



SAMPLE COURSE OUTLINE

KOREAN: BACKGROUND LANGUAGE ATAR YEAR 12

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. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

Sample course outline

Korean: Background Language – ATAR Year 12

Unit 3 and Unit 4

Semester 1

Week	Key teaching points
1–5	<p>Introduction Overview of the Korean: Background Language course, unit and assessment requirements.</p> <p>Perspectives and topics Provide opportunities for learning and assessment on the following perspective and topic: Personal – Making choices. Students reflect on the significant choices individuals may make in their life or career.</p> <p>Text types and styles of writing Text types Provide opportunities for students to respond to and/or produce the following text types:</p> <ul style="list-style-type: none"> • account • blog post • discussion • email • script – speech, interview, dialogue. <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"> • descriptive • informative • personal. <p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • introduce new vocabulary, phrases and expressions through texts related to significant choices individuals may make in their life or career. <p>Grammar</p> <ul style="list-style-type: none"> • attributive/adnouns (determiners) • adverbs • complex words† • descriptive verbs (adjectives) • exclamations • nouns • sentence types • verbs (processive). <p>Sound and writing systems</p> <ul style="list-style-type: none"> • students show understanding and apply knowledge of the Korean sound and writing systems to effectively communicate information, ideas and opinions in a variety of situations. <p>Intercultural understandings Provide opportunities for students to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication:</p> <ul style="list-style-type: none"> • future map for work and life • types of careers preferred by Korean/Australian-speaking communities

Week	Key teaching points
	<ul style="list-style-type: none"> • new professions or career paths, types of work or travel destinations locally and internationally • the influence of media on individual choice • wellbeing in career and life. <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> • analyse and evaluate information and ideas • listen and determine essential information from key words • read, listen to and view texts in Korean • scan texts, highlight key words and select appropriate information • structure an argument, and express ideas and opinions • work out meaning of familiar and unfamiliar language by applying rules • use information in a text to draw conclusions. <p>Dictionaries</p> <ul style="list-style-type: none"> • develop the necessary skills to use monolingual or bilingual dictionaries effectively. <p>Assessment Task 1: Responding to texts Listen to, read and view Korean texts and respond in Korean or English, as specified, to questions in Korean or English.</p>
6–10	<p>Perspectives and topics Provide opportunities for learning and assessment on the following perspective and topic: Community – Culture and the arts. Students investigate culture and the arts in Korean-speaking communities.</p> <p>Text types and styles of writing Text types Provide opportunities for students to respond to and/or produce the following text types:</p> <ul style="list-style-type: none"> • article • blog post • conversation • email • invitation • letter • review • script – speech, interview, dialogue. <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"> • descriptive • informative • personal • reflective. <p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • introduce new vocabulary, phrases and expressions through texts related to Culture and the arts. <p>Grammar</p> <ul style="list-style-type: none"> • descriptive verbs (adjectives) • exclamations • nouns • particles • pronouns

Week	Key teaching points
	<ul style="list-style-type: none"> • sentence types • spacing rules† • verbs (processive). <p>Sound and writing systems</p> <ul style="list-style-type: none"> • students show understanding and apply knowledge of the Korean sound and writing systems to effectively communicate information, ideas and opinions in a variety of situations. <p>Intercultural understandings Provide opportunities for students to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication:</p> <ul style="list-style-type: none"> • the role of culture and the arts in Korean-speaking communities • differences and similarities between Korean-speaking communities’ culture and Australian culture • famous personalities from different fields of the arts • the national heritage of Korea • the influence of popular culture on Korean-speaking communities. <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> • evaluate and redraft written texts to enhance meaning • make connections with prior learning • manipulate known elements in a new context to create meaning in written forms • organise and maintain the coherence of the written text • proofread text once written • read the question, and determine the topic, audience, purpose, text type and style of writing • use a monolingual or bilingual dictionary to locate and translate abbreviations, understand verb information and confirm meaning • use synonyms for variety in the sentences, and conjunctions to link sentences. <p>Dictionaries</p> <ul style="list-style-type: none"> • develop the necessary skills to use monolingual or bilingual dictionaries effectively. <p>Assessment Task 2: Written communication Write a review of approximately 250 words in Korean.</p>
11–15	<p>Perspectives and topics Provide opportunities for learning and assessment on the following perspectives and topic: Global – The changing nature of work. Students examine how advances in communication technologies and changes in expectations and aspirations affect future study and employment.</p> <p>Text types and styles of writing Text types Provide opportunities for students to respond to and/or produce the following text types:</p> <ul style="list-style-type: none"> • account • article • conversation • discussion • interview • letter • report • review.

