



## **SAMPLE COURSE OUTLINE**

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**KOREAN: SECOND LANGUAGE  
ATAR YEAR 12**

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## **Acknowledgement of Country**

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

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## **Disclaimer**

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

## Sample course outline

### Korean: Second Language – ATAR Year 12

#### Unit 3 – 여행 (Travel)

##### Semester 1

| Week | Key teaching points  |
|------|--|
| 1–5  | <p><b>Introduction</b><br/>Overview of the Korean: Second Language course, unit and assessment requirements.</p> <p><b>Perspective and topics</b><br/>Provide opportunities for learning and assessment on the following perspective and topic:<br/>Personal – My travel plans. Students reflect on their own travel experiences, discuss travel plans, make booking arrangements and talk about their holidays.</p> <p><b>Text types and styles of writing</b><br/>Text types<br/>Provide opportunities for students to respond to and/or produce the following text types:</p> <ul style="list-style-type: none"> <li>• account</li> <li>• article</li> <li>• conversation</li> <li>• summary</li> <li>• review.</li> </ul> <p>Styles of writing<br/>Provide opportunities for students to respond to and produce the following styles of writing:</p> <ul style="list-style-type: none"> <li>• descriptive</li> <li>• informative</li> <li>• personal</li> <li>• persuasive</li> <li>• reflective.</li> </ul> <p><b>Linguistic resources</b><br/>Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• introduce new vocabulary, phrases and expressions through texts related to the topic, My travel plans.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• adjectives (common, conjugated form, N<sup>a</sup> + 답다, N + 같다, N + 있다/없다)</li> <li>• adverbs (frequency and degree, time and place, DVST<sup>b</sup> + 이, DVST + 히, DVST + 게, connecting nouns and noun phrases, comparatives, superlatives, negation)</li> <li>• classifiers (using Sino-Korean numbers, using native Korean numbers)</li> <li>• connectives (connective conjugations, connecting adverbs)</li> <li>• honorific expressions (lexical honorifics, humility, polite requesting and asking (ordering), assisting someone or making requests)</li> <li>• nouns (free/independent, bound/dependent)</li> <li>• numerals (cardinal native Korean numerals, cardinal Sino-Korean numerals, ordinal numbers)</li> </ul> |

| Week | Key teaching points  |
|------|--|
|      | <ul style="list-style-type: none"> <li>• particles (instrument, indicating start and end point (from/to), locatives (directional), conveying inclusiveness, delimiters, purpose or goal)</li> <li>• pronouns (personal, demonstrative, interrogative)</li> <li>• styles of speech (polite informal form, formal form, informal form)</li> <li>• verbs ((not) to be/(not) to have, expressing reason, expressing wishes and hopes, expressing simultaneous action, expressing tentatively (try doing, do to find out), expressing emphatically (finish doing, do completely), expressing sequence action, expressing sequentially (after doing), expressing purpose or goal, expressing intention and plan, expressing negatives).</li> </ul> <p>Sound and writing systems</p> <p>Consolidation of understanding of the sound and writing systems of Korean, and in particular:</p> <ul style="list-style-type: none"> <li>• that the name <i>Hangeul</i> combines the Korean word <i>Han</i> (한) – meaning ‘great’ – and <i>geul</i> (글) – meaning ‘script’, and that <i>Hangul</i> is the Korean language alphabetic system that comprises consonants and vowels</li> <li>• that vowels are based on three shapes: ◦, —, and ㅅ, which represent the sky, earth, and humans, respectively. Different combinations of these three basic shapes generate the <i>Hangeul</i> vowels. The basic consonants are based on the articulatory shapes of the vocal organs. Additional strokes or duplication of symbols represent variations of basic consonant sounds</li> <li>• that <i>Hangeul</i> consists of 24 letters (originally 28): 14 consonants and 10 vowels. Combinations of these letters make five double consonants and 11 diphthongs. These letters are grouped in clusters of two, three or four to form syllables and words</li> <li>• that Korean grammar has a system of honorific endings and internal word markings that reflect established social relationships.</li> </ul> <p><b>Intercultural understandings</b></p> <p>Provide opportunities for students to enhance understanding of their own language/s and culture/s in relation to Korean language and culture:</p> <ul style="list-style-type: none"> <li>• popular travel destinations for young Koreans</li> <li>• expressions regarding travel that are typically Korean</li> <li>• travel as a means of relaxing.</li> </ul> <p><b>Language learning and communication strategies</b></p> <p>Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> <li>• structure an argument and express ideas and opinions</li> <li>• ask for clarification and repetition to assist in understanding</li> <li>• learn vocabulary and set phrases in context</li> <li>• make connections with first language and practise speaking the language</li> <li>• use cohesive devices, apply register and grammar, and use repair strategies to practise the language.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• develop the necessary skills to use monolingual and/or bilingual printed dictionaries effectively.</li> </ul> <p><b>Assessment Task 1: Oral communication</b></p> <p>Participate in a 6–8 minute interview with a Korean speaker.</p> |

