



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

# **KOREAN: BACKGROUND LANGUAGE**

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ATAR course

**Year 12 syllabus**

## **Acknowledgement of Country**

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

## **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 and 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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# Contents

<b>Rationale</b> .....	<b>1</b>
<b>Aims</b> .....	<b>2</b>
<b>Organisation</b> .....	<b>2</b>
Structure of the syllabus .....	2
Organisation of content .....	3
Representation of the general capabilities .....	5
Representation of the cross-curriculum priorities.....	8
<b>Unit 3</b> .....	<b>10</b>
Unit description .....	10
Unit content .....	10
<b>Unit 4</b> .....	<b>14</b>
Unit description .....	14
Unit content .....	14
<b>Assessment</b> .....	<b>18</b>
School-based assessment .....	19
Assessment table – Year 12 .....	20
Reporting .....	21
<b>ATAR course examination</b> .....	<b>22</b>
Practical (oral) examination design brief – Year 12 .....	22
Written examination design brief – Year 12 .....	23
<b>Appendix 1 – Grade descriptions Year 12</b> .....	<b>25</b>
<b>Appendix 2 – Suggested sub-topics for the personal investigation in Unit 3 and Unit 4</b> .....	<b>27</b>
<b>Appendix 3 – Text types and styles of writing</b> .....	<b>29</b>
<b>Appendix 4 – Elaborations of grammatical items</b> .....	<b>33</b>
<b>Appendix 5 – Language learning and communication strategies</b> .....	<b>46</b>



## 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: Background 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 more than eighty million people in and outside of the two Koreas.

As Korean is widely spoken in Australia, 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 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: Background Language ATAR course is designed for students who have typically been brought up in a home where Korean is used, who have a connection with (or exposure to) the language and culture, and who may engage in some active but predominantly receptive use of the language at home. These students have some degree of understanding and knowledge of Korean. They have received all or most of their formal education in schools where English, or a language other than Korean, is the medium of instruction.

Students may have undertaken some study of Korean in a community, primary and/or secondary school in Australia. Students may have had formal education in a school where Korean is the medium of instruction and may have spent some time in a country where it is a medium of communication.

This course focuses on building on and further developing a student's language capability through engagement with Korean-speaking communities, locally and overseas, and through the study of contemporary texts, topics and issues. It enables students to strengthen their personal connections to Korean language and culture, and enhances the development of their bilingual competence and bicultural identity.

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: Background Language ATAR course builds on students' Korean language proficiency 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
- strengthen their intercultural communication skills in both the Korean and English languages
- improve their understanding of language as a system
- reflect on the relationship between language and culture.

## Organisation

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

## Structure of the syllabus

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

### Unit 3

This unit focuses on three topics: Making choices, Culture and the arts, and The changing nature of work. Through these topics, students extend and refine their intercultural and linguistic skills to gain a deeper understanding of the Korean language.

### Unit 4

This unit focuses on three topics: Making a contribution, Korean identity in the international context, and Current global issues. Through these topics, students extend and refine their intercultural and linguistic skills to gain a deeper understanding of the Korean language.

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 divided 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 three perspectives and a set of three topics.

The perspectives are:

- personal – explores aspects of the student’s personal world, aspirations, values, opinions, ideas and relationships with others. Students also explore the topic from the perspectives of other people
- community – explores topics from the perspectives of individuals and groups within those communities or the communities as a whole, and develops an understanding of how culture and identity are expressed through language
- global – explores trends and issues as they affect the global community.

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

### Personal investigation

Students of the Korean: Background Language ATAR Year 12 course are required to formally undertake a personal investigation during Unit 3 and Unit 4. The personal investigation is the basis for school-based assessments and the Korean: Background Language Practical (oral) examination.

The personal investigation requires students to research a topic, or area of interest, related to one of the topics in Unit 3 or Unit 4. The list of suggested sub-topics in Appendix 2 may assist students in determining the focus of their personal investigation.

The personal investigation is intended to be more than learning a body of facts and reporting on them. It allows students to reflect on their own learning, and their own personal and cultural identity in Korean by making links with their heritage. The language skills and intercultural understanding developed through the personal investigation will complement, and be integrated with, those skills and understandings developed in the whole of the course.

For students to be able to explore their area of interest in depth, a range of different texts in Korean are to be selected and analysed. The texts that form the basis of this study will depend upon availability of appropriate resources. They could include, for example, film, newspaper articles, songs, documentaries, short stories, extended interviews, excerpts from works of fiction and non-fiction, electronic texts or oral history, either in their original form or adapted. Appropriate texts in English could also be included but should be a limited aspect of the research.

Teachers will support and guide students in their choice of texts and research. The number of chosen texts depends on their nature and should allow students to explore their chosen area of study in sufficient depth to meet the requirements of the course.

For the Korean: Background Language Practical (oral) examination, students discuss with the marker the focus of the personal investigation, referring to the texts and resources used, and they can also refer to personal experiences related to the topic.

Prior to the Korean: Background Language Practical (oral) examination, students are required to provide to the School Curriculum and Standards Authority a 300-word written summary in Korean and an annotated bibliography of three source texts, to demonstrate their knowledge of their area of interest. Schools will be advised of the precise timing and manner of collection prior to each year's Practical (oral) examination.

### **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 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 to 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.

In the Korean: Background Language ATAR course, students are required to deepen their knowledge and understanding of the structure of Korean. Students will need to use Korean at a sophisticated level, with a wide range of vocabulary and a depth and breadth of language use, particularly to accommodate the language necessary for communication within, and about, the topics.

## Intercultural understandings

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

The development of intercultural competence can be described as moving from a stage where students are not aware of, or do not understand or practise, cultural norms, to one where cultural practices are so internalised that the student no longer notices them. Students with a background in the Korean language and/or culture already have experience in negotiating between that culture and language and their Australian cultural identity. The Korean: Background Language ATAR course provides opportunities for these students to reflect on and analyse cultural practices and norms in an ongoing process of interpretation, self-reflection, comparison and negotiation, and to enable them to learn more about, better understand, and eventually move between their cultures and languages.

## Language learning and communication strategies

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

- supporting learning and the acquisition of language
- making meaning from texts
- producing texts
- engaging in spoken interaction.

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

## Representation of the general capabilities

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

## Literacy

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

In the Korean: Background 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: Background 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 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: Background 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: Background 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: Background Language ATAR course provides a context for students to develop their knowledge and understanding of concepts, perspectives and issues related to sustainability in Korean-speaking communities and the world. Students engage with a range of texts to obtain, interpret and present information, ideas and opinions on concepts such as the environment,

conservation, social and political change and how language and culture evolve, and develop their knowledge, understanding and skills relating to sustainability within particular unit topics.

