



## SAMPLE COURSE OUTLINE

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**KOREAN: SECOND LANGUAGE**  
**ATAR YEAR 11**

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## **Acknowledgement of Country**

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

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## **Disclaimer**

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

## Sample course outline

### Korean: Second Language – ATAR Year 11

#### Unit 1 – 일상생활 (Daily life)

#### Semester 1

Week	Key teaching points
1–5	<p><b>Introduction</b> Overview of the Korean: Second Language course, unit and assessment requirements.</p> <p><b>Perspectives and topics</b> Provide opportunities for learning and assessment on the following perspective and topic:</p> <ul style="list-style-type: none"> <li>• Personal – My daily routine. Students reflect on their family, home life, popular activities and interests.</li> </ul> <p><b>Text types and styles of writing</b></p> <p>Text types Provide opportunities for students to respond to and /or produce the following text types:</p> <ul style="list-style-type: none"> <li>• blog post</li> <li>• comic strip</li> <li>• conversation</li> <li>• email</li> <li>• interview</li> <li>• journal entry.</li> </ul> <p>Styles of writing Provide opportunities for students to respond to, and produce, the following styles of writing:</p> <ul style="list-style-type: none"> <li>• descriptive</li> <li>• informative</li> <li>• personal.</li> </ul> <p><b>Linguistic resources</b> Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• introduce new vocabulary, phrases and expressions through texts used related to the topic My daily routine.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• adjectives – traits and feelings, qualitative, distance and size, conjugated form</li> <li>• adverbs – frequency, time and place, manner and degree, comparatives superlatives</li> <li>• classifiers – general, special items, e.g. age etc.</li> <li>• conjunctions – conjunctive conjugations</li> <li>• nouns – common, proper, free/independent, bound/dependent</li> <li>• numerals – native Korean numerals, Sino-Korean numerals</li> <li>• particles – topic, subject, object, location, time and direction</li> <li>• pronouns – personal, demonstrative, interrogative</li> <li>• styles of speech – polite informal form</li> </ul>

Week	Key teaching points
	<ul style="list-style-type: none"> <li>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.</li> </ul> <p>Sound and writing systems</p> <p>Consolidation of understanding of the sound and writing systems of Korean, and in particular that:</p> <ul style="list-style-type: none"> <li>the name <i>Hangeul</i> combines the Korean word <i>Han</i> (한) – meaning ‘great’ – and <i>geul</i> (글) – meaning ‘script’, and that <i>Hangeul</i> is the Korean language alphabetic system that comprises consonants and vowels</li> <li>vowels are based on three shapes ‘ ◦ , —, and   ’, which represent the sky, earth, and human, respectively. Different combinations of these three basic shapes generate the <i>Hangeul</i> 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</li> <li><i>Hangeul</i> 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</li> <li>Korean grammar has a system of honorific endings and internal word markings that reflect established social relationships.</li> </ul> <p><b>Intercultural understandings</b></p> <p>Provide opportunities for students to enhance understanding of their own language/s and culture/s in relation to the Korean language and culture:</p> <ul style="list-style-type: none"> <li>social customs within the context of hosting a guest</li> <li>interpersonal relationships between friends, family members, such as politeness conventions, respect)</li> <li>popular trends activities and interests, e.g. favourite hobby.</li> </ul> <p><b>Language learning and communication strategies</b></p> <p>Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> <li>structure an argument, express ideas and opinions</li> <li>ask for clarification and repetition to assist in understanding</li> <li>understand grammar rules and honorific expressions.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>develop the necessary skills to use monolingual and/or bilingual printed dictionaries effectively.</li> </ul> <p><b>Assessment Task 1: Oral communication</b></p> <p>Participate in a 6–8 minute interview in Korean.</p>