Week	Key teaching points
	<p>Styles of writing Provide opportunities for students to respond to and/ or produce the following styles of writing:</p> <ul style="list-style-type: none"> • informative • personal • persuasive • reflective. <p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • introduce new vocabulary, phrases and expressions through texts related to The changing nature of work. <p>Grammar</p> <ul style="list-style-type: none"> • attributive/adnouns (determiners) • adverbs • descriptive verbs (adjectives) • nouns • numerals • phonological rules • sentence types • verbs (processive). <p>Sound and writing systems</p> <ul style="list-style-type: none"> • students show understanding and apply knowledge of the Korean sound and writing systems to effectively communicate information, ideas and opinions in a variety of situations. <p>Intercultural understandings Provide opportunities for students to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication:</p> <ul style="list-style-type: none"> • how technology development changes the landscape of future and lifelong education • how technologies are interconnected, in both education and the workplace • the role of men and women within the global Korean-speaking communities • the global trends in education and work • similarities and differences in workplace culture, e.g. etiquette between colleagues and employers. <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> • connect with a native speaker of Korean • learn vocabulary and set phrases in context • listen and determine essential information from key words • reflect on cultural meanings, including register and tone • structure an argument, and express ideas and opinions • practise speaking in the language • use oral clues to predict and help with interpreting meaning • use cohesive devices, apply register and grammar, and repair strategies to practise the language • manipulate known elements in a new context to create meaning in spoken forms. <p>Dictionaries</p> <ul style="list-style-type: none"> • develop the necessary skills to use monolingual or bilingual dictionaries effectively. <p>Assessment Task 3: Oral communication Participate in 8–10 minute conversation in Korean.</p>

Week	Key teaching points
16	<p>Review structure of the practical (oral) and written examinations for Semester 1. Prepare for the practical (oral) and written examinations.</p> <p>Assessment Task 4 (a): Practical (oral) examination Assessment Task 4 (b): Written examination</p>

Sample course outline

Korean: Background Language – ATAR Year 12

Semester 2

Week	Key teaching points
1–5	<p>Introduction Overview of the unit and assessment requirements.</p> <p>Perspectives and topics Provide opportunities for learning and assessment on the following perspective and topic: Personal – Making a contribution. Students reflect on their role in their communities and explore how they can make a contribution to contemporary society.</p> <p>Text types and styles of writing Text types Provide opportunities for students to respond to, and/or produce the following text types:</p> <ul style="list-style-type: none"> • account • article • email • message • script – speech, interview, dialogue. <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"> • informative • personal • reflective. <p>Linguistic resources Provide opportunities for students to acquire and use the following resources: Vocabulary</p> <ul style="list-style-type: none"> • introduce new vocabulary, phrases and expressions through texts related to communities and their contribution to contemporary society. <p>Grammar</p> <ul style="list-style-type: none"> • adverbs • complex words† • descriptive verbs (adjectives) • nouns • particles • pronouns • sentence types • spacing rules† • verbs (processive). <p>Sound and writing systems:</p> <ul style="list-style-type: none"> • students show understanding and apply knowledge of the Korean sound and writing systems to effectively communicate information, ideas and opinions in a variety of situations. <p>Intercultural understandings Provide opportunities for students to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication:</p> <ul style="list-style-type: none"> • young people’s values and responsibilities • the balance between personal values and responsibilities and social expectations of oneself

Week	Key teaching points
	<ul style="list-style-type: none"> the role of young people in making a difference politically, socially and environmentally one's role in the community from the perspective of Korean humanitarian ideals, 흥익인간 <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> learn vocabulary and set phrases in context reflect on cultural meanings, including register and tone analyse and evaluate information and ideas use synonyms for variety in sentences, and conjunctions to link sentences organise and maintain coherence of the written text evaluate and redraft written texts to enhance meaning proofread text once written. <p>Dictionaries</p> <ul style="list-style-type: none"> develop the necessary skills to use monolingual or bilingual dictionaries effectively. <p>Assessment Task 5: Written communication Write a personal letter/email of approximately 300 words in Korean.</p>
6–10	<p>Perspectives and topics Provide opportunities for learning and assessment on the following perspective and topic: Community – Korean identity in the international context. Students investigate the place of Korean-speaking communities in the world, including international migration experiences.</p> <p>Text types and styles of writing Text types Provide opportunities for students to respond to, and/or produce the following text types:</p> <ul style="list-style-type: none"> account article conversation letter review script – speech, interview, dialogue. <p>Styles of writing Provide opportunities for students to respond and produce the following styles of writing:</p> <ul style="list-style-type: none"> personal persuasive reflective. <p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> introduce new vocabulary, phrases and expressions through texts used related to the place of Korean-speaking communities in Australia through migration experiences. <p>Grammar</p> <ul style="list-style-type: none"> attributive/adnouns (determiners) complex words† descriptive verbs (adjectives) exclamations nouns numerals particles sentence types verbs (processive).