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

## Unit 3

### Unit description

In Unit 3, students extend and refine their intercultural and linguistic skills to gain a deeper understanding of the Korean language.

### Unit content

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

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

### Perspectives and topics

Unit 3 is organised around three perspectives and a set of three topics. Engaging with the topics from the three different perspectives provides students with opportunities to understand how language is created for particular purposes, and how it can be understood differently by different audiences. As a result, students develop the ability to express, in speech and in writing, their own insights and reflections, and compare them with those of others.

Perspectives	Topics
<p><b>Personal</b></p> <p>Students explore the topic from their own point of view or from the viewpoint of individuals from Korean-speaking communities.</p>	<p><b>Making choices</b></p> <p>Students reflect on the significant choices individuals may make in their life or career.</p>
<p><b>Community</b></p> <p>Students investigate how the topic relates to groups in Korean-speaking communities.</p>	<p><b>Culture and the arts</b></p> <p>Students investigate culture and the arts in Korean-speaking communities.</p>
<p><b>Global</b></p> <p>Students examine how the topic impacts the global community.</p>	<p><b>The changing nature of work</b></p> <p>Students examine how advances in communication technologies and changes in expectations and aspirations affect future study and employment.</p>

Refer to Appendix 2 for a list of suggested sub-topics for the personal investigation.

## Text types and styles of writing

### Text types

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

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

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

- account
- article
- blog post
- email
- invitation
- journal entry
- letter
- message
- note
- review
- script – speech, interview, dialogue

### Styles of writing

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

Refer to Appendix 3 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
Attributive/adnouns (determiners)	descriptive, 'this', 'that', numerals (성상, 지시, 수 관형사)
Adverbs	component
	sentence
	conjunctives
Complex words†	derived words – prefixes and suffixes
	compound words
Descriptive verbs (adjectives)	regular conjugation
	irregular conjugation
	있다, 없다
	negatives
Exclamations	글쎄, 뭘, 세상에, 아이구, 아무려면, 야호, 이보세요
Nouns	free/independent nouns, bound/dependent nouns
	nominal form -이, -(으)ㄴ -개, -기
Numerals	하나, 둘, 셋, 일, 이, 삼, 백, 천, 만, 억, 첫째, 둘째, 셋째
Particles	case particle
	auxiliary particle
	comitative particles
Phonological rule	consonant assimilation, aspirated/glottalised
Pronouns	personal
	demonstrative
	interrogative
Sentence types	simple and complex sentences
Spacing rules†	너도 할 수 있어, 칠 층(칠층), 영화 한 편, 홍길동 씨, 김씨
Verbs (processive)	regular conjugation
	irregular conjugation
	conjugative endings
	tenses
	auxiliary (support)

Grammatical items	Sub-elements
	honorifics
	있다
	negatives

† For recognition only

Refer to Appendix 4 for elaborations of grammatical items.

### Sound and writing systems

In the Korean: Background Language ATAR course, 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.

### Intercultural understandings

The perspectives and topics, textual conventions of the text types and styles of writing selected, and linguistic resources for the unit should provide students with opportunities to further develop their linguistic and intercultural competence, 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 5 for a list of language learning and communication strategies.

### Dictionaries

Students develop the necessary skills to use dictionaries effectively.

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

## Unit 4

### Unit description

In Unit 4, students extend and refine their intercultural and linguistic skills to gain a deeper understanding of the Korean language.

### Unit content

This unit builds on the content covered in Unit 3.

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

### Perspectives and topics

Unit 4 is organised around three perspectives and a set of three topics. Engaging with the topics from the different perspectives provides students with opportunities to understand how language is created for particular purposes and how it can be understood differently by different audiences. As a result, students develop the ability to express, in speech and in writing, their own insights and reflections, and compare them with those of others.

Perspectives	Topics
<p><b>Personal</b></p> <p>Students explore the topic from their own point of view or from the viewpoint of individuals from Korean-speaking communities.</p>	<p><b>Making a contribution</b></p> <p>Students reflect on their role in their communities and explore how they can make a contribution to contemporary society.</p>
<p><b>Community</b></p> <p>Students investigate how the topic relates to groups in Korean-speaking communities.</p>	<p><b>Korean identity in the international context</b></p> <p>Students investigate the place of Korean-speaking communities in the world, including international migration experiences.</p>
<p><b>Global</b></p> <p>Students examine how the topic impacts the global community.</p>	<p><b>Current global issues</b></p> <p>Students examine a range of global issues and events and their impact on the individual and society.</p>

Refer to Appendix 2 for a list of suggested sub-topics for the personal investigation.

## Text types and styles of writing

### Text types

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

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

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

- account
- article
- blog post
- email
- invitation
- journal entry
- letter
- message
- note
- review
- script – speech, interview, dialogue

### Styles of writing

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

Refer to Appendix 3 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
Attributive/adnouns (determiners)	descriptive, 'this', 'that', numerals (성상, 지시, 수 관형사)
Adverbs	component
	sentence
	conjunctives
Complex words†	derived words – prefixes, suffixes
	compound words
Descriptive verbs (adjectives)	regular conjugation
	irregular conjugation
	있다, 없다
	negatives
Exclamations	글쎄, 뭘, 세상에, 아무려면 (아무렴), 아뿔싸, 야호, 어절씨구, 이보세요
Nouns	free/independent nouns, bound/dependent nouns
	nominal form -이, -(으)ㄴ - 개, - 기
Numerals	하나, 둘, 셋, 일, 이, 삼, 백, 천, 만, 억, 첫째, 둘째, 셋째
Particles	case particle
	auxiliary particle
	comitative particles
Phonological rules	consonant assimilation, aspirated/glottalised
Pronouns	personal
	demonstrative
	interrogative
Sentence types	simple and complex sentences
Spacing rules†	호주가, 한국처럼, 어디서부터 어디까지, 영화 한 편
Verbs (processive)	regular conjugation
	irregular conjugation
	conjunctive endings
	tenses
	auxiliary (support)

Grammatical items	Sub-elements
	honorifics
	negatives

† For recognition only

Refer to Appendix 4 for elaborations of grammatical items.

### Sound and writing systems

In the Korean: Background Language ATAR course, 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.

### Intercultural understandings

The perspectives and topics, textual conventions of the text types and styles of writing selected, and linguistic resources for the unit should provide students with opportunities to further develop their linguistic and intercultural competence 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 5 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: Background 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 for each unit in the unit pair
- have a minimum value of five per cent of the total school assessment mark
- provide a representative sampling of the syllabus content.

