased in 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.</p>	30%
<p>Written communication Production of written texts to convey information and express 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.</p>	15%
<p>Examination</p> <p>Practical (oral) examination Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.</p> <p>Written examination Typically conducted at the end of each semester and/or unit. In preparation for Unit 3 and Unit 4, the examination should reflect the examination design brief included in the ATAR Year 12 syllabus for this course.</p>	10% 20%

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 11 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).

Appendix 1 – Grade descriptions Year 11

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

A	<p>Written production</p> <p>Responds with relevant and detailed information, ideas and/or opinions when writing about a range of topics.</p> <p>Provides responses that use a range of vocabulary, grammatical items and complex sentence structures with occasional inaccuracies that do not affect meaning.</p> <p>Writes cohesive and well-structured texts that show clear development and connection of ideas.</p> <p>Applies the conventions of text types.</p>
	<p>Oral production</p> <p>Communicates effectively across a range of topics.</p> <p>Comprehends almost all questions and responds with relevant information and/or opinions.</p> <p>Provides responses that are clear and cohesive.</p> <p>Uses a range of vocabulary, grammatical items and complex sentence structures with occasional inaccuracies that do not affect meaning.</p> <p>Speaks with mostly accurate pronunciation.</p>
	<p>Comprehension</p> <p>Accurately extracts and processes information from a variety of texts across a range of topics.</p> <p>Provides relevant details.</p> <p>Provides accurate responses to literal questions and mostly accurate responses to inferential questions.</p> <p>Uses a dictionary effectively, resulting in appropriate interpretation of text.</p>
B	<p>Written production</p> <p>Responds with mostly relevant information, ideas and/or opinions, including some detail, when writing about a range of topics.</p> <p>Provides responses that use a range of familiar vocabulary, grammatical items and sentence structures with some inaccuracies that usually do not affect meaning.</p> <p>Writes structured texts that show clearly developed ideas.</p> <p>Applies most of the conventions of text types.</p>
	<p>Oral production</p> <p>Communicates effectively in most instances across a range of topics.</p> <p>Comprehends most questions and responds in some detail with relevant information and/or opinions.</p> <p>Provides responses that are mostly clear and cohesive.</p> <p>Uses a range of vocabulary, grammatical items and simple and complex sentence structures with some inaccuracies that, at times, affect meaning.</p> <p>Speaks with reasonably accurate pronunciation.</p>
	<p>Comprehension</p> <p>Extracts and processes information from a variety of texts across a range of topics. Provides some relevant details.</p> <p>Provides mostly accurate responses to literal questions and some accurate responses to inferential questions.</p> <p>Uses a dictionary mostly effectively; however, at times selects the wrong word or phrase, resulting in an inappropriate translation or interpretation of text.</p>

C	<p>Written production</p> <p>Responds with mostly relevant information and/or opinions. Includes some detail when writing about familiar topics and may include irrelevant content when writing about less familiar topics. Provides responses that use well-rehearsed language and familiar vocabulary, grammatical items and sentence structures, with some inaccuracies that sometimes affect meaning. Writes simple texts that show some structure and development of ideas. Applies some of the conventions of text types.</p>
	<p>Oral production</p> <p>Provides some information and/or opinions. Comprehends familiar questions; however, for complex questions may require time to process, or rephrasing and support from the other speaker. Provides brief responses that are reasonably clear, relying on well-rehearsed language. Uses a range of vocabulary, grammatical items, and simple and 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.</p>
	<p>Comprehension</p> <p>Extracts and processes some information from a variety of texts; provides limited details. Provides responses to literal questions that are mostly accurate, but responses to inferential questions are frequently 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.</p>
D	<p>Written production</p> <p>Responds with simple information and/or opinions when writing about familiar topics. Includes limited detail and/or irrelevant content. Provides responses that use well-rehearsed, simple language and short sentences. Develops responses that are 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.</p>
	<p>Oral production</p> <p>Provides some simple information and/or opinions. Falls silent due to lack of comprehension and time required to construct responses. Requires frequent support from the other speaker to sustain conversation. Provides brief responses characterised by single words and fragmented sentences or English. Uses a limited range of vocabulary, grammatical items and sentence structures with frequent inaccuracies that often affect meaning. Makes errors in pronunciation that often result in the meaning not being clear.</p>
	<p>Comprehension</p> <p>Extracts insufficient and/or irrelevant information from texts. Provides responses that are frequently incomplete or irrelevant. Uses a dictionary with limited accuracy, frequently selecting the wrong word or phrase, resulting in an inappropriate translation or interpretation of text.</p>
E	<p>Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.</p>