Week	Key teaching points
	<p>Sound and writing systems</p> <ul style="list-style-type: none"> show understanding and apply knowledge of the Korean sound and writing systems to effectively communicate information, ideas and opinions in a variety of situations. <p>Intercultural understandings Provide opportunities for students to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication:</p> <ul style="list-style-type: none"> migration experiences of Korean community speakers (past, present, and future) personal migration stories and experiences of Korean speakers hyphenated-Korean identity in different eras/countries multiple identities in arts, e.g. migration identity in arts (Moon Shin: Towards the Universe, a retrospective exhibition) changes in the characteristics of immigrants the history of Korea's divided families political and social issues in Korea and in the Korean-speaking communities language changes in Korean-speaking communities in the world in different periods. <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> make links between English and Korean texts read, listen to and view texts in Korean reflect on cultural meanings, including register and tone recognise the attitude, purpose and intention of a text scan texts, highlight key words and select appropriate information structure an argument, and express ideas and opinions use cohesive devices, apply register and grammar, and repair strategies to practise the language manipulate known elements in a new context to create meaning in spoken forms. <p>Dictionaries</p> <ul style="list-style-type: none"> develop the necessary skills to use monolingual or bilingual dictionaries effectively. <p>Assessment Task 6: Responding to texts Listen to, read and view texts in Korean and respond in Korean or English, as specified, to questions in Korean or English.</p>
11–15	<p>Perspectives and topics Provide opportunities for learning and assessment on the following perspective and topic: Global – Current global issues. Students examine a range of global issues and events and their impact on the individual and society.</p> <p>Text types and styles of writing Text types Provide opportunities for students to respond to, and/or produce the following text types:</p> <ul style="list-style-type: none"> article blog post conversation discussion interview note report script – speech, interview, dialogue. <p>Styles of writing Provide opportunities for students to respond and produce the following styles of writing:</p> <ul style="list-style-type: none"> descriptive

Week	Key teaching points
	<ul style="list-style-type: none"> • informative • persuasive • reflective. <p>Linguistic resources Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • introduce new vocabulary, phrases and expressions through texts used related to the media, new technologies and their impact on society. <p>Grammar</p> <ul style="list-style-type: none"> • attributive/adnouns (determiners) • adverbs • complex words† • descriptive verbs (adjectives) • nouns • particles • phonological rules • pronouns • sentence types • verbs (processive). <p>Sound and writing systems</p> <ul style="list-style-type: none"> • show understanding and apply knowledge of the Korean sound and writing systems to effectively communicate information, ideas and opinions in a variety of situations. <p>Intercultural understandings Provide opportunities for students to further develop their linguistic and intercultural competence, and enable them to reflect on the ways in which culture influences communication:</p> <ul style="list-style-type: none"> • media in contemporary society • the effects of new technologies on society • advertising and the language of persuasion. <p>Language learning and communication strategies Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> • practise speaking in the language • ask for clarification and repetition to assist understanding • structure an argument, and express ideas and opinions • summarise text in own words or re-organise and re-present the information • explain own understanding of a grammar rule or language pattern to someone else • use cohesive devices, apply register and grammar, and repair strategies to practise the language. <p>Dictionaries</p> <ul style="list-style-type: none"> • develop the necessary skills to use monolingual or bilingual dictionaries effectively. <p>Assessment Task 7: Oral communication Participate in an 8–10 minutes interview in Korean.</p>
16	<p>Review structure of the practical (oral) and written examinations for Semester 2. Prepare for the practical (oral) and written examinations.</p> <p>Assessment Task 8 (a): Practical (oral) examination Assessment Task 8 (b): Written examination</p>