| Week | Key teaching points  |
|------|--|
| 6–10 | <p><b>Perspective and topics</b><br/>Provide opportunities for learning and assessment on the following perspective and topic: Community – Cultural heritage. Students explore Korean traditions, seasonal activities, festivals and celebrations.</p> <p><b>Text types and styles of writing</b><br/>Text types<br/>Provide opportunities for students to respond to and/or produce the following text types:</p> <ul style="list-style-type: none"> <li>• blog post</li> <li>• journal entry</li> <li>• infographic</li> <li>• report.</li> </ul> <p>Styles of writing<br/>Provide opportunities for students to respond to and produce the following styles of writing:</p> <ul style="list-style-type: none"> <li>• descriptive</li> <li>• informative</li> <li>• personal</li> <li>• persuasive</li> <li>• reflective.</li> </ul> <p><b>Linguistic resources</b><br/>Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• introduce new vocabulary, phrases and expressions through texts related to the topic, Cultural Heritage.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• adjectives (common, conjugated form, N<sup>a</sup> + 답다, N + 같다, N + 있다/없다)</li> <li>• adverbs (frequency and degree, time and place, DVST<sup>b</sup> + 이, DVST + 히, DVST + 게, connecting nouns and noun phrases, comparatives, superlatives, negation)</li> <li>• classifiers (using Sino-Korean numbers, using native Korean numbers)</li> <li>• connectives (connective conjugations, connecting adverbs)</li> <li>• honorific expressions (lexical honorifics, humility, polite requesting and asking (ordering), assisting someone or making requests)</li> <li>• nouns (free/independent, bound/dependent)</li> <li>• numerals (cardinal native Korean numerals, cardinal Sino-Korean numerals, ordinal numbers)</li> <li>• particles (instrument, indicating start and end point (from/to), locatives (directional), conveying inclusiveness, delimiters, purpose or goal)</li> <li>• pronouns (personal, demonstrative, interrogative)</li> <li>• styles of speech (polite informal form, formal form, informal form)</li> <li>• verbs ((not) to be/(not) to have, expressing reason, expressing wishes and hopes, expressing simultaneous action, expressing tentatively (try doing, do to find out), expressing emphatically (finish doing, do completely), expressing sequence action, expressing sequentially (after doing), expressing purpose or goal, expressing intention and plan, expressing negatives).</li> </ul> |

