



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

Western Australian Curriculum

Languages | Korean

Scope and sequence | Years 7–10

Revised curriculum | For familiarisation in 2026

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.

Copyright

© School Curriculum and Standards Authority, 2025

This document – apart from any third-party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority (the Authority) is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the Authority. Copying or communication of any third-party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution 4.0 International licence](#).

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.

Contents

Overview	1
Guide to reading this document.....	1
Strand: Communicating	2
Sub-strand: Interacting in Korean.....	2
Sub-strand: Mediating meaning in and between languages	5
Sub-strand: Creating text in Korean.....	7
Strand: Understanding language and culture.....	9
Sub-strand: Understanding systems of language	9
Sub-strand: Understanding the interrelationship of language and culture	14

Overview

The current Western Australian Curriculum: Languages was adopted and adapted from the Australian Curriculum version 8.4.

Western Australia provided feedback to the Australian Curriculum, Assessment and Reporting Authority (ACARA) during the consultation for the Australian Curriculum.

The proposed revisions to the Western Australian Curriculum: Languages, Korean are adopted and adapted from the Australian Curriculum version 9.

Guide to reading this document

The Scope and sequence Western Australian Curriculum: Languages, Korean shows the proposed content across the years of schooling from Years 7–10.

The Scope and sequence for Languages shows the **mandated** curriculum for teaching, written as **content descriptions** across year levels so that a sequence of content can be viewed across the years of schooling from Pre-primary to Year 10. The **examples** illustrate the content and are **not mandated**.

The document is organised by two Languages strands: **Communicating** and **Understanding language and culture**.

The **Communicating** strand includes: **Interacting in Korean**; **Mediating meaning in and between languages**; and **Creating text in Korean**.

The **Understanding language and culture** strand includes: **Understanding systems of language**; and **Understanding the interrelationship of language and culture**.

The table below presents the subject organisation for the Pre-primary to Year 10 Languages, Korean curriculum.

Languages		
Korean		
Communicating		
Interacting in Korean	Mediating meaning in and between languages	Creating text in Korean
Understanding language and culture		
Understanding systems of language	Understanding the interrelationship of language and culture	

Strand: Communicating

Sub-strand: Interacting in Korean

Year 7	Year 8	Year 9	Year 10
<p>Participate in exchanges to share information about themselves and others</p> <p>For example:</p> <ul style="list-style-type: none"> share information about themselves, including name, age, year level, likes/dislikes, using modelled language, such as 이름이 뭐예요? 저는 민아예요; 어디에 살아요? 서호주 퍼스에 살아요.; 몇 학년이에요? 칠 학년이에요; 엄마 이름이 뭐예요? 우리 엄마 이름은 피오나예요.; 반려동물이 있어요? 네, 강아지 한 마리가 있어요 exchange information about family, friends or pets, and share the gathered information with others using short spoken or written texts, such as 우리 오빠는 	<p>Participate in exchanges to share and compare information, experiences and preferences about daily life</p> <p>For example:</p> <ul style="list-style-type: none"> share information related to daily life or school routines and present the collected information using spoken or visual formats, such as 저는 6 시에 일어나요. 그리고 6 시 반에 아침밥을 먹어요. 8 시 반에 학교에 걸어서 가요. express opinions related to school using modelled phrases in interactions, such as 제 생각에는 ..., 제 생각에는 한국어는 쉬워요. 제 생각에는 한국어는 안 쉬워요 (쉽지 않아요.); 제 생각에는 수학은 아주 어려워요. 	<p>Initiate and participate in exchanges to share and compare information and experiences about Korea and the culture</p> <p>For example:</p> <ul style="list-style-type: none"> participate in a class/group discussion to compare information about the weather and seasons in Korea and in Australia, and share findings with peers, using modelled language, such as 한국은 지금 날씨가 어때요? 한국은 지금 겨울이에요. 한국의 겨울은 아주 추워요. initiate interactions to gather information about well-known landmarks or historical places in Korea and Australia, and summarise the information to share it with peers engage in real or imagined exchanges related to food and 	<p>Initiate and participate in sustained exchanges to share information and opinions about future plans and travel</p> <p>For example:</p> <ul style="list-style-type: none"> engage in a group discussion to share information on familiar topics, such as future plans, using modelled language, as in 아르바이트를 해서 저축을 하고 싶어요. 그리고, 새 새휴대폰을 사고 싶어요. participate in discussions to share information and opinions on familiar topics related to visiting overseas or hosting an exchange student, using modelled language, such as 한국학생들이 다음 주에 와요. 한국 학생들을 위해서 뭘 준비하고 싶어요? 음... 일단 학교 소개부터 하면