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.

Advertisement

Advertisements promote a product or service. Emotive, factual or persuasive language is used in an informal or colloquial register. They often use abbreviated words and sentences, comparatives and superlatives, and may be in spoken, written or graphic form.

Announcement

In both spoken and written form, announcements present factual information about an event that has recently occurred or is about to occur. They may also be in graphic form. Announcements can sometimes use a formal register, but may also be in an informal or colloquial register. They include factual, straightforward language with little elaboration, and present information in a logical sequence.

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.

Chart

Charts organise and represent a set of data in a diagram or table. They may also visually represent knowledge, concepts, thoughts or ideas. They are typically graphical and contain very little text. Charts include a title that provides a succinct description of what the data in the chart refers to, and contain key words that readers are looking for. They are usually in a formal register.

Comic strip

Comic strips or cartoons represent a drawing or sequence of drawings arranged in panels to display brief humour, or form a narrative, with text in balloons and captions. The language in a comic strip or cartoon can be subjective or objective, descriptive, factual, judgemental, humorous, emotive or persuasive, depending on the context, and may involve a range of tenses. A comic strip or cartoon may illustrate or describe an event, or series of events, often presented in a logical sequence, and at the conclusion there may be a resolution.

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.

Description

Descriptions of people, places, animals, events or feelings, or a combination of these, can often be found within another context (letter, article etc.). Information can be presented in an objective or subjective way. Details are presented to create a clear image for the reader. Extravagant language or superlatives may be used to emphasise an impression, atmosphere or mood. Descriptions may contain references to sight, sound, smell, touch, taste or feelings.

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.

Form

Forms contain a series of questions asked of individuals to obtain information about a given position, focus, topic etc. In their design, they have a title, contact details and questions. Forms may include categories. The language of forms is often objective and includes descriptive words, a range of tenses and a variety of questions to address. As a response, students could be asked to complete a form or respond to questions or criteria in an application; for example, for a job.

Image

Images can frequently be used on their own, as they can communicate ideas in much more complete and complex ways than words alone. At other times, they are included with a title or caption or other text as a stimulus for response. Images should always complement and provide information on the topic or text.

Infographic

Infographics (information graphics) communicate information in a visual or graphic form. Images, charts, symbols, colour and text are used to convey knowledge, concepts or key messages quickly and clearly. Information in infographics can be presented in an objective or subjective way and the language used can be descriptive, factual or persuasive, depending on the context.

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.

Plan

Plans are created by individuals to record what they are going to do. They can be any diagram or list of steps, with timing and resources used, to achieve an objective. Plans provide specific details, and depending on the context, may be either in a formal or informal register, present a range of tenses, or contain language that can be subjective or objective, descriptive, factual, judgemental, humorous, emotive or persuasive.

Plans can also be a form of expressing meaning through symbols, governed by a set of conventions, that aim to instruct, inform, or communicate a sense of place. Plans are usually in a formal register and frequently use formulaic expressions. They may have a title, orientation, scale, longitude and latitude, an index grid and a key.

Poem

Poems are sets of words that convey an experience, idea or emotion. Poems can be used to introduce language structures and new vocabulary. A whole poem or a selection of lines from a poem can be used as a basis for comprehension. The language in poems used in the course must be accessible.