Week	Key teaching points
6–10	<p><b>Perspectives and topics</b> Provide opportunities for learning and assessment on the following perspective and topic:</p> <ul style="list-style-type: none"> <li>• Community – School life. Students explore school life for young Korean speakers: rules, after school activities and preparing for life after graduation.</li> </ul> <p><b>Text types and styles of writing</b></p> <p>Text types Provide opportunities for students to respond to and/or produce the following text types:</p> <ul style="list-style-type: none"> <li>• advertisement</li> <li>• announcement</li> <li>• blog post</li> <li>• infographic</li> <li>• letter</li> <li>• script – speech, interview, dialogue.</li> </ul> <p>Styles of writing Provide opportunities for students to respond to, and produce, the following styles of writing:</p> <ul style="list-style-type: none"> <li>• descriptive</li> <li>• informative</li> <li>• personal.</li> </ul> <p><b>Linguistic resources</b> Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• introduce new vocabulary, phrases and expressions through texts used related to the topic School life.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• adjectives – traits and feelings, qualitative, distance and size, conjugated form</li> <li>• adverbs – frequency, time and place, manner and degree, comparatives, superlatives</li> <li>• classifiers – general, special items, e.g. age etc.</li> <li>• conjunctions – conjunctive conjugations</li> <li>• nouns – common, proper, free/independent, bound/dependent</li> <li>• numerals – native Korean numerals, Sino-Korean numerals</li> <li>• particles – topic, subject, object, location, time and direction</li> <li>• pronouns – personal, demonstrative, interrogative</li> <li>• styles of speech – polite informal form</li> <li>• 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.</li> </ul> <p>Sound and writing systems Consolidation of understanding of the sound and writing systems of Korean, and in particular that:</p> <ul style="list-style-type: none"> <li>• the name <i>Hangeul</i> combines the Korean word <i>Han</i> (한) – meaning ‘great’ – and <i>geul</i> (글) – meaning ‘script’, and that <i>Hangeul</i> is the Korean language alphabetic system that comprises consonants and vowels</li> </ul>

Week	Key teaching points
	<ul style="list-style-type: none"> <li>vowels are based on three shapes ‘ · , —, and   ’, which represent the sky, earth, and human, respectively. Different combinations of these three basic shapes generate the <i>Hangeul</i> 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</li> <li><i>Hangeul</i> 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</li> <li>Korean grammar has a system of honorific endings and internal word markings that reflect established social relationships.</li> </ul> <p>Intercultural understandings</p> <p>Provide opportunities for students to enhance understanding of their own language/s and culture/s in relation to the Korean language and culture:</p> <ul style="list-style-type: none"> <li>aspects of school life, e.g. concept of school rules, school events and ceremony, after school activities</li> <li>impact of technology on school activities and preparing for life after graduation</li> <li>aspects of socialising at school, e.g. politeness conventions, ways of showing affection, respect, turn-taking, gender relationships, friendship, friendship groups.</li> </ul> <p><b>Language learning and communication strategies</b></p> <p>Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> <li>make connections with prior learning</li> <li>organise and maintain coherence of the written text</li> <li>evaluate and redraft written texts to enhance meaning</li> <li>proofread text once written</li> <li>use a monolingual or bilingual dictionary to locate and translate abbreviations, understand verb information and confirm meaning</li> <li>structure an argument, express ideas, opinions and preferences.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>develop the necessary skills to use monolingual and/or bilingual printed dictionaries effectively.</li> </ul> <p><b>Assessment Task 2: Written communication</b></p> <p>Write a letter of approximately 150 words in Korean.</p>
11–15	<p><b>Perspectives and topics</b></p> <p>Provide opportunities for learning and assessment on the following perspective and topic: Global – Technology and social media. Students examine the role of technology and social media in the lives of young people around the world.</p> <p><b>Text types and styles of writing</b></p> <p>Text types</p> <p>Provide opportunities for students to respond to and/or produce the following text types:</p> <ul style="list-style-type: none"> <li>article</li> <li>blog post</li> <li>discussion</li> <li>email</li> <li>infographic</li> <li>interview</li> </ul>

Week	Key teaching points
	<ul style="list-style-type: none"> <li>• presentation</li> <li>• table.</li> </ul> <p>Styles of writing Provide opportunities for students to respond to, and produce, the following styles of writing:</p> <ul style="list-style-type: none"> <li>• descriptive</li> <li>• informative</li> <li>• personal.</li> </ul> <p><b>Linguistic resources</b> Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• introduce new vocabulary, phrases and expressions through texts used related to the topic Technology and social media.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• adjectives – traits and feelings, qualitative, distance and size, conjugated form</li> <li>• adverbs – frequency, time and place, manner and degree, comparatives, superlatives</li> <li>• classifiers – general, special items, e.g. age etc.</li> <li>• conjunctions – conjunctive conjugations</li> <li>• nouns – common, proper, free/independent, bound/dependent</li> <li>• numerals – native Korean numerals, Sino-Korean numerals</li> <li>• particles – topic, subject, object, location, time and direction</li> <li>• pronouns – personal, demonstrative, interrogative</li> <li>• styles of speech – polite informal form</li> <li>• 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.</li> </ul> <p>Sound and writing systems Consolidation of understanding of the sound and writing systems of Korean, and in particular that:</p> <ul style="list-style-type: none"> <li>• the name <i>Hangeul</i> combines the Korean word <i>Han</i> (한) – meaning ‘great’ – and <i>geul</i> (글) – meaning ‘script’, and that <i>Hangeul</i> is the Korean language alphabetic system that comprises consonants and vowels</li> <li>• vowels are based on three shapes ‘ ◦ , — , and   ’, which represent the sky, earth, and human, respectively. Different combinations of these three basic shapes generate the <i>Hangeul</i> 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</li> <li>• <i>Hangeul</i> 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</li> <li>• Korean grammar has a system of honorific endings and internal word markings that reflect established social relationships.</li> </ul> <p>Intercultural understandings Provide opportunities for students to enhance understanding of their own language/s and culture/s in relation to the Korean language and culture:</p> <ul style="list-style-type: none"> <li>• role of technology and social media in the lives of young people around the world</li> </ul>