Year 7	Year 8	Year 9	Year 10
<p>아주 재미있어요. 우리 오빠/언니는 상냥해요. 그리고 친절해요.; 우리 형은 진짜 재밌어요. 우리 누나는 아주 상냥하고 친절해요.; 우리 집 바둑이는 아주 귀여워요. 바둑이는 작아요. 그리고 통통해요.</p> <ul style="list-style-type: none"> interview peers about themselves, family, friends, and interests, such as 가족이 몇 명이에요? 우리 가족은 네 명이에요. 아빠, 엄마, 오빠, 그리고 저예요. 우리 아빠는 독서를 좋아해요. 우리 엄마는 요리를 좋아해요. 	<ul style="list-style-type: none"> compare information related to school subjects or extracurricular activities in Korea and in Australia and present the findings, such as 한국에서는 동아리 활동이 많아요. 호주에서는 스포츠가 인기가 많아요. participate in interactions to organise events or invite peers, and present the arrangements in a role-play, TV-style interview, using different roles, such as 주말에 뭐 하고 싶어요? 주말에 친구와 영화를 보고 싶어요. ; 그럼 언제 어디서 만날까요? 이번 주 토요일 오후 3 시에 만나요. Use questions and follow-up prompts to stay engaged in an interaction, such as 왜, 어떻게? 	<p>meals, for instance ordering food at a restaurant, using modelled language, such as 여기요, 비빔밥 하나랑 된장국 하나 주세요. 네, 알겠습니다.</p> <ul style="list-style-type: none"> explore and share aspects of Korean culture, including traditions, lifestyles and foods, by small-group investigation and present the information in spoken, written or visual formats 	<p>어떨까요? 아주 정말 좋은 아이디어예요.</p> <ul style="list-style-type: none"> initiate and sustain interactions to persuade others in familiar contexts, for instance encouraging a peer to join a tour or visit a tourist destination, using modelled language, such as 퍼스의 여름은 정말 멋져요. 이번 여름방학에 저랑 같이 마거릿 리버에 가보고 싶어요? engage in ongoing conversations or dialogues using strategies to maintain interactions, for instance paraphrasing, expressing interest, managing disagreement respectfully or using fillers, such as 그러니까.. 그래서, 음, 글썄요.
<p>Participate in exchanges related to classroom activities and routines</p>	<p>Participate in exchanges related to classroom activities and routines</p>	<p>Participate in exchanges related to classroom activities, planning and negotiating</p>	<p>Collaborate in activities that involve planning and negotiating to share ideas and preferences</p>