Presentation

Presentations communicate ideas, opinions and attitudes. Their aim is to entertain, inform or persuade their audience. A presentation begins with a statement of purpose, is followed by an explanation or presentation of an argument, and ends with some concluding remarks. The language used in presentations is often subjective, as the presenter is seeking to persuade and engage the audience through descriptive words, humour and anecdotes.

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.

Role play

In both spoken and written form, role plays are used to communicate and exchange ideas, information, opinions and experiences. Role plays would generally have only two speakers, but each speaker must be clearly identified. A role play 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 role plays will often depend on the context and the relationship between participants.

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 the relationship between participants.

Song

Songs are short poems or sets of words that are set to music and are meant to be sung. The lyrics of a song are used as a basis for comprehension, although it must be remembered that popular songs often contain colloquial language or slang that is difficult for students to understand if they have not heard the song before.

Speech

Speeches, in their oral forms, communicate ideas, opinions and attitudes to entertain, persuade, welcome or thank their audience. A speech often begins with a statement of purpose followed by an explanation or sequence of events or presentation of argument, and ends with some concluding remarks. Descriptive words, formal or informal language and a range of tenses are typical in speeches. The language is often subjective, sometimes using slogans, catch phrases, humour and anecdotes to engage the audience.

Summary

Summaries present the essential points and relevant details from an original text. A summary will often have a title, an introduction, content and a conclusion. They often require the use of full sentences and may contain reported speech. The language of summaries may either be formal or informal.

Table

Tables organise and represent a set of data in a diagram or table. They may also visually represent knowledge, concepts, thoughts or ideas. Tables are typically graphical, containing very little text; however, they do include a title that provides a succinct description of what the data in the chart or table refers to. They are usually in a formal register.

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 1

Grammatical items	Sub-elements	Elaborations
Adjectives	traits	선생님이 젊어요.
	feelings	오늘은 피곤해요.
	qualitative	꽃이 아름다워요. 신발이 비싸요. 방이 깨끗해요.
	distance	학교가 멀어요.
	size	키가 커요.
	taste	김치가 너무 매워요.
	conjugated form	시장에는 맛있는 음식이 많아요.
Adverbs	frequency	저는 한국어를 매일 공부해요. 저는 주로 집에서 운동을 해요. 저는 가끔 책을 읽어요.
	time	오늘 아침에 운동을 했어요. 최근에 영화를 봤어요.
	place	가방이 여기 있어요.
	manner and degree	한국어를 아주 좋아해요. 숙제가 거의 끝났어요.
	comparatives	저는 수학을 역사보다 더 좋아해요.
	superlatives	저는 수학을 제일 좋아해요.

Grammatical items	Sub-elements	Elaborations
Classifiers	general	사과 한 개 주세요.
	special items, e.g. age	열 여섯 살이에요.
Conjunctions	conjunctive conjugations	아침을 먹고 산책해요.
Nouns	common	사람, 도시, 산, 바다, 고양이, 책상
	proper	서울, 한강, 한국, 부산, 제주도, 민우
	free/independent	학교, 교실, 바람, 책, 가방, 나무
	bound/dependent	것, 수, 바, 뿐, 만큼, 마리, 켄레, 권 한국어를 말할 수 있어요. 신발 두 켄레 주세요.
Numerals	native Korean numerals	지금 한 시예요.
	Sino-Korean numerals	오늘은 오 월 팔 일, 어버이 날이에요.
Particles	topic	저는 학생이에요.
	subject	친구가 호주사람이에요.
	object	김치찌개를 좋아해요.
	location	수퍼에서 주스를 샀어요.
	time and direction	아침 8 시에 학교에 가요.
Pronouns	personal	저는 호주에서 왔어요. 그 분은 우리 선생님이에요.
	demonstrative	이거 얼마예요? 저기가 우리 집이에요.
	interrogative	누구예요? 생일이 언제예요?