Week	Key teaching points
	<ul style="list-style-type: none"> <li>• impact of social media on everyday living and changing lifestyle.</li> </ul> <p><b>Language learning and communication strategies</b></p> <p>Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> <li>• read, listen to and view texts in Korean</li> <li>• make connections with prior learning</li> <li>• summarise text in own words or re-organise and re-present the information</li> <li>• use a monolingual or bilingual dictionary to locate and translate abbreviations, understand verb information and confirm meaning</li> <li>• scan texts, highlight key words and select appropriate information</li> <li>• read a question and determine the topic, audience, purpose, text type and style of writing.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• develop the necessary skills to use monolingual and/or bilingual printed dictionaries effectively.</li> </ul> <p><b>Assessment Task 3: Responding to texts</b></p> <p>Listen to, read or view texts in Korean and respond in Korean or English, as specified, to questions in Korean or English.</p>
16	<p>Review structure of the practical (oral) and written examinations for Semester 1.</p> <p>Prepare for the practical (oral) and written examinations.</p> <p><b>Assessment Task 4 (a): Practical (oral) examination</b></p> <p><b>Assessment Task 4 (b): Written examination</b></p>



## Sample course outline

### Korean: Second Language – ATAR Year 11

#### Unit 2 – 한국대중문화 (Korean popular culture)

#### Semester 2

Week	Key teaching points
1–5	<p><b>Introduction</b> Overview of the unit and assessment requirements</p> <p><b>Perspectives and topics</b> Provide opportunities for learning and assessment on the following perspective and topic: Personal – Korean music. Students explore their likes and dislikes of Korean popular music and artists, and the meaning behind favourite song lyrics.</p> <p><b>Text types and styles of writing</b></p> <p>Text types Provide opportunities for students to respond to and/or produce the following text types:</p> <ul style="list-style-type: none"> <li>• article</li> <li>• blog post</li> <li>• chart</li> <li>• conversation</li> <li>• image</li> <li>• infographic</li> <li>• song.</li> </ul> <p>Styles of writing Provide opportunities for students to respond to, and produce, the following styles of writing:</p> <ul style="list-style-type: none"> <li>• descriptive</li> <li>• informative</li> <li>• personal</li> <li>• persuasive.</li> </ul> <p><b>Linguistic resources</b> Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• introduce new vocabulary, phrases and expressions through texts used related to the topic Korean music.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• adjectives – character and personality, qualitative, quantitative, distance and size, taste and colour, conjugated form</li> <li>• adverbs – frequency, time, manner and degree, comparatives, superlatives</li> <li>• classifiers – general, special items, e.g. ticket etc.</li> <li>• conjunctions – conjunctive conjugations, conjunctive adverbs</li> <li>• nouns – free/independent, bound/dependent, asking someone’s opinion</li> <li>• numerals – native Korean numerals, Sino-Korean numerals</li> <li>• particles – topic, subject, object, location, time and direction, linking, plural, possessive</li> <li>• pronouns – personal, demonstrative, interrogative</li> </ul>