Year 7	Year 8	Year 9	Year 10
<p>For example:</p> <ul style="list-style-type: none"> • exchange greetings, wishes and thanks, adjusting language to suit the situation, and using casual or polite language and appropriate body language for familiar people, such as 안녕하세요, 안녕, 만나서 반가워요, 안녕히 계세요, and 안녕히 가세요. • follow common classroom instructions and requests, such as 쓰세요, 보세요, 잘 들으세요, 따라 하세요. • participate in classroom routines and respond to instructions related to classroom routines, such as 있어요? 네, (여기) 있어요; 아니요, 없어요. 	<p>For example:</p> <ul style="list-style-type: none"> • ask for repetition, clarification and confirmation during interactions using classroom-related language, such as 한 번만, 더 말해주세요, 잘 모르겠어요, ~는/은 한국어로 뭐예요? • praise, compliment and encourage others using language, such as 잘했어요, 최고예요, 힘내세요. • ask for assistance or clarification using modelled language, such as 잘 모르겠어요, 도와주세요, ~은/는 한국말로 뭐예요? 	<p>For example:</p> <ul style="list-style-type: none"> • organise with peers a small cultural display or booth to promote aspects of traditional or contemporary Korean culture such as 서예, 케이 팝 • ask for clarification using modelled language, such as 무슨 뜻이에요?; 다시 한번 설명해 주세요. • make suggestions using modelled language, such as 다른 과제를 하면 어떨까요? 이번과제는 무엇을 준비하고 싶어요? 	<p>For example:</p> <ul style="list-style-type: none"> • ask and respond to detailed questions, such as 무슨 뜻이죠? 한 번만 더 설명해 줘요 • collaborate in small groups to plan, design and present a Korean cultural booth or exhibition for a wider audience, such as 오늘은 ~에 대해서 소개해요. ~은/는 한국의 유명한 ~이에요. • propose a plan and present it to the class, using modelled language, such as 이번 프로젝트 과제에 대해서 얘기하고 싶어요.; 이번 프로젝트과제는 ~에 대해서 더 더 조사해야 해요.; 이 부분에 대해서 어떻게 생각해요?

Sub-strand: Mediating meaning in and between languages

Year 7	Year 8	Year 9	Year 10
<p>Locate and process information, ideas and opinions in texts, and convey meaning</p> <p>For example:</p> <ul style="list-style-type: none"> • identify key information of a fictional Korean exchange students from a short spoken/written introduction, such as 이름, 나이, 가족, 좋아하는 것, and create a personal profile to present to peers • identify key ideas and opinions from simplified authentic texts about self, friends and pets, and share the findings with peers using modelled language and visuals, such as 제 친구는 친절해요. 동물을 좋아해요. • identify and organise key information from brief spoken/written texts about likes/dislikes, favourite foods, 	<p>Locate and process information, ideas, opinions and supporting details in texts, and convey meaning</p> <p>For example:</p> <ul style="list-style-type: none"> • compare short written or visual texts about school routines, and present similarities and differences using a simple table or concept map • view/read short cultural texts on seasonal events and identify supporting details, such as typical foods, greetings or customs • listen to Korean teens describing weekend activities and recount the main ideas with guided sentence frames 	<p>Process and compare information, ideas and opinions in a range of texts, and convey meaning appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> • summarise information from simplified authentic texts that describing lifestyle in Korea and compare lifestyle features with Australian contexts, such as transport, school hours or hangout places • interpret ideas and emotions in texts about friendships or study and identify language that signals feeling, such as 기뻐요, 속상해요, 신나요, and intention • listen to interviews or vlog clips about after-school routines, and summarise viewpoints for a peer audience 	<p>Compare and summarise information, ideas and opinions in a range of texts, and convey meaning appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> • engage with familiar and some unfamiliar spoken, written or multimodal texts to identify the speaker’s perspective or opinion, such as print/digital media related to travel, culture or youth life • synthesise perspectives from texts on future plans, such as study, travel or work, and compare how expectations differ across cultural contexts • listen to extended spoken texts, such as interviews and podcasts about youth aspirations, and present a concise summary tailored to classmates preparing for exchange