Grammatical items	Sub-elements	Elaborations
Styles of speech	polite informal form	안녕하세요. 반가워요.
Verbs	present tense	아침 6 시에 일어나요.
	past tense	저녁 7 시에 저녁을 먹었어요.
	expressing negation	창문을 열지 마세요.
	expressing humility	어머니한테 꽃을 드렸어요.
	politely expressing a request for someone to do something verb stem + (으)세요	자리에 앉으세요. 버스를 타세요.
	expressing obligation verb stem + 어/아 야 해요	숙제를 내야 해요. 아침을 먹어야 해요.
	expressing permission verb stem + 어/아 도 돼요	창문을 열어도 돼요? 집에 가도 돼요?
	expressing prohibition verb stem + (으)면 안 돼요	교실에서 자면 안 돼요. 여기서 먹으면 안 돼요.
expressing ability and possibility verb stem + (으)ㄴ 수 있어요/없어요	한국어를 말할 수 있어요. 김치를 먹을 수 있어요.	

Unit 2

Grammatical items	Sub-elements	Elaborations
Adjectives	character and personality	박 선생님은 친절한 분이예요. 제 친구는 똑똑하고 착해요.
	qualitative	이 곳에는 새로운 건물이 많아요. 이태원에 젊은 사람이 많아요. 가벼운 가방을 주세요.
	quantitative	많은 음식이 있어요. 몇 가지 여쭙 볼게요.
	distance	퍼스에서 시드니까지 멀어요.
	size	가방이 크고 무거워요.
	taste	치킨이 맵고 달아요.
	colour	파란 바다를 좋아해요.
	conjugated form	재미있는 영화를 봤어요.
Adverbs	frequency	한국 영화를 자주 봐요. 매년 한국에 가요.
	time	지금 드라마를 봐요. 나중에 영화를 볼 거예요.
	manner and degree	크게 말해요. 빨리 차를 타세요. 한국 음식을 아주 좋아해요. 한국어를 재미있게 공부해요.
	comparatives	영화보다 드라마를 더 좋아해요.
	superlatives	한국 음식 중에서 불고기를 가장 좋아해요.

Grammatical items	Sub-elements	Elaborations
Classifiers	general	야구공 한 개 주세요.
	special items, e.g. ticket	영화표 한 장 주세요. 기차표 두 장 주세요.
Conjunctions	conjunctive conjugations	지하철도 타고 버스도 탔어요.
	conjunctive adverbs	지하철도 탔어요. 그리고 버스도 탔어요.
Nouns	free/independent	영화관, 배우, 가수, 노래, 음악, 영화
	bound/dependent	수, 것, 바, 만큼, 편, 곡 영화 한 편을 봤어요.
	asking someone's opinion noun + 이/가 어때요?	그 드라마가 어때요? 잡채 맛이 어때요?
Numerals	native Korean numerals	저는 열 여섯 살이에요.
	Sino-Korean numerals	설날은 일 월 일 일이에요.
Particles	topic	서울은 한국에 있어요.
	subject	오늘 날씨가 좋아요.
	object	지하철을 타요.
	location	제주도에서 굴을 먹었어요. 영화관 앞에서 만나요.
	time and direction	매일 저녁 6 시에 집으로 가요.
	linking	사과와 오렌지를 먹었어요. 오늘 친구랑 영화를 봐요. 이태원 하고 명동에 갔어요.
	plural	친구들 하고 경복궁에 갔어요.