| Week  | Key teaching points  |
|-------|--|
|       | <p>Sound and writing systems</p> <p>Consolidation of understanding of the sound and writing systems of Korean, and in particular:</p> <ul style="list-style-type: none"> <li>• that the name <i>Hangeul</i> combines the Korean word <i>Han</i> (한) – meaning ‘great’ – and <i>geul</i> (글) – meaning ‘script’, and that <i>Hangul</i> is the Korean language alphabetic system that comprises consonants and vowels</li> <li>• that vowels are based on three shapes: ◡, —, and ㅅ, which represent the sky, earth, and human, respectively. Different combinations of these three basic shapes generate the <i>Hangeul</i> vowels. The basic consonants are based on the articulatory shapes of the vocal organs. Additional strokes or duplication of symbols represent variations of basic consonant sounds</li> <li>• that <i>Hangeul</i> consists of 24 letters (originally 28): 14 consonants and 10 vowels. Combinations of these letters make five double consonants and 11 diphthongs. These letters are grouped in clusters of two, three or four to form syllables and words</li> <li>• that Korean grammar has a system of honorific endings and internal word markings that reflect established social relationships.</li> </ul> <p><b>Intercultural understandings</b></p> <p>Provide opportunities for students to enhance understanding of their own language/s and culture/s in relation to the Korean language and culture:</p> <ul style="list-style-type: none"> <li>• Korean culture and history for visitors</li> <li>• cultural tourist locations in Korea</li> <li>• making connections between Korean culture and other cultures.</li> </ul> <p><b>Language learning and communication strategies</b></p> <p>Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> <li>• listen and determine essential information from key words</li> <li>• work out meaning of familiar and unfamiliar language by applying rules</li> <li>• analyse and evaluate information and ideas</li> <li>• scan texts, highlight key words and select appropriate information</li> <li>• read, listen to and view texts in Korean</li> <li>• use a monolingual or bilingual dictionary to locate and translate abbreviations, understand verb information and confirm meaning.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• develop the necessary skills to use monolingual and/or bilingual printed dictionaries effectively.</li> </ul> <p><b>Assessment Task 2: Responding to texts</b></p> <p>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><b>Perspective and topics</b></p> <p>Provide opportunities for learning and assessment on the following perspective and topic: Global – Travelling today. Students consider how technology influences the way young people travel, plan their holidays, and communicate with others while away.</p> <p><b>Text types and styles of writing</b></p> <p>Text types</p> <p>Provide opportunities for students to respond to and/or produce the following text types:</p> <ul style="list-style-type: none"> <li>• interview</li> </ul>   |

| Week | Key teaching points   |
|------|---|
|      | <ul style="list-style-type: none"> <li>• presentation</li> <li>• role play</li> <li>• script – speech, interview, dialogue</li> <li>• song.</li> </ul> <p>Styles of writing</p> <p>Provide opportunities for students to respond to and produce the following styles of writing:</p> <ul style="list-style-type: none"> <li>• descriptive</li> <li>• informative</li> <li>• personal</li> <li>• persuasive</li> <li>• reflective.</li> </ul> <p><b>Linguistic resources</b></p> <p>Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• introduce new vocabulary, phrases and expressions through texts related to the topic, Travelling today.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• adjectives (common, conjugated form, N<sup>a</sup> + 답다, N + 같다, N + 있다/없다)</li> <li>• adverbs (frequency and degree, time and place, DVST DVST<sup>b</sup> + 이, DVST + 히, DVST + 게, connecting nouns and noun phrases, comparatives, superlatives, negation)</li> <li>• classifiers (using Sino-Korean numbers, using native Korean numbers)</li> <li>• connectives (connective conjugations, connecting adverbs)</li> <li>• honorific expressions (lexical honorifics, humility, polite requesting and asking (ordering), assisting someone or making requests)</li> <li>• nouns (free/independent, bound/dependent)</li> <li>• numerals (cardinal native Korean numerals, cardinal Sino-Korean numerals, ordinal numbers)</li> <li>• particles (instrument, indicating start and end point (from/to), locatives (directional), conveying inclusiveness, delimiters, purpose or goal)</li> <li>• pronouns (personal, demonstrative, interrogative)</li> <li>• styles of speech (polite informal form, formal form, informal form)</li> <li>• verbs ((not) to be/(not) to have, expressing reason, expressing wishes and hopes, expressing simultaneous action, expressing tentatively (try doing, do to find out), expressing emphatically (finish doing, do completely), expressing sequence action, expressing sequentially (after doing), expressing purpose or goal, expressing intention and plan, expressing negatives).</li> </ul> <p>Sound and writing systems</p> <p>Consolidation of understanding of the sound and writing systems of Korean, and in particular:</p> <ul style="list-style-type: none"> <li>• that the name <i>Hangeul</i> combines the Korean word <i>Han</i> (한) – meaning ‘great’ – and <i>geul</i> (글) – meaning ‘script’, and that <i>Hangul</i> is the Korean language alphabetic system that comprises consonants and vowels</li> <li>• that vowels are based on three shapes: ◡, —, and ㅏ, which represent the sky, earth, and human, respectively. Different combinations of these three basic shapes generate the <i>Hangeul</i> vowels. The basic consonants are based on the articulatory shapes of the</li> </ul> |