Year 7	Year 8	Year 9	Year 10
colours, books or numbers, and sort phrases into categories, such as exercise, food or music			
<p>Develop strategies to interpret, translate and convey meaning in Korean language in familiar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> locate appropriate meaning of vocabulary related to themselves and others using a bilingual dictionary determine or clarify the meaning of unknown and multiple-meaning words by rereading, relistening or using contextual clues apply strategies when reading and/or viewing to answer questions, including scanning for key words or identifying the essential elements of a sentence, such as nouns and verbs 	<p>Apply strategies to interpret, translate and convey meaning in Korean language in familiar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> recognise culturally specific expressions such as 다녀오겠습니다, 잘 먹겠습니다, 잘 먹었습니다, and explain intended meaning beyond literal translation transliterate peers' names into Korean, such as Mary (메리), Tom (툼) and discuss sound-symbol choices locate base forms and meanings of common verbs for school or daily routines using a bilingual dictionary, such as 있다, 없다, 쉽다, 어렵다, 재밌다, 가다,오다 	<p>Interpret and translate non-verbal, spoken and written Korean language to convey meaning in familiar cultural contexts</p> <p>For example:</p> <ul style="list-style-type: none"> engage in simplified authentic texts related to special events and present information in English, such as 설날, 추석, 입학식, 졸업식 discuss how to convey culturally-specific items that resist literal translation, and explain when to paraphrase or borrow a term, such as 정, 눈치 or 수고했어 use bilingual dictionaries to resolve ambiguity in verbs related to festivals, food and lifestyle, such as 지내다, 보내다 	<p>Interpret and translate non-verbal, spoken and written Korean language to convey meaning in familiar cultural contexts</p> <p>For example:</p> <ul style="list-style-type: none"> compile and comment on word banks of culturally nuanced words that risk misinterpretation, noting tone and register, such as 저리다, 어울리다, 시원하다, 알밋다 compare and evaluate alternative translations, such as peer's or online translation of the same short text, explaining differences in accuracy, tone and cultural appropriateness extract key information and supporting details from simplified authentic texts on travel, study or work plans, using advanced dictionary strategies

Sub-strand: Creating text in Korean

Year 7	Year 8	Year 9	Year 10
<p>Create informative, imaginative and personal texts using modelled language and textual conventions appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> • create a profile of a fictional character, including personal details, likes/dislikes, and family members using modelled language structures, and present it to class, such as 우리 형이에요. 우리 형 이름은 토마스예요. (우리 형은) 키가 커요. 그리고 아주 똑똑해요. • create short imaginative story to entertain younger audience using familiar words and modelled language, such as 우리 아빠는 밤색 곰이에요. 우리 엄마는 하얀 토끼예요. 우리 오빠는 파란색 	<p>Create informative, imaginative and personal texts adapting familiar and modelled language, using textual conventions appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> • create informative texts about recent events and interests including time phrases and reason, using modelled languages, such as 저는 민수예요. 매일 일곱 시에 일어나요. • create a short imaginative story to entertain peers, using rehearsed descriptive sentence structures and simple linking expressions, such as 오늘은 2040 년 11 월 14 일이에요. 나는 플라잉 카를 타고 학교에 가요. 우리 선생님은 안드로이드라서 힘이 세고 하늘도 날 수 있어요. 	<p>Create informative, imaginative and personal texts using linguistic features and textual conventions appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> • write a journal entry to describe experiences and express opinions, such as 오늘은 친구와 같이 한국 레스토랑에 갔어요. 레스토랑에서 국수를 먹었어요. 친구는 떡볶이를 먹었어요. • create a short imaginative story to entertain peers using a range of descriptive expressions, time references and emotions, such as 저는 서호주에 살아요. 오늘 아침에 일어나서 창문 밖을 봤어요. 그런데 남산타워가 보였어요. 그리고, 시드니 오페라 하우스도 보였어요. 	<p>Create informative, imaginative and personal texts using linguistic features and textual conventions for a range of contexts, purposes and audiences</p> <p>For example:</p> <ul style="list-style-type: none"> • produce informative texts, such as newsletter articles, presentation slides or blogs, and present and justify opinions on familiar topics, such as 한국 학생들은 교복을 입어요. 저는 교복이 편하다고 생각해요 • create a short story that develops character, setting and narrative, such as 오늘은 2060 년 7 월 26 일이에요. 나는 지금 화성에 살고 있어요. 모든 한국 사람은 우주선을 타고 화성으로 여행을 해요. 지구에서 화성까지는 1 시간 정도