Grammatical items	Sub-elements	Elaborations
	possessive	우리 아버지의 차예요. 제 가족이에요.
Pronouns	personal	저는 고등학생이에요. 그 분은 우리 선생님이세요.
	demonstrative	저게 뭐예요? 저기가 시장이에요.
	interrogative	여기가 어디예요?
Singular and plural	singular	여기 건물이 멋있어요. 이 배우가 좋아요.
	plural	저기 건물들이 멋있어요. 저 배우들이 좋아요.
Styles of speech	polite informal form	어서 오세요.
Verbs	present tense	오늘 바다에 가요.
	past tense	지난 여름에 시드니에 갔어요.
	future tense	이번 방학 때 한국에 갈 거예요.
	expressing negation	여기에 앉지 마세요. 주말에는 수업을 안 해요.
	expressing wishes and hopes verb stem + 고 싶어요	주말에 영화를 보고 싶어요. 비빔밥을 먹고 싶어요.
	expressing present continuous verb stem + 고 있어요	지금 한국 음악을 듣고 있어요. 지금 밥을 먹고 있어요.
	expressing future intent verb stem + (으)ㄹ 거예요	한국에 갈 거예요. 김치찌개를 먹을 거예요.

Assumed learning

Before commencing the study of Unit 1 and Unit 2, it is assumed that students have, through prior experience or study, already acquired an understanding of the following Korean grammatical items.

Grammatical items	Sub-elements	Elaborations
Adjectives	qualitative	좋다/나쁘다, 쉽다/어렵다, 깨끗하다/더럽다, 싸다/비싸다, 빠르다/느리다 교실 안이 깨끗해요.
	quantitative	많다/적다 시장에 사람이 많아요.
	taste	맵다, 짜다, 시다, 달다 김치는 매워요.
	colour	파랗다, 검다, 희다, 빨갳다, 푸르다 눈이 파란색이에요.
	distance	멀다/가깝다 학교가 집에서 멀어요.
	size	작다/크다 제 친구는 키가 커요.
Adverbs	frequency	항상, 언제나, 보통, 자주, 가끔, 매년, 매월, 매일 저는 매일 자전거를 타요.
	time	오늘, 내일, 어제 내일 전화를 할게요.
	degree	아주, 꽤, 매우, 정말, 너무, 거의, 방금 방금 학교에 도착했어요.
Classifiers	general	오렌지 한 개 주세요.
	special items	강아지가 두 마리 있어요.

Grammatical items	Sub-elements	Elaborations
Conjunctions	conjunctive adverbs	아침을 먹어요. 그리고 학교에 가요. 운동을 했어요. 그래서 기분이 좋아요.
Nouns	common	사람, 도시, 산, 바다, 고양이, 책상 서울은 도시예요.
	proper	세종대왕, 한강, 한국, 부산, 제주도 세종대왕이 한글을 만들었어요.
	free/independent	학교, 교실, 사과, 바람, 책, 가방, 나무 교실이 나무 뒤에 있어요.
	bound/dependent	것, 수, 마리, 그루, 켈레, 권 이 가방은 제 것이예요. 집에 강아지가 한 마리 있어요.
Numerals	native Korean numerals	학생이 열 명 있어요.
	Sino-Korean numerals	이 가방은 이만 원이에요.
Particles	topic	저는 호주사람이에요.
	subject	기차가 빨라요.
	object	주말에 수영을 했어요.
	location	앞에, 뒤에, 옆에, 사이에, 위에, 밑에, 아래에, 안에, 밖에 학교 앞에서 만나요.
	direction	도서관으로 가요.
	linking	사과와 포도를 먹어요. 친구랑 같이 운동을 했어요. 교실에 학생하고 선생님이 있어요.
	plural	가족들과 같이 한국 음식을 먹을 거예요.