Week	Key teaching points
	<ul style="list-style-type: none"> <li>• singular and plural – singular, plural</li> <li>• styles of speech – polite informal form</li> <li>• verbs – present tense, past tense, future tense, expressing negation, expressing wishes and hopes, expressing present continuous, expressing future intent</li> </ul> <p>Sound and writing systems</p> <p>Consolidation of understanding of the sound and writing systems of Korean, and in particular that:</p> <ul style="list-style-type: none"> <li>• the name <i>Hangeul</i> combines the Korean word <i>Han</i> (한) – meaning ‘great’ – and <i>geul</i> (글) – meaning ‘script’, and that <i>Hangeul</i> is the Korean language alphabetic system that comprises consonants and vowels</li> <li>• vowels are based on three shapes ‘ ◦ , —, and   ’, which represent the sky, earth, and human, respectively. Different combinations of these three basic shapes generate the <i>Hangeul</i> 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</li> <li>• <i>Hangeul</i> 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</li> <li>• <i>Korean</i> grammar has a system of honorific endings and internal word markings that reflect established social relationships.</li> <li>• Intercultural understandings</li> </ul> <p>Provide opportunities for students to enhance understanding of their own language/s and culture/s in relation to the Korean language and culture:</p> <ul style="list-style-type: none"> <li>• exploring the K-pop music industry</li> <li>• likes and dislikes of Korean popular music and artists</li> <li>• meaning behind favourite Korean song lyrics</li> <li>• impact of technology and social media on Korean popular music – using technology and social media to get K-pop information and think about the K-pop pandemic.</li> </ul> <p><b>Language learning and communication strategies</b></p> <p>Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> <li>• structure an argument, express ideas, opinions and preferences</li> <li>• ask for clarification and repetition to assist understanding</li> <li>• use alternative expressions to clarify meaning.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• develop the necessary skills to use monolingual and/or bilingual printed dictionaries effectively.</li> </ul> <p><b>Assessment Task 5: Oral communication</b></p> <p>Participate in an 8–10 minute conversation in Korean.</p>
6–10	<p><b>Perspectives and topics</b></p> <p>Provide opportunities for learning and assessment on the following perspective and topic:</p> <ul style="list-style-type: none"> <li>• Community – Korean film. Students explore Korean films to develop an insight into the culture and lifestyles of the Korean-speaking communities.</li> </ul> <p><b>Text types and styles of writing</b></p> <p>Text types</p>

Week	Key teaching points
	<p>Provide opportunities for students to respond to and to produce the following text types:</p> <ul style="list-style-type: none"> <li>• article</li> <li>• blog post</li> <li>• discussion</li> <li>• image</li> <li>• infographic</li> <li>• interview</li> <li>• letter.</li> </ul> <p>Styles of writing</p> <p>Provide opportunities for students to respond to and to produce the following styles of writing:</p> <ul style="list-style-type: none"> <li>• descriptive</li> <li>• informative</li> <li>• personal</li> <li>• persuasive.</li> </ul> <p><b>Linguistic resources</b></p> <p>Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• introduce new vocabulary, phrases and expressions through texts used related to the topic Korean films.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• adjectives – character and personality, qualitative, quantitative, distance and size, taste and colour, conjugated form</li> <li>• adverbs – frequency, time, manner and degree, comparatives, superlatives</li> <li>• classifiers – general, special items, e.g. ticket etc.</li> <li>• conjunctions – conjunctive conjugations, conjunctive adverbs</li> <li>• nouns – free/independent, bound/dependent, asking someone’s opinion</li> <li>• numerals – native Korean numerals, Sino-Korean numerals</li> <li>• particles – topic, subject, object, location, time and direction, linking, plural, possessive</li> <li>• pronouns – personal, demonstrative, interrogative</li> <li>• singular and plural – singular, plural</li> <li>• styles of speech – polite informal form</li> <li>• verbs – present tense, past tense, future tense, expressing negation, expressing wish and hope, expressing present continuous, expressing future intent</li> </ul> <p>Sound and writing systems</p> <p>Consolidation of understanding of the sound and writing systems of Korean, and in particular that:</p> <ul style="list-style-type: none"> <li>• the name <i>Hangeul</i> combines the Korean word <i>Han</i> (한) – meaning ‘great’ – and <i>geul</i> (글) – meaning ‘script’, and that <i>Hangeul</i> is the Korean language alphabetic system that comprises consonants and vowels</li> <li>• vowels are based on three shapes ‘ • , —, and   ’, which represent the sky, earth, and human, respectively. Different combinations of these three basic shapes generate the <i>Hangeul</i> 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</li> </ul>