Year 7	Year 8	Year 9	Year 10
<p>강아지예요. 그리고 나는 회색 고양이예요.</p> <ul style="list-style-type: none"> present short personal texts to introduce a real or fictional pet to peers, using descriptive verbs in a polite form, such as 이분은 우리 할머니예요. 우리 할머니는 친절하세요. 그리고 요리를 잘하세요. 	<p>우리 반 친구들 중에서 세 명은 안드로이드예요. 안드로이드 친구들은 태권도를 좋아하고 아주 똑똑해요.</p> <ul style="list-style-type: none"> create digital or visual texts using familiar sentence structures and connectors to inform peers about daily/school routine, such as 먼저 아침을 먹어요. 그리고 학교에 가요. 	<p>‘지금 내가 어디에 있지?’ 하고 생각했어요. 아!~ 꿈이었어요.</p> <ul style="list-style-type: none"> create a video or multimodal presentation to describe celebrations or seasonal events in Korean, and compare them with celebrations or seasonal events in Australia by highlighting similarities and differences 	<p>걸려요. 오늘 오후에 지구에서 친구들과 저녁을 먹고 싶어요.</p> <ul style="list-style-type: none"> write a script for a video blog, reflecting on their last holiday, such as 이번 지난 여름방학에는 한국어를 배우고 싶었어요. 한국어를 배워서 한국 드라마를 한국말로 보고 싶었어요. 그래서 열심히 한국어 공부를 했어요.

Strand: Understanding language and culture

Sub-strand: Understanding systems of language

Year 7	Year 8	Year 9	Year 10
<p>Recognise and use familiar linguistic features of spoken Korean</p> <p>For example:</p> <ul style="list-style-type: none"> recognise and apply the features of the 24 basic <i>Hangeul</i> letters and the Korean sound system to familiar words and expressions recognise the differences in intonation between statements, questions, requests and commands, such as <i>가요, 가요? 가요!</i> listen to Korean words being read aloud and select the appropriate matching written form for a list of options 	<p>Apply familiar linguistic features of spoken Korean to interact with developing fluency</p> <p>For example:</p> <ul style="list-style-type: none"> pronounce assimilated consonants, such as <i>학년</i> becomes <i>향년</i>, <i>육년</i> becomes <i>용년</i>, <i>국물</i> becomes <i>궁물</i> recognise that the correct placement of letters in written form can differ from how words are pronounced in spoken form, and develop accuracy through dictation practice, such as <i>한국어가 재미있어요</i> becoming <i>한구거가 재미인써요</i>, <i>옷이 예뻐요</i> becoming <i>오시 예빠요</i>, and <i>책을 읽어요</i> becoming <i>채글 일거요</i>. 	<p>Apply linguistic features of spoken Korean to interact with increasing fluency</p> <p>For example:</p> <ul style="list-style-type: none"> pronounce Korean words correctly by changing the sounds between syllables, following Korean pronunciation rules, such as <i>같이</i> becomes <i>가지</i>, and <i>먹고</i> becomes <i>먹꼬</i> practise reading aloud familiar texts related to tradition, seasons and lifestyle with attention to rhythm and intonation recognise variations in intonation and stress patterns to distinguish between different sentence types, emotions or emphasis in spoken Korean 	<p>Apply a range of linguistic features of spoken Korean to interact with increasing fluency</p> <p>For example:</p> <ul style="list-style-type: none"> understand and apply differences in the pronunciation of English and Korean versions of loan words, such as <i>투어, 호텔, 인터넷, 달러</i>, and pronounce unfamiliar words <i>외래어</i> recognise and use stress patterns appropriately to separate clauses, for instance placing stress on the conjunction word, such as <i>어제 떡볶이를 처음 먹었는데 정말 맛있었어</i> understand that stress can be placed on different parts of a sentence to create different meanings, such as <i>어디가 아파요?</i>