| Week | Key teaching points   |
|------|---|
|      | <p>vocal organs. Additional strokes or duplication of symbols represent variations of basic consonant sounds</p> <ul style="list-style-type: none"> <li>• that <i>Hangeul</i> consists of 24 letters (originally 28): 14 consonants and 10 vowels. Combinations of these letters make five double consonants and 11 diphthongs. These letters are grouped in clusters of two, three or four to form syllables and words</li> <li>• that Korean grammar has a system of honorific endings and internal word markings that reflect established social relationships.</li> </ul> <p><b>Intercultural understandings</b><br/>Provide opportunities for students to enhance understanding of their own language/s and culture/s in relation to the Korean language and culture:</p> <ul style="list-style-type: none"> <li>• aspects of travel (discuss how technology influences the way young people travel, plan their holidays, and communicate with others while away).</li> </ul> <p><b>Language learning and communication strategies</b><br/>Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> <li>• proofread text once written</li> <li>• explain own understanding of a grammar rule or language pattern to someone else</li> <li>• read a question, and determine the topic, audience, purpose, text type and style of writing</li> <li>• organise and maintain coherence of written text.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• develop the necessary skills to use monolingual and/or bilingual printed dictionaries effectively.</li> </ul> <p><b>Assessment Task 3: Written communication</b><br/>Write an informative article of approximately 200 words in Korean.</p> |
| 16   | <p>Review structure of the practical (oral) and written examinations for Semester 1.<br/>Prepare for the practical (oral) and written examinations.</p> <p><b>Assessment Task 4 (a): Practical (oral) examination</b><br/><b>Assessment Task 4 (b): Written examination</b></p>   |



## Sample course outline

### Korean: Second Language – ATAR Year 12

#### Unit 4 – 졸업 후 진로 (Life after school)

#### Semester 2

| Week | Key teaching points  |
|------|--|
| 1–5  | <p><b>Introduction</b><br/>Overview of the unit and assessment requirements.</p> <p><b>Perspective and topics</b><br/>Provide opportunities for learning and assessment on the following perspective and topic:<br/>Personal – Planning my future. Students reflect on their final year at school and their plans for the future.</p> <p><b>Text types and styles of writing</b><br/>Text types<br/>Provide opportunities for students to respond to and/or produce the following text types:</p> <ul style="list-style-type: none"> <li>• interview</li> <li>• presentation</li> <li>• role play</li> <li>• script – speech, interview, dialogue</li> <li>• speech.</li> </ul> <p>Styles of writing<br/>Provide opportunities for students to respond to and produce the following styles of writing:</p> <ul style="list-style-type: none"> <li>• descriptive</li> <li>• informative</li> <li>• personal</li> <li>• persuasive</li> <li>• reflective.</li> </ul> <p><b>Linguistic resources</b><br/>Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• introduce new vocabulary, phrases and expressions through texts used related to the topic, Planning my future.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• adjectives (feelings and emotions, speed, difficulty and importance, shapes and characteristics, weather, exclamatory sentence-final ending <b>군요/네요</b>)</li> <li>• adverbs (DVST<sup>b</sup> + <b>히</b>, DVST + <b>게</b>)</li> <li>• conjunctions (introductory statements, expressing hypothetical situations, expressing cause (therefore))</li> <li>• honorifics (expressing beneficial intentions to someone)</li> <li>• nouns (AVST/DVST + <b>기 쉬워요/어려워요</b> easy to/difficult to, AVST modifier <b>는</b> + <b>법(방법)</b> method, N<sup>a</sup> + <b>(이)나</b> + N linking)</li> <li>• numerals (days of the week, dates and time)</li> </ul> |