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

## Assessment table – Year 12

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

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

The assessment outline must:

- include a set of assessment tasks
- include a general description of each task
- indicate the unit content to be assessed
- indicate a weighting for each task and each assessment type
- include the approximate timing of each task (for example, the week the task is conducted or the issue and submission dates for an extended task).

## Reporting

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

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

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

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

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

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

## ATAR course examination

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

Refer to the *WACE Manual* for further information.

### Practical (oral) examination design brief – Year 12

**Time allocated** Examination: 12–15 minutes

**Provided by the candidate** *Personalised practical examination timetable*

Section	Supporting information
<p><b>Discussion of personal investigation</b></p> <p>100% of the practical examination</p> <p>Approximate duration: 12–15 minutes</p>	<p>The candidate introduces the focus of the personal investigation in Korean, in approximately two minutes.</p> <p>The marker then asks questions in Korean to provide the candidate with the opportunity to discuss, in Korean, the focus of the personal investigation, referring to the source texts identified by the candidate.</p>

## Written examination design brief – Year 12

### Time allowed

Reading time before commencing work: ten minutes

Working time for paper: two and a half hours

### Permissible items

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

Special items: monolingual and/or bilingual print dictionaries

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

Section	Supporting information
<p><b>Section One</b></p> <p><b>Listening and responding</b></p> <p>30% of the written examination</p> <p><b>Part A: Listening and responding in English (15%)</b></p> <p>One spoken text in Korean</p> <p>1–2 questions</p> <p>Suggested working time: 20 minutes</p> <p><b>Part B: Listening and responding in Korean (15%)</b></p> <p>One spoken text in Korean</p> <p>1–2 questions</p> <p>Suggested working time: 20 minutes</p>	<p>The spoken texts are drawn from a range of text types and styles of writing.</p> <p>The spoken texts are read twice. There is a pause between the readings, and a longer pause after the second reading, to allow the candidate to respond to questions. The candidate can respond to the questions at any time once the playing of the recording commences.</p> <p>In Part A, questions are in Korean and English and require a response in English.</p> <p>In Part B, questions are in Korean and English and require a response in Korean.</p> <p>The questions require candidates to extract, summarise and/or evaluate information from the spoken texts, in their responses. The length of the responses depends on the nature of the text and the requirements of the question, and is in the range of 50 to 120 words.</p>
<p><b>Section Two</b></p> <p><b>Reading and responding</b></p> <p>30% of the written examination</p> <p><b>Part A: Reading and responding in English (10%)</b></p> <p>One print text in Korean</p> <p>2–3 questions</p> <p>Suggested working time: 25 minutes</p> <p><b>Part B: Reading and responding in Korean (20%)</b></p> <p>Two print texts in Korean</p> <p>One question per text</p> <p>Suggested working time: 45 minutes</p>	<p>The print texts are drawn from a range of text types and styles of writing.</p> <p>The questions require candidates to extract, summarise and/or evaluate information from the print texts, in their responses.</p> <p>The length of the responses depends on the nature of the text and the requirements of the question.</p> <p>In Part A, questions are in Korean and English and require responses in English. In total, the approximate number of words required for this part is 150.</p> <p>In Part B, questions are in Korean and English and require the production of a specified text type and style of writing in Korean. Responses are in the range of 120 to 150 words per question.</p>

Section	Supporting information
<p><b>Section Three</b></p> <p><b>Writing in Korean</b></p> <p>40% of the written examination</p> <p>One question from a choice of two</p> <p>Suggested working time: 40 minutes</p>	<p>The questions require the production of a specified text type and style of writing, drawn from those prescribed in the syllabus.</p> <p>Questions are in Korean and English, and the candidate responds in Korean in approximately 350 words.</p>

## Appendix 1 – Grade descriptions Year 12

A	<p><b>Written production and oral production</b></p> <p>Manipulates Korean authentically and effectively to communicate a range of ideas and opinions relevant to context, purpose and audience.</p> <p>Formulates well-structured, logical arguments and substantiates points of view, and shows highly effective use of textual references.</p> <p>Reflects critically on and applies knowledge and understanding of the relationships between language, culture and identity in a bilingual context, where relevant.</p> <p>Uses Korean with a high degree of accuracy, clarity and flexibility, and uses vocabulary and language conventions effectively.</p> <p>Conveys meaning successfully and fluently, with possible influence of accent/dialect evident in pronunciation, choice of vocabulary or sentence structure.</p> <p>Structures and sequences ideas and information effectively and coherently.</p>
	<p><b>Comprehension</b></p> <p>Competently summarises all key points, synthesises information and nuances in texts, and provides detailed and insightful analysis.</p>
B	<p><b>Written production and oral production</b></p> <p>Manipulates Korean effectively to communicate a range of ideas and opinions relevant to context, purpose and audience.</p> <p>Formulates well-structured, logical arguments and justifies points of view, and shows effective use of textual references.</p> <p>Reflects on and applies knowledge and understanding of the relationships between language, culture and identity in a bilingual context, where relevant.</p> <p>Uses Korean with a high degree of accuracy and uses vocabulary and language conventions effectively.</p> <p>Conveys meaning effectively and fluently, with possible influence of accent/dialect evident.</p> <p>Organises and expresses ideas and information clearly and logically.</p>
	<p><b>Comprehension</b></p> <p>Summarises and synthesises key points, details and nuances in texts, and provides detailed analysis with some insight and interpretation.</p>

C	<p><b>Written production and oral production</b></p> <p>Uses Korean mostly effectively to communicate ideas and opinions relevant to context, purpose and audience.</p> <p>Provides supporting information and makes textual references to justify a point of view.</p> <p>Applies some knowledge and understanding of the relationships between language, culture and identity in a bilingual context.</p> <p>Uses vocabulary and language conventions mostly accurately.</p> <p>Conveys meaning accurately, with some influence of accent/dialect evident.</p> <p>Shows some organisation and sequencing of ideas and information.</p>
	<p><b>Comprehension</b></p> <p>Extracts and synthesises in detail most relevant information in texts, providing some analysis and interpretation.</p>

D	<p><b>Written production and oral production</b></p> <p>Communicates simple, personal ideas and opinions in Korean.</p> <p>Demonstrates some ability to express and support a point of view relying on simple vocabulary and language conventions.</p> <p>Shows some awareness of the relationships between language, culture and identity in a bilingual context.</p> <p>Uses familiar vocabulary, simple sentence structures and learned expressions accurately.</p> <p>Makes errors in pronunciation that affect meaning, clarity or flow.</p> <p>Provides some evidence of the ability to link ideas.</p>
	<p><b>Comprehension</b></p> <p>Extracts and summarises some relevant information from texts, with limited analysis and interpretation.</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>
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**Note: grade descriptions are to be refined using validated evidence from assessment samples and feedback from teachers.**

## Appendix 2 – Suggested sub-topics for the personal investigation in Unit 3 and Unit 4

Students are required to formally undertake a personal investigation during Unit 3 and Unit 4, which is the basis for school-based assessments and the Korean: Background Language ATAR course Practical (oral) examinations.