Grammatical items	Sub-elements	Elaborations
	possessive	이게 제 교과서예요.
Pronouns	personal	저는 학생이에요.
	demonstrative	저 분이 우리 선생님이에요.
	interrogative	누구 생일이에요?
Verbs	present tense	가요, 먹어요, 써요, 읽어요, 들어요, 해요 한국어 교과서를 읽어요.
	past tense	갔어요, 먹었어요, 마셨어요, 썼어요, 읽었어요, 들었어요, 했어요 어젯밤에 한국 노래를 들었어요.
	future tense	갈 거예요, 먹을 거예요, 마실 거예요, 쓸 거예요, 들을 거예요, 할 거예요 친구한테 편지를 쓸 거예요.
	negation	먹지 않아요, 마시지 않아요, 하지 않아요 내일은 학교에 가지 않아요.
Vowels	10 basic vowels	ㅏ, ㅑ, ㅓ, ㅕ, ㅗ, ㅛ, ㅜ, ㅠ, ㅡ, ㅣ
	11 diphthongs	ㅘ, ㅙ, ㅚ, ㅜ, ㅝ, ㅞ, ㅟ, ㅠ, ㅡ, ㅢ
Consonants	14 consonants	ㄱ, ㅋ, ㆁ, ㄷ, ㅌ, ㄴ, ㄹ, ㅁ, ㅂ, ㅃ, ㅅ, ㅆ, ㅇ, ㅈ, ㅊ, ㅋ, ㆁ, ㅍ, ㅎ
	Five double consonants	ㄲ, ㄸ, ㅃ, ㅆ, ㅉ
	Seven sounds of final consonants	ㄱ, ㅋ, ㆁ, ㄷ, ㅌ, ㄴ, ㄹ, ㅁ, ㅂ, ㅃ, ㅅ, ㅆ, ㅇ
Liaison rules		집+이 -> 지비 있어요 -> 이써요

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	<ul style="list-style-type: none"> • read, listen to and view texts in Korean
	<ul style="list-style-type: none"> • connect with a native speaker of the language
	<ul style="list-style-type: none"> • learn vocabulary and set phrases in context
	<ul style="list-style-type: none"> • explain own understanding of a grammar rule or language pattern to someone else
	<ul style="list-style-type: none"> • use a monolingual or bilingual dictionary to locate and translate abbreviations, understand verb information and confirm meaning
	<ul style="list-style-type: none"> • make connections with prior learning
To make meaning from texts	<ul style="list-style-type: none"> • listen and determine essential information from key words
	<ul style="list-style-type: none"> • work out meaning of familiar and unfamiliar language by applying rules
	<ul style="list-style-type: none"> • make links between English and Korean texts
	<ul style="list-style-type: none"> • analyse and evaluate information and ideas
	<ul style="list-style-type: none"> • scan texts, highlight key words and select appropriate information
	<ul style="list-style-type: none"> • recognise the attitude, purpose and intention of a text
	<ul style="list-style-type: none"> • use information in a text to draw conclusions
	<ul style="list-style-type: none"> • summarise text in own words or re-organise and re-present the information
	<ul style="list-style-type: none"> • reflect on cultural meanings, including register and tone
To produce texts	<ul style="list-style-type: none"> • read a question and determine the topic, audience, purpose, text type and style of writing
	<ul style="list-style-type: none"> • manipulate known elements in a new context to create meaning in written forms
	<ul style="list-style-type: none"> • structure an argument and express ideas and opinions
	<ul style="list-style-type: none"> • use synonyms for variety in the sentences and conjunctions to link sentences
	<ul style="list-style-type: none"> • organise and maintain coherence of written text
	<ul style="list-style-type: none"> • evaluate and redraft written texts to enhance meaning
	<ul style="list-style-type: none"> • proofread text once written

Purpose of strategy	Strategies
To engage in spoken interaction	<ul style="list-style-type: none">• make connections with first language and practise speaking in the language
	<ul style="list-style-type: none">• use oral clues to predict and help with interpreting meaning
	<ul style="list-style-type: none">• ask for clarification and repetition to assist understanding
	<ul style="list-style-type: none">• manipulate known elements in a new context to create meaning in spoken forms
	<ul style="list-style-type: none">• structure an argument and express ideas and opinions
	<ul style="list-style-type: none">• use cohesive devices, apply register and grammar, and use repair strategies to practise the language