| Week | Key teaching points   |
|------|---|
|      | <ul style="list-style-type: none"> <li>particles (emphasise suffixes, emphasisers – combined particles, purpose or goal, AVST/DVST + <b>거나</b> or/either, whether or not)</li> <li>pronouns (personal, demonstrative, interrogative)</li> <li>styles of speech (polite informal form, formal form, informal form)</li> <li>verbs (asking for opinions and making suggestions, responding to opinions and suggestions, expressing hypotheticals, expressing relativity, expressing suggestions, expressing assumption, expressing experience, expressing change, direct speech, reported/indirect speech, irregular conjugations).</li> </ul> <p>Sound and writing systems</p> <p>Consolidation of understanding of the sound and writing systems of Korean, and in particular:</p> <ul style="list-style-type: none"> <li>that the name <i>Hangeul</i> combines the Korean word <i>Han</i> (한) – meaning ‘great’ – and <i>geul</i> (글) – meaning ‘script’, and that <i>Hangeul</i> is the Korean language alphabetic system that comprises consonants and vowels</li> <li>that vowels are based on three shapes: ◡, —, and ㅍ, which represent the sky, earth, and human, respectively. Different combinations of these three basic shapes generate the <i>Hangeul</i> vowels. The basic consonants are based on the articulatory shapes of the vocal organs. Additional strokes or duplication of symbols represent variations of basic consonant sounds</li> <li>that <i>Hangeul</i> consists of 24 letters (originally 28): 14 consonants and 10 vowels. Combinations of these letters make 5 double consonants and 11 diphthongs. These letters are grouped in clusters of two, three or four to form syllables and words</li> <li>that Korean grammar has a system of honorific endings and internal word markings that reflect established social relationships.</li> </ul> <p><b>Intercultural understandings</b></p> <p>Provide opportunities for students to enhance understanding of their own language/s and culture/s in relation to the Indian language and culture:</p> <ul style="list-style-type: none"> <li>the final year at school and plan for the future</li> <li>future education, employment and travel</li> <li>working or study options overseas</li> <li>the impact of technology or social media on search/obtain the information.</li> </ul> <p><b>Language learning and communication strategies</b></p> <p>Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> <li>structure an argument and express ideas and opinions</li> <li>ask for clarification and repetition to assist understanding</li> <li>use oral clues to predict and help with interpreting meaning</li> <li>manipulate known elements in a new context to create meaning in spoken forms</li> <li>connect with a native speaker of the language</li> <li>make connections with prior learning.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>develop the necessary skills to use monolingual and/or bilingual printed dictionaries effectively.</li> </ul> <p><b>Assessment Task 5: Oral communication</b></p> <p>Present in 8–10 minutes a speech in Korean.</p> |

| Week | Key teaching points  |
|------|--|
| 6–10 | <p><b>Perspective and topics</b><br/>Provide opportunities for learning and assessment on the following perspective and topic: Community – Studying and working in Korea. Students explore the future for young Koreans, including aspects that are important to them: study and job opportunities.</p> <p><b>Text types and styles of writing</b><br/>Text types<br/>Provide opportunities for students to respond to and/or produce the following text types:</p> <ul style="list-style-type: none"> <li>• account</li> <li>• conversation</li> <li>• email</li> <li>• invitation</li> <li>• script – speech, interview, dialogue.</li> </ul> <p>Styles of writing<br/>Provide opportunities for students to respond to and produce the following styles of writing:</p> <ul style="list-style-type: none"> <li>• descriptive</li> <li>• informative</li> <li>• personal</li> <li>• persuasive</li> <li>• reflective.</li> </ul> <p><b>Linguistic resources</b><br/>Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• introduce new vocabulary, phrases and expressions through texts related to the topic, Studying and working in Korea.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• adjectives (feelings and emotions, speed, difficulty and importance, shapes and characteristics, weather, exclamatory sentence-final ending <b>군요/네요</b>)</li> <li>• adverbs (DVST<sup>b</sup> + <b>히</b>, DVST + <b>게</b>)</li> <li>• conjunctions (introductory statements, expressing hypothetical situations, expressing cause (therefore))</li> <li>• honorifics (expressing beneficial intentions to someone)</li> <li>• nouns (AVST/DVST + <b>기</b> <b>쉬워요/어려워요</b> easy to/difficult to, AVST modifier <b>는</b> + <b>법(방법)</b> method, N<sup>a</sup> + (<b>이</b>)<b>나</b> + N linking)</li> <li>• numerals (days of the week, dates and time)</li> <li>• particles (emphasise suffixes, emphasisers – combined particles, purpose or goal, AVST/DVST + <b>거나</b> or/either, whether or not)</li> <li>• pronouns (personal, demonstrative, interrogative)</li> <li>• styles of speech (polite informal form, formal form, informal form)</li> <li>• verbs (asking for opinions and making suggestions, responding to opinions and suggestions, expressing hypotheticals, expressing relativity, expressing suggestions, expressing assumption, expressing experience, expressing change, direct speech, reported/indirect speech, irregular conjugations).</li> </ul> |