Week	Key teaching points
	<ul style="list-style-type: none"> <li>• <i>Hangeul</i> 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</li> <li>• that Korean grammar has a system of honorific endings and internal word markings that reflect established social relationships.</li> </ul> <p><b>Intercultural understandings</b> Provide opportunities for students to enhance understanding of their own language/s and culture/s in relation to the Korean language and culture:</p> <ul style="list-style-type: none"> <li>• exploring Korean culture and lifestyles through Korean films</li> <li>• discussing Korean influences in the home culture.</li> </ul> <p><b>Language learning and communication strategies</b> Provide opportunities for students to practice the following strategies:</p> <ul style="list-style-type: none"> <li>• scan and select texts for appropriate information</li> <li>• summarise text in own words or re-organise and re-present the information</li> <li>• structure an argument, express ideas, opinions and preferences.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• develop the necessary skills to use monolingual and/or bilingual dictionaries effectively.</li> </ul> <p><b>Assessment Task 6: Responding to texts</b> Listen to, read and view Korean texts and respond Korean or English, as specified, to questions in Korean or English.</p>
11–15	<p><b>Perspectives and topics</b> Provide opportunities for learning and assessment on the following perspective and topic: Global – The globalisation of Korean culture. Students consider the contribution of Korean culture around the world through Korean brands and trends.</p> <p><b>Text types and styles of writing</b></p> <p>Text types Provide opportunities for students to respond to and/or produce the following text types:</p> <ul style="list-style-type: none"> <li>• article</li> <li>• blog post</li> <li>• chart</li> <li>• discussion</li> <li>• image</li> <li>• interview</li> <li>• presentation</li> <li>• table.</li> </ul> <p>Styles of writing Provide opportunities for students to respond to, and produce, the following styles of writing:</p> <ul style="list-style-type: none"> <li>• descriptive</li> <li>• informative</li> <li>• personal</li> <li>• persuasive.</li> </ul> <p><b>Linguistic resources</b></p>

Week	Key teaching points
	<p>Provide opportunities for students to acquire and use the following resources:</p> <p><b>Vocabulary</b> introduce new vocabulary, phrases and expressions through texts used related to the topic The globalisation of Korean culture.</p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• adjectives – character and personality, qualitative, quantitative, distance and size, taste and colour, conjugated form</li> <li>• adverbs – frequency, time, manner and degree, comparatives, superlatives</li> <li>• classifiers – general, special items, e.g. ticket etc.</li> <li>• conjunctions – conjunctive conjugations, conjunctive adverbs</li> <li>• nouns – free/independent, bound/dependent, asking someone’s opinion</li> <li>• numerals – native Korean numerals, Sino-Korean numerals</li> <li>• particles – topic, subject, object, location, time and direction, linking, plural, possessive</li> <li>• pronouns (personal, demonstrative, interrogative)</li> <li>• singular and plural – singular, plural</li> <li>• styles of speech – polite informal form</li> <li>• verbs – present tense, past tense, future tense, expressing negation, expressing wishes and hopes, expressing present continuous, expressing future intent</li> </ul> <p><b>Sound and writing systems</b> Consolidation of understanding of the sound and writing systems of Korean, and in particular that:</p> <ul style="list-style-type: none"> <li>• the name <i>Hangeul</i> combines the Korean word <i>Han</i> (한) – meaning ‘great’ – and <i>geul</i> (글) – meaning ‘script’, and that <i>Hangeul</i> is the Korean language alphabetic system that comprises consonants and vowels</li> <li>• vowels are based on three shapes ‘ ◡ , —, and   ’, which represent the sky, earth, and human, respectively. Different combinations of these three basic shapes generate the <i>Hangeul</i> 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</li> <li>• <i>Hangeul</i> 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</li> <li>• Korean grammar has a system of honorific endings and internal word markings that reflect established social relationships.</li> </ul> <p><b>Intercultural understandings</b> Provide opportunities for students to enhance understanding of their own language/s and culture/s in relation to the Korean language and culture:</p> <ul style="list-style-type: none"> <li>• impact and contribution of Korean brands and trends</li> <li>• consider the influence of Korean culture around the world, including foods, technology and popular culture.</li> </ul> <p><b>Language learning and communication strategies</b> Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> <li>• summarise text in own words or re-organise and re-present the information</li> <li>• use a monolingual or bilingual dictionary to locate and translate abbreviations, understand verb information and confirm meaning</li> </ul>

Week	Key teaching points
	<ul style="list-style-type: none"><li>• structure an argument, express ideas, opinions and preferences.</li></ul> Dictionaries <ul style="list-style-type: none"><li>• develop the necessary skills to use monolingual and/or bilingual dictionaries effectively.</li></ul> <b>Assessment Task 7: Written communication</b> <p>Write an article of approximately 200 words in Korean.</p>
16	Review structure of the practical (oral) and written examinations for Semester 2. Prepare for the practical (oral) and written examinations. <b>Assessment Task 8 (a): Practical (oral) examination</b> <b>Assessment Task 8 (b): Written examination</b>