The personal investigation requires students to research a topic or area of interest related to one of the topics in Unit 3 or Unit 4. The following suggested sub-topics may assist students in determining the focus of their personal investigation. Students may select a different sub-topic.

Perspectives	Unit 3	Unit 4
<p><b>Personal</b></p> <p>Students explore the topic from their own point of view or from the viewpoint of individuals from Korean-speaking communities.</p>	<p><b>Making choices</b></p> <p>Students reflect on the significant choices individuals may make in their life or career.</p> <p><b>Suggested sub-topics:</b></p> <ul style="list-style-type: none"> <li>• What next: study, work or travel?</li> <li>• Addictions/doping in professional sports</li> <li>• The influence of media on individual choice</li> <li>• Career and family</li> </ul>	<p><b>Making a contribution</b></p> <p>Students reflect on their role in their communities and how they can make a contribution to contemporary society.</p> <p><b>Suggested sub-topics:</b></p> <ul style="list-style-type: none"> <li>• Future goals and aspirations</li> <li>• Making a difference <ul style="list-style-type: none"> <li>▪ socially</li> <li>▪ environmentally</li> <li>▪ politically</li> </ul> </li> <li>• The individual's values and responsibilities</li> </ul>
<p><b>Community</b></p> <p>Students investigate how the topic relates to groups in Korean-speaking communities.</p>	<p><b>Culture and the arts</b></p> <p>Students explore culture and the arts in Korean-speaking communities.</p> <p><b>Suggested sub-topics:</b></p> <ul style="list-style-type: none"> <li>• Architecture as national heritage</li> <li>• The arts; for example, visual art, music, dance, theatre, cinema</li> <li>• Literature</li> <li>• The life and work of a Korean-speaking artist/writer/performer/painter/architect/designer/historical figure</li> <li>• The place of culture and the arts in Korean-speaking communities</li> <li>• The influence of popular culture on Korean-speaking people and their identity</li> </ul>	<p><b>Korean identity in the international context</b></p> <p>Students explore the place of Korean-speaking communities in the world, including international migration experiences.</p> <p><b>Suggested sub-topics:</b></p> <ul style="list-style-type: none"> <li>• Korean speakers in the international community</li> <li>• Migration experiences (past and present)</li> <li>• Political and social issues in countries where Korean is spoken and throughout the world</li> <li>• Multicultural integration in Korean-speaking communities and throughout the world</li> </ul>

Perspectives	Unit 3	Unit 4
<p><b>Global</b></p> <p>Students examine how the topic impacts the global community.</p>	<p><b>The changing nature of work</b></p> <p>Students explore how advances in communication technologies and changes in expectations and aspirations affect future study and employment.</p> <p><b>Suggested sub-topics:</b></p> <ul style="list-style-type: none"> <li>• Careers and opportunities now and in the future</li> <li>• Further education</li> <li>• Technology in education and the workplace</li> <li>• The impact of unemployment</li> <li>• The changing role of men and women at work</li> </ul>	<p><b>Current global issues</b></p> <p>Students explore a range of global issues and events and their impact on the individual and society.</p> <p><b>Suggested sub-topics:</b></p> <ul style="list-style-type: none"> <li>• The impact of a changing society on the individual</li> <li>• Health</li> <li>• Sustainability</li> <li>• Homelessness</li> <li>• Racism and conflict</li> </ul>

## Appendix 3 – Text types and styles of writing

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

### Text types

#### Account

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

#### Article

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

#### Blog post

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

#### Conversation

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

#### Discussion

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

#### Email

The language of email messages could be formal or informal, depending on the context. A message from one friend to another should be colloquial. A message that is business-related should use a more formal register. Although authentic emails often do not have either a salutation at the

beginning, or a signature at the end, they should have both when writing for assessment in order to indicate more clearly the context of the message.

### **Interview**

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

The register of interviews will often depend on the context and the relationship between participants.

### **Journal entry**

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

### **Letter**

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

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

### **Message**

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

### **Note**

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

### **Report**

A report is a short document that classifies and/or describes, focuses on facts and is written to provide information or draw conclusions on a specific topic. It sets out and analyses problems or situations and makes recommendations for actions to be taken in the future. Common elements of a

report include description of situations or events, interpretations of situations, evaluation of facts or research results, and recommendations. Usually written in the present tense, the language and structure of reports are formal, factual in nature and include supporting evidence, such as statistics or examples.

### **Review**

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

### **Script – speech, interview, dialogue**

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

## **Styles of writing**

### **Descriptive**

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

### **Informative**

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

### **Personal**

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

**Persuasive**

Persuasive writing aims to convert the reader to a particular point of view or attitude in order to convince them to act or respond in a certain way. The writer attempts to manipulate the reader's emotions and opinions, giving logical reasons and supporting evidence to defend the position or recommend action. The language used may be extravagant, using exaggeration, superlatives, and humour to create a relationship between the writer and the reader.

**Reflective**

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

## Appendix 4 – Elaborations of grammatical items

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

### Unit 3

Grammatical items	Sub-elements	Elaborations
Attributive/adnouns (determiners)	descriptive, 'this', 'that, numerals' 성상, 지시, 수 관형사	그, 이, 새, 윗, 뒷, 온, 오른, 왼, 참, 순, 아무, 한, 다섯, 삼, 칠, 여러, 반 그 결과, 이 날, 새 정부, 윗 사람, 온 세상, 여러 분야
Adverbs	component 성분 부사	꽤, 자주, 더욱, 오늘, 냉큼, 부슬부슬, 사뿐사뿐, 용기종기 젊은 층의 한국 미술에 대한 관심이 <b>더욱</b> 확대되고 있다. 나는 농가어(Noongar)를 <b>꽤</b> 잘한다. 강릉단오제에서 단오굿을 하는 무녀가 <b>사뿐사뿐</b> 춤을 추면서 노래를 불렀어요. 한가위에 퍼스에 사는 친척들이 <b>용기종기</b> 모여 윷놀이도 하고 송편도 먹었어요.
	sentence 문장 부사	가령, 과연, 결코, 만약, 특히, 하여튼 <b>가령</b> 돈과 명예 중 하나만 고를 수 있다면 무엇을 고를 거야?/주변 사람들이 너의 꿈을 반대한다면 넌 어떻게 할 거야? <b>과연</b> 가치관과 선입견을 완전히 배제할 수 있을까요? <b>특히</b> , 우주·항공, 생명공학, 반도체 산업 등이 한국의 유망 산업이 될 것이라고 한다.
	conjunctives 접속 부사	그리고, 그러나, 따라서, 및 제 4차 산업혁명으로 인한 직업군의 변화가 우리에게 어떤 직접적인 영향을 줄까요? <b>그리고</b> 새로 생겨나는 직업은 어떤 것이 있을까요? 구비문학은 글로 된 문학인 기록문학과 반대되는 개념이다. <b>따라서</b> 말로 전해진 판소리, 굿 노래, 탈춤 등이 구비문학에 속한다.
Complex words†	derived words 파생어	prefixes: 다(多)-, 반(反)- 다-문화, 다-방면(각도), 다-자녀, 반-지성, 반-독점
		suffixes: [noun: -서(書), -성(性)], [descriptive: -답-, -스럽-]