| Week  | Key teaching points   |
|-------|---|
|       | <p>Sound and writing systems</p> <p>Consolidation of understanding of the sound and writing systems of Korean, and in particular:</p> <ul style="list-style-type: none"> <li>• that the name <i>Hangeul</i> combines the Korean word <i>Han</i> (한) – meaning ‘great’ – and <i>geul</i> (글) – meaning ‘script’, and that <i>Hangul</i> is the Korean language alphabetic system that comprises consonants and vowels</li> <li>• that vowels are based on three shapes: ◡, —, and ㅅ, which represent the sky, earth, and human, respectively. Different combinations of these three basic shapes generate the <i>Hangeul</i> vowels. The basic consonants are based on the articulatory shapes of the vocal organs. Additional strokes or duplication of symbols represent variations of basic consonant sounds</li> <li>• that <i>Hangeul</i> consists of 24 letters (originally 28): 14 consonants and 10 vowels. Combinations of these letters make five double consonants and 11 diphthongs. These letters are grouped in clusters of two, three or four to form syllables and words</li> <li>• that Korean grammar has a system of honorific endings and internal word markings that reflect established social relationships.</li> </ul> <p><b>Intercultural understandings</b></p> <p>Provide opportunities for students to enhance understanding of their own language/s and culture/s in relation to the Korean language and culture:</p> <ul style="list-style-type: none"> <li>• the future for young people, living and working in Korea, including which aspects are important for young people, e.g., study and job opportunities</li> <li>• common social practices associated with young people.</li> </ul> <p><b>Language learning and communication strategies</b></p> <p>Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> <li>• make links between English and Korean texts</li> <li>• recognise the attitude, purpose and intention of a text</li> <li>• use information in a text to draw conclusions</li> <li>• summarise text in own words or re-organise and re-present the information</li> <li>• reflect on cultural meanings, including register and tone</li> <li>• use a monolingual or bilingual dictionary to locate and translate abbreviations, understand verb information and confirm meaning.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• develop the necessary skills to use monolingual and/or bilingual printed dictionaries effectively.</li> </ul> <p><b>Assessment Task 6: Responding to texts</b></p> <p>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><b>Perspective and topics</b></p> <p>Provide opportunities for learning and assessment on the following perspective and topic: Global – Future plans. Students consider the education and career pathways available to young people in a technological world and how the study of Korean can influence their choices.</p> <p><b>Text types and styles of writing</b></p> <p>Text types</p> <p>Provide opportunities for students to respond to and/or produce, the following text types:</p>   |