Grammatical items	Sub-elements	Elaborations
		계획-서, 교과-서, 가능-성, 중요-성, 사람-답-다, 만족-스럽-다
	compound words 합성어	인공-지능, 재미-있다, 힘-들다, 살펴-보다, 알아-보다
Descriptive verbs (adjectives)	regular conjugation 규칙 활용	같다, 많다, 좋다, 언짢다, 옳다, 심심찮다, 잦다 심심찮은 반응을/문제를 볼 수 있다. 어느 회사이건 회사생활할 때 잦은 지각은 피해야 해!
	irregular conjugation 불규칙 활용	흥겹다, 곱다, 멋지다, 굉장하다, 이러하다, 저러하다, 겸손하다, 셋노랑다, 믿음직스럽다, 빼뿔다, 색다르다, 심각하다, 유행하다, 심심하다 고운 정 미운 정 '강강술래' 노래를 부르면서 춤을 추는 사람들이 무척 흥겨워 보였다. 자신의 삶에 대한 철학을 가진 사람이 멋져요. 인터넷이 없었다면 정말 심심했을 것 같아.
	있다, 없다	끝없다, 뜻있다, 관계있다, 상관없다, 인정사정없다
	negatives 부정	안, -지 않다 무형문화재 기능 보유자가 안 많아요. (O) 무형문화재 기능 보유자가 많지 않아요. (O) - 셋노랑다 (exception) 부석사에 핀 은행잎이 아직 셋노랑지 않다. (O) 부석사에 핀 은행잎이 아직 안 셋노랑다. (X)
Exclamations		글쎄, 뭘, 세상에, 아이구, 아무려면 (아무렵), 야호, 이보세요
Nouns	free/independent nouns	(자립 명사): 담당자, 시점, 선배, 후배, 수출, 외국어, 새해, 균형, 융합, 등록증, 반도체
	bound/dependent nouns	(의존 명사) 곳, 것, 데, 척, 편
	nominal form 명사화	-이, -(으)ㄴ, -개, -기 놀다 + 이 = 놀이 자다 + ㅁ = 잠 지우다 + 개 = 지우개 쓰다 + 기 = 쓰기
Numerals		하나, 둘, 셋, 일, 이, 삼, 백, 천, 만, 억, 첫째, 둘째, 셋째

Grammatical items	Sub-elements	Elaborations
Particles	case particle 격조사	이/가, 께서, 을/를, 의, 께, 처럼, 만큼, (으)로서, (으)로써, 이다 가족의 <b>가장으로서</b> 짙어진 짐이 가볍지만은 았다. 우리 기술로 만든 한국형 발사체 누리호 발사가 <b>성공함으로써</b> 한국도 우주 시대를 개막하였다.
	auxiliary particle 보조사	은/는, 도, 뿐, 만, 마저, 은커녕, 나마, 야말로, 가족의 <b>가장으로서</b> 짙어진 짐이 가볍 <b>지만은</b> 았다. 늦게 <b>나마</b> 내가 하고 싶은 일을 찾았다.
	comitative particle 접속 조사	와/과, 하고, (에)다, (이)며, (이)나 가치관 <b>과</b> 선입견 공예 박람회 인턴십 기간은 3 월부터 8 월까지 <b>이며</b> 지원 대상은 청년 공예가이다.
Phonological rule	consonant assimilation 자음동화	국립[궁닙], 국물[궁물], 식료품[싱료품], 꽃눈[꼇눈], 단는[단는]
	aspirated/glottalised 격음/경음	갈등[갈똥], 국밥[국뻑], 달밤[달뻑], 앓고[안꼬] 재떨이[재떠리], 앞앞이[아바피],
Pronouns	personal 인칭 대명사	나, 저, 우리, 저희, 너, 당신, 자기, 아무
	demonstrative 지시 대명사 (사물)	이것, 저것, 그것, 이, 그, 여기, 저기
	interrogative 지시 대명사 (의문)	누구, 무엇, 어디, 언제
Sentence types	simple sentences 출문장	발등에 불이 떨어졌다./허난설헌은 허균의 누나이다./팔만대장경은 해인사에 있다.
	complex sentences 겹문장	안은문장 – (인용절) 대출 구직자들 중 몇몇은 대학 교육과정이 취업에 큰 도움이 안 된다고 함. 또한 기업들도 신입직원 재교육에 투자하는 비용이 높기 때문에 대학과 산업간의 기술 간극을 줄이는 방안을 찾아 봐야 한다고 함. 안은문장 – (관형절) 새로운 서울의 문화 기반 시설이 된 청계천의 사례에 대해 살펴봄. 도심재생 프로젝트인 청계천 복원사업은 공공 문화 공간 창출 및 서울의 역사성 회복을 위한 사업이었다.
Spacing rulest		띄어쓰기: 호주가, 한국처럼, 어디까지나, 너도 할 수 있어, 칠 층(칠층), 영화 한 편,