| Week | Key teaching points   |
|------|---|
|      | <ul style="list-style-type: none"> <li>• account</li> <li>• article</li> <li>• journal entry</li> <li>• letter</li> <li>• message</li> <li>• note.</li> </ul> <p>Styles of writing</p> <p>Provide opportunities for students to respond to and produce the following styles of writing:</p> <ul style="list-style-type: none"> <li>• descriptive</li> <li>• informative</li> <li>• personal</li> <li>• persuasive</li> <li>• reflective.</li> </ul> <p><b>Linguistic resources</b></p> <p>Provide opportunities for students to acquire and use the following resources:</p> <p>Vocabulary</p> <ul style="list-style-type: none"> <li>• introduce new vocabulary, phrases and expressions through texts used related to the topic, Future plans.</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• adjectives (feelings and emotions, speed, difficulty and importance, shapes and characteristics, weather, exclamatory sentence-final ending <b>군요/네요</b>)</li> <li>• adverbs (DVST<sup>b</sup> + <b>히</b>, DVST + <b>게</b>)</li> <li>• conjunctions (introductory statements, expressing hypothetical situations, expressing cause (therefore))</li> <li>• honorifics (expressing beneficial intentions to someone)</li> <li>• nouns (AVST/DVST + <b>기 쉬워요/어려워요</b> easy to/difficult to, AVST modifier <b>는</b> + <b>법(방법)</b> method, N<sup>a</sup> + <b>(이)나</b> + N linking)</li> <li>• numerals (days of the week, dates and time)</li> <li>• particles (emphasise suffixes, emphasisers – combined particles, purpose or goal, AVST/DVST + <b>거나</b> or/either, whether or not)</li> <li>• pronouns (personal, demonstrative, interrogative)</li> <li>• styles of speech (polite informal form, formal form, informal form)</li> <li>• verbs (asking for opinions and making suggestions, responding to opinions and suggestions, expressing hypotheticals, expressing relativity, expressing suggestions, expressing assumption, expressing experience, expressing change, direct speech, reported/indirect speech, irregular conjugations).</li> </ul> <p>Sound and writing systems</p> <p>Consolidation of understanding of the sound and writing systems of Korean, and in particular:</p> <ul style="list-style-type: none"> <li>• that the name <i>Hangeul</i> combines the Korean word <i>Han</i> (<b>한</b>) – meaning ‘great’ – and <i>geul</i> (<b>글</b>) – meaning ‘script’, and that <i>Hangul</i> is the Korean language alphabetic system that comprises consonants and vowels</li> <li>• that vowels are based on three shapes: <b>ㅏ</b>, <b>ㅓ</b>, and <b>ㅗ</b>, which represent the sky, earth, and human, respectively. Different combinations of these three basic shapes generate</li> </ul> |

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|      | <p>the <i>Hangeul</i> vowels. The basic consonants are based on the articulatory shapes of the vocal organs. Additional strokes or duplication of symbols represent variations of basic consonant sounds</p> <ul style="list-style-type: none"> <li>• that <i>Hangeul</i> consists of 24 letters (originally 28): 14 consonants and 10 vowels. Combinations of these letters make five double consonants and 11 diphthongs. These letters are grouped in clusters of two, three or four to form syllables and words</li> <li>• that Korean grammar has a system of honorific endings and internal word markings that reflect established social relationships.</li> </ul> <p><b>Intercultural understandings</b><br/>Provide opportunities for students to enhance understanding of their own language/s and culture/s in relation to the Korean language and culture:</p> <ul style="list-style-type: none"> <li>• the impact of technology on the lives of young people</li> <li>• career pathways available to young people.</li> </ul> <p><b>Language learning and communication strategies</b><br/>Provide opportunities for students to practise the following strategies:</p> <ul style="list-style-type: none"> <li>• evaluate and redraft written texts to enhance meaning</li> <li>• manipulate known elements in a new context to create meaning in written forms</li> <li>• use synonyms for variety in the sentences, and conjunctions to link sentences</li> <li>• use a monolingual or bilingual dictionary to locate and translate abbreviations, understand verb information and confirm meaning.</li> </ul> <p>Dictionaries</p> <ul style="list-style-type: none"> <li>• develop the necessary skills to use monolingual and/or bilingual printed dictionaries effectively.</li> </ul> <p><b>Assessment Task 7: Written communication</b><br/>Write a persuasive conversation of approximately 250 words in Korean.</p> |
| 16   | <p>Review structure of the practical (oral) and written examinations for Semester 2.<br/>Prepare for the practical (oral) and written examinations.</p> <p><b>Assessment Task 8 (a): Practical (oral) examination</b><br/><b>Assessment Task 8 (b): Written examination</b></p>   |