Grammatical items	Sub-elements	Elaborations	
		홍길동 씨, 김씨, 한국형 발사체(한국형발사체)	
Verbs (processive)	regular conjugation 규칙 활용	찾다, 엮다  그 작가는 청계천 방산시장에 유일하게 남게 된 지게꾼을 찾아서 인터뷰를 진행했대요. 허균은 허난설헌의 시와 산문을 엮어 책으로 만들었다.	
	irregular conjugation 불규칙 활용	걷다, 굽히다, 세우다, 두드리다, 이루다, 지키다 그 분야에 자신이 있었기 때문에 제 주장을 안 굽혔어요. 여성 공동체 정신을 지켜 온 제주 해녀 문화는 한국 뿐 아니라 인류의 무형 문화유산이 되었다.	
	conjugative endings 어미 활용	terminative endings (종결 어미): - 황순원의 <<소나기>>를 <u>읽다</u> . <u>읽는다/읽니?/읽자/읽거라/읽는구나</u>	
	tenses 시제		광장 시장은 서울미래유산으로 <u>지정되었다</u> .
			광장 시장은 서울미래유산으로 <u>지정된다</u> .
			광장 시장은 서울미래유산으로 <u>지정될 것이다</u> .
	auxiliary (support) 보조 동사	-게 하다  미래 후손에게 전통 문화유산의 중요성을 알게 하는 방법 나를 변화시키고 성장하게 하는 회사를 찾아 보세요.	
	honorifics 높임표현	주체 높임: 할머니께서 퍼스에 오신다.  상대 높임: 영희야, 빨리 와.  할머니, 빨리 오세요.	
있다	있으시다, 계시다  아무도 안 계십니까? 안녕히 계십시오.		
negatives 부정	안, 못, -지 않다, -지 말다  저는 오늘 출근 안 합니다.  저는 오늘 출근 못 합니다.		

Grammatical items	Sub-elements	Elaborations
		<p>전자 통신 기술 발달로 회사로 출근하지 않고 집에서 일한다.</p> <p>전자 통신 기술 발달로 회사로 출근 안 하고 집에서 일한다.</p> <p>앞으로 회사로 출근하지 말고 집에서 일하세요.</p>

† For recognition only

## Unit 4

Grammatical items	Sub-elements	Elaborations
Attributive/adnouns (determiners)	descriptive, 'this', 'that', numerals 성상, 지시, 수 관형사	그, 이, 새, 윗, 뒷, 온, 갓은, 오른, 왼, 참, 순, 아무, 한, 다섯, 삼, 칠, 여러, 반, 전, 총 갓은 노력, 여러 분야, 순 우리말, 순 매출액, 총 생산량
Adverbs	component 성분 부사	자주, 더욱, 꽤, 그리, 오늘, 글피, 냉큼, 부슬부슬, 함부로 <b>꽤</b> 많은 사람들이 자녀 교육 때문에 이민을 결정했다.
	sentence 문장 부사	가령, 과연, 결코, 만약, 모름지기, 특히, 하여튼 <b>가령</b> , 공동체의 이익에 반하는 개인의 자유를 제한하는 것이 올바른 것일까요? 나는 특정 나라 간 분쟁 혹은 전쟁은 <b>결코</b> 그들 나라만의 문제가 아닌 우리 모두의 문제라고 생각해.
	conjunctives 접속 부사	그리고, 그러나, 따라서, 및 호주 및 해외 유력 언론 매체에 언급되는 한국과 북한에 관한 기사 <b>및</b> 방송 주제들을 알아보기로 함. <b>그리고</b> 이에 대한 긍정과 부정의 기사/방송을 분류하고 분석해 볼 것임.
Complex words†	derived words 파생어	prefixes: [부/불(不), 비(非)] 부-자연스럽다, 부-적합하다, 부-족하다 불-안전, 불-안정, 불-편하다, 불-평등하다, 불-필요하다 비-공식, 비-전문가
		suffixes: noun [-꾼, -료, 화(化) 화(畵)], descriptive [-적, -력] 춤-꾼, 소리-꾼, 수업-료, 세계-화, 단색-화, 객관-적, 상대-적, 기술력, 상상-력, 경쟁-력
	compound words 합성어	산-길, 달-밤, 보릿-고개, '치-맥', 피-땀, '달밤에 체조하니?'
Descriptive verbs (adjectives)	regular conjugation 규칙 활용	괜찮다, 낫다, 많다 한국을 포함한 세계는 지금 그린수소와 같은 환경을 위한 미래 에너지 개발에 관심이 많다.
	irregular conjugation 불규칙 활용	가볍다, 겸손하다, 곱다, 그러하다, 멋지다, 믿음직스럽다, 부럽다, 불리하다, 송구스럽다, 새파랗다, 서투르다, 심각하다, 유리하다, 이리하다 불리한 조건

Grammatical items	Sub-elements	Elaborations
		저기요! 가는 말이 고와야 오는 말이 고운 거 모르세요? 한국에서는 아주 젊은 사람을 묘사할 때 '새파란 젊은이'라고 한대.
	있다, 없다	뜻있다, 관계있다, 상관없다, 인정사정없다, 끊임없다
	negatives	안, -지 않다 한국 사회에서는 인종차별이 안 많아요? (O) 한국 사회에서는 인종차별이 많지 않아요? (O) - 섯파랴다 (exception) 얼굴이 섯파랴지 않다. (O) 얼굴이 안 섯파랴다. (X)
Exclamations		글쎄, 뭘, 세상에, 아무려면 (아무렴), 아뿔싸, 야호, 어절씨구, 이보세요
Nouns	free/independent nouns	(자립 명사) 향토, 적성, 역사학, 참조, 연결, 양식, 인종차별
	bound/dependent nouns	(의존 명사) 곳, 것, 적, 척, 편
	nominal form 명사화	-이, -(으)ㄴ, -개, -기 놀다 + 이 = 놀이 믿다 + (으)ㄴ = 믿음 막다 + 개 = 마개 쓰다 + 기 = 쓰기
Numerals		하나, 둘, 셋, 일, 이, 삼, 백, 천, 만, 억, 첫째, 둘째, 셋째
Particles	case particle 격조사	이/가, 께서, 을/를, 의, 께, 처럼, 만큼, (으)로서, (으)로써, 이다 교포로서 저는 호주와 한국 사회를 연결하는 가교 역할을 할 수 있다고 생각해요.
	auxiliary particle 보조사	은/는, 도, 뿐, 만, 마저, 은커녕, 나마, 야말로, 요 Q: 1 인 가구의 증가가 미치는 사회적 영향은 무엇일까요? A: 출산을 저하요. 세계 곳곳에서 일어나고 있는 문제는 크게 볼 때 그 곳만의 문제가 아닌 우리의 문제가 될 수도 있습니다. 기후변화는 생태계 변화 그리고 더 나아가 우리의 식탁도 변화시킬 수 있습니다.

Grammatical items	Sub-elements	Elaborations
	comitative particle 접속 조사	와/과, 하고, (에)다, (이)며, (이)나 수소 <b>와</b> 이차전지 어느 나라 <b>나</b> 빈부 격차 해소의 필요성에 대해 공감하고 있다.
Phonological Rule	consonant assimilation 자음동화	국물[궁물], 꽃눈[꼰눈], 단는[단는], 음료수[음료수]
	aspirated/glottalised 격음/경음	갈등[갈똥], 국밥[국뽕], 달밤[달뽕], 앓고[안꼬] 재떨이[재떠리], 앞앞이[아바피]
Pronouns	personal 인칭 대명사	나, 저, 우리, 저희, 너, 당신, 자기, 아무
	demonstrative 지시 대명사 (사물)	이것, 저것, 그것, 이, 그, 여기, 저기
	interrogative 지시 대명사 (의문)	누구, 무엇, 어디, 언제 난민이 발생하는 근본적인 이유가 무엇이라고 생각하세요?
Sentence types	simple sentences 홀문장	한국 재외 동포 수는 현재 700 백만 명이 넘는다.
	complex sentences 겹문장	이어진 문장 - (종속절) 19 세기 중반부터 시작되는 초기 한국 이민사를 살펴보면, 농민들이 기근과 압정을 견디지 못하고 간도, 연해주, 하와이 등지로 이주했다. 안은문장 - (관형절) 그 중 하와이로 이주했던 대다수는 사탕수수 농장에서 일했다.
Spacing rulest		띄어쓰기: 호주 <b>가</b> , 한국 <b>처럼</b> , 어디 <b>까지</b> 나, 너도 할 수 있어, 칠 <b>층</b> (칠 <b>층</b> ), 영화 한 <b>편</b> , <b>홍길동 씨</b> , <b>김씨</b> , <b>해수</b> <b>담수화</b> (해수 <b>담수화</b> )
Verbs (processive)	regular conjugation 규칙 활용	값 <b>다</b> , 내 <b>뵈</b> 다  한번 내 <b>뵈</b> 은 말은 주워 <b>담</b> 을 수가 없어요. 말 한마디에 천 냥 <b>빚</b> 을 <b>값</b> 는대요
	irregular conjugation 불규칙 활용	-'ㅅ' 불규칙 (긋다: 그어 <b>요</b> ), 'ㄷ' 불규칙 (깨 <b>닫</b> 다: 깨 <b>달</b> 아 <b>요</b> ), '르' 불규칙 (모르 <b>다</b> : 몰라 <b>요</b> ), '으' 탈락

Grammatical items	Sub-elements	Elaborations
		<p>(따르다: 따라요), 'ㄹ' 탈락 (알다: 알아요), '러' 불규칙 (이르다: 이르러요), '여' 불규칙 (조사하다: 조사해요)</p> <p>*(not applicable for all the verbs)</p> <p>서호주에 사는 한국 교포들의 정당 참여율에 대해 조사해 본 적이 있어요?</p> <p>이민/이주를 주제로 한 드라마 &lt;&lt;빠친코&gt;&gt;와 영화 &lt;&lt;미나리&gt;&gt;를 보고 자신의 생각을 논하시오.</p> <p>자기 자신을 좀 더 아껴 주세요.</p>
	conjugative endings 어미 활용	<p>terminative endings (종결 어미):</p> <ul style="list-style-type: none"> <li>- 홍익인간 정신에 대해 설명을 하다. <u>한다/하니?/하자/하거라/하는구나.</u></li> </ul>
tenses 시제		past: 해수 담수화 기술을 <u>개발했다.</u>
		present: 해수 담수화 기술을 <u>개발한다.</u>
		future: 해수 담수화 기술을 <u>개발할 것이다.</u>
	auxiliary verb 보조 동사	<p>-게 되다</p> <p>오늘날 나라 간 분쟁은 결코 그들 나라만의 문제가 <u>아니게 되었다.</u></p> <p>서호주 한인 사회는 한국전쟁 호주 참전 용사들을 추모하기 위해 기념비 건립 계획을 수립하<u>게 되었다.</u></p>
	honorifics 높임표현	<p>주체 높임: 우리 할머니께서는 <u>해녀</u>이시다.</p> <p>객체 높임:</p> <p>이종사촌이 <u>외할머니</u>를 퍼스에 <u>모시고</u> 왔다. 이종사촌이 <u>자기</u> 친구를 퍼스에 <u>데리고</u> 왔다.</p>
	negatives 부정	<p>안, 못, -지 않다, -지 말다</p> <p>Q: 김 선생님 오늘 출근 안/못 하셨어요?</p> <p>A: 네, 안/못 하셨어요.</p> <p>선을 넘지 마세요. 선을 넘지 말자.</p>

† For recognition only

## Assumed learning

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

Grammatical items	Sub-elements	Elaborations
Attributive/adnouns (determiners)	descriptive, 'this', 'that', numerals 성상, 지시, 수 관형사	새, 옛, 이, 그, 어느, 무슨, 모든, 몇, 여러 새 학기, 옛 선조, 헌 책방, 여러 나라, 첫 걸음
Adverbs	component 성분 부사	겨우, 꼭, 아주, 빨리, 간단히, 이미 관용에 대해 간단히 말씀해 주시겠어요?
	sentence 문장 부사	만일, 아마, 반드시, 만약 만약에 친구가 저를 오해하면 어떡할까요? 저라면 반드시 이 오해를 풀기 위해 대화를 시도할 거예요.
	conjunctives 접속 부사	그리고, 그러나, 그런데, 또, 그러므로 저는 스스로 괜찮은 사람이라고 생각해요. 그런데 다른 사람은 그렇게 생각하지 않을 수 있어요.
Complex words†	derived words 파생어	prefixes: 무(無)-, 외(外)- 무조건, 무감각, 외할머니, 외할아버지
		suffixes: -방(房), -장이, -쟁이 노래방, 다방, 복덕방, 도장장이, 옹기장이, 개구쟁이, 거짓말쟁이, 욱쟁이
	compound word	길-바닥, 바닷-가, 비빔-밥, 빈-말, 소-나무, 앞-뒤, 외갓집
Descriptive verbs (adjectives)	regular conjugation 규칙 활용	귀찮다, 신나다, 긴장되다 Q: 보통 뭐 때문에 짜증나요? A: 다른 사람이 새치기할 때 저는 참을 수가 없어요.

Grammatical items	Sub-elements	Elaborations
	irregular conjugation 불규칙 활용	길다, 다르다, 기쁘다, 즐겁다, 새롭다, 통쾌하다, 혼란스럽다, 막막하다, 외롭다, 피곤하다, 이리하다, 억울하다, 불행하다 '긴 가뭄' SNS 를 보면 저만 불행한 것 같아요. 억울한 일을 당했을 때는 천천히 그 상황에 대해 얘기해 보세요. 아르바이트를 못 구했을 때 정말 막막했어요. 권선징악이 담긴 드라마를 보면 정말 통쾌해요.
	있다, 없다 case	재미있다, 멋있다, 맛없다, 자신있다
	negatives 부정	안, -지 않다 정의를 바로 잡혀 있을 때는 사회가 혼란스럽지 않아요.
Exclamations		글쎄(요), 아이고, 어머, 저, 참, 아, 와
Nouns		가치, 갈등, 친구, 세대 전통, 문화, 예술, 공연, 이민, 관용, 정체성
Numerals		하나, 둘, 셋, 일, 이, 삼, 백, 천, 만, 억, 첫째, 둘째, 셋째
Phonological rules	consonant assimilation	신라[실라], 종로[종노]
	syllable-final neutralisation	앞[압], 밖[박], 꽃[꼴], 여덟[여덜], 부엌[부억] 읽다[익따]
Pronouns	personal 인칭 대명사	나, 저, 우리, 저희, 너, 당신, 자기, 아무
	demonstrative 지시 대명사 (사물)	이것, 저것, 그것, 이, 그, 여기, 저기
	interrogative 지시 대명사 (의문)	누구, 무엇, 어디, 언제
Particles	case particle 격조사	이/가, 께서, 을/를, 의, 에, 에게, 에서, (으)로
	auxiliary particle 보조사	은/는, 야, 도, (이)나, (이)라도, 만, 까지, 다가, 밖에, 부터, 조차
	comitative particle 접속조사	와/과, 하고, (이)나, 너랑 나랑은 정말 생각이 달라서 좋은 것 같아.

Grammatical items	Sub-elements	Elaborations
Sentence types	simple sentence 홀문장	유튜버가 되고 싶어요./ 미래에 신문이 없어질까요?
	complex sentence 겹문장	안은문장 – (명사절) 오늘 수업에서 (호주 사회를 위해 한국 커뮤니티가 할 수 있는 일)을 같이 논의하면 좋겠어요. 제가 생각하는 저의 모습과 사람들이 생각하는 저의 모습이 좀 다른 것 같아요.
Verbs (processive)	regular conjugation 규칙 활용	읽다, 보다 생물다양성에 관한 책을 읽어요. 생물다양성에 대한 다큐멘터리를 봤어요.
	irregular conjugation 불규칙 활용	-'ㅅ' 불규칙 (긋다: 그어요), 'ㄷ' 불규칙 (깨닫다: 깨달아요), '르' 불규칙 (모르다: 몰라요), '으' 탈락 (따르다: 따라요), 'ㄹ' 탈락 (알다: 알아요), '리' 불규칙 (이르다: 이르러요), '여' 불규칙 (공감하다: 공감해요) *(not applicable for all the verbs) 다른 사람이 열심히 한 일에 대해서는 인정해 줘야 해요.
	conjugative endings 어미 활용	terminative endings: 그때 그때 느끼는 감정을 표현해 보다. 본다/보니?/보자/보거나/보구나
		conjunctive endings: -고, -아/어서, -(으)면, -(으)면서
	tenses 시제	past: 신문, 방송 같은 전통 매체를 안 <u>봤</u> 습니다. present: 신문, 방송 같은 전통매체를 안 <u>봅</u> 니다. future: 신문, 방송 같은 전통매체를 안 <u>볼</u> 겁니다.
	auxiliary (support) 보조 동사	-아/어 버리다 안 좋은 말은 한 귀로 듣고 한 귀로 흘려 버리세요.
	honorifics 높임표현	방송사 직원 <b>분께서</b> 제 SNS 기록들을 방송하고 싶으 <b>시</b> 다고 연락을 주 <b>셨</b> 어요. 동네 어르신 <b>께서</b> 공공 도서관에서 책 읽어주기 봉사 활동을 하 <b>세</b> 요.
	있다	저희 회사는 외국어 능력이 있으 <b>신</b> 분을 찾 <b>습</b> 니다.

Grammatical items	Sub-elements	Elaborations
		팀장님께서 지금 어디에 계실까요?
	negatives 부정	왜 여성들이 사회 참여를 많이 못 하고 있어요? 왜 여성들이 r 사회 참여를 많이 안 해요?

† For recognition only

## Appendix 5 – 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"> <li>• read, listen to and view texts in Korean</li> </ul>
	<ul style="list-style-type: none"> <li>• connect with a native speaker of Korean</li> </ul>
	<ul style="list-style-type: none"> <li>• learn vocabulary and set phrases in context</li> </ul>
	<ul style="list-style-type: none"> <li>• explain own understanding of a grammar rule or language pattern to someone else</li> </ul>
	<ul style="list-style-type: none"> <li>• use a monolingual or bilingual dictionary to locate and translate abbreviations, understand verb information and confirm meaning</li> </ul>
	<ul style="list-style-type: none"> <li>• make connections with prior learning</li> </ul>
To make meaning from texts	<ul style="list-style-type: none"> <li>• listen and determine essential information from key words</li> </ul>
	<ul style="list-style-type: none"> <li>• work out meaning of familiar and unfamiliar language by applying rules</li> </ul>
	<ul style="list-style-type: none"> <li>• make links between English and Korean texts</li> </ul>
	<ul style="list-style-type: none"> <li>• analyse and evaluate information and ideas</li> </ul>
	<ul style="list-style-type: none"> <li>• scan texts, highlight key words and select appropriate information</li> </ul>
	<ul style="list-style-type: none"> <li>• recognise the attitude, purpose and intention of a text</li> </ul>
	<ul style="list-style-type: none"> <li>• use information in a text to draw conclusions</li> </ul>
	<ul style="list-style-type: none"> <li>• summarise text in own words or re-organise and re-present the information</li> </ul>
	<ul style="list-style-type: none"> <li>• reflect on cultural meanings, including register and tone</li> </ul>
To produce texts	<ul style="list-style-type: none"> <li>• read a question, and determine the topic, audience, purpose, text type and style of writing</li> </ul>
	<ul style="list-style-type: none"> <li>• manipulate known elements in a new context to create meaning in written forms</li> </ul>
	<ul style="list-style-type: none"> <li>• structure an argument, and express ideas and opinions</li> </ul>
	<ul style="list-style-type: none"> <li>• use synonyms for variety in sentences, and conjunctions to link sentences</li> </ul>
	<ul style="list-style-type: none"> <li>• organise and maintain coherence of the written text</li> </ul>
	<ul style="list-style-type: none"> <li>• evaluate and redraft written texts to enhance meaning</li> </ul>
	<ul style="list-style-type: none"> <li>• proofread text once written</li> </ul>

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