Year 7	Year 8	Year 9	Year 10
	<ul style="list-style-type: none"> recognise that for syllable-final double consonants, in most cases only the first final consonant is pronounced, except for 닭 and 삶 engage in paired reading to practise reading aloud familiar texts, such as short role-play dialogues, with attention to rhythm, intonation and phrasing apply knowledge of Korean sound–script correspondence by using a romaja-input keyboard to type modelled sentences and short paragraphs 		<p>(Where does it hurt?), 어디가 아파요? (Are you unwell?)</p>
<p>Begin to use linguistic features of Korean to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> use sentence structures in the subject+object+verb order to make statements or ask questions use simple particles to form subject and object marking, such 	<p>Use linguistic features of Korean to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> recognise familiar Korean expressions and sentence structures related to favourite pastimes or hobbies, and describe these activities by applying rehearsed sentence patterns use a range of particles, including subject 이/가, object 을/를, and 	<p>Select and use linguistic features of Korean to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> understand the meaning of familiar or unfamiliar Korean expressions and sentence structures related to traditional festivals, associated food, or customs, and apply rehearsed sentence patterns to describe 	<p>Select and use a range of linguistic features of Korean to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> infer the meaning of unfamiliar Korean expressions and sentence structures related to travel, future plans or ideal careers, and apply rehearsed sentence patterns to describe these

Year 7	Year 8	Year 9	Year 10
<p>as 이/가, 을/를 in 고양이가 우유를 마셔요.</p> <ul style="list-style-type: none"> • use connecting particles, for instance 그리고, and 그래서, to create texts that shows sequence of ideas/actions, such as 비가 왔어요. 그래서 우산을 썼어요. • recognise that indefinite or definite articles are not used in Korean language and how meaning is conveyed through contexts and particles • understand the two number systems used in Korean and apply them appropriately, such as using Sino-Korean numbers for school years, addresses and months, and using pure Korean numbers for age, counting people or objects 	<p>location/time markers 에, 에서, 부터, 까지, to form more detailed sentences, such as 저는 학교에서 공부해요 or 민수는 아침부터 저녁까지 일해요.</p> <ul style="list-style-type: none"> • use a range of action/descriptive verbs commonly used in basic interpersonal and transactional interactions, such as 비싸요, 싸요, 바빠요, 자요 • use the two number systems in Korean to convey information in extended contexts, such as using Sino-Korean numbers for dates, room and floor numbers, and prices, and using pure Korean numbers for hours, animals or everyday items, with appropriate counters • understand and use a range of particles to perform different functions, such as 은/는 (subject, topic marker), ~ 이/가 (subject, 	<p>these cultural aspects in the simple past tense</p> <ul style="list-style-type: none"> • apply a variety of particles, including topic (은/는), possessive (의), and comparative (보다), in combination with subject and object markers, to express comparisons, possession and emphasis, such as 호주의 집이 한국의 집보다 커요 or 저는 김치를 다른 음식보다 좋아해요. • use contrast and cause-effect grammar, such as 하지만, -(으)니까, in 저는 운동을 좋아해요. 하지만 농구는 싫어요. • apply the two number systems in Korean in a range of familiar and formal contexts, such as using Sino-Korean numbers for years, bus numbers and currency amounts, and using pure Korean numbers for expressing age, duration or the number of participants in a cultural event 	<p>aspects in the simple present or simple future tense</p> <ul style="list-style-type: none"> • use a range of particles for appropriate grammatical functions, such as -(으)로, -보다, 더, -만, -부터 and -까지, -(이)랑, -와/과, -에게, -께 • justify opinions using cohesive devices, such as -기 때문에, -(이)지만, and -는데, such as 한국 음식을 좋아해요. 맵지만 맛있기 때문에 자주 먹어요. • apply the knowledge of the two number systems in Korean correctly in spoken and written texts • recognise and use adverbs formed from adjectives to modify or describe verbs and adjectives, such as 깨끗이, 조용히, 정확히, or forms ending in -하게

Year 7	Year 8	Year 9	Year 10
	<p>topic marker) ~ 이/가 좋아요. ~ 이/가 있어요. , and ~ 을 (verb)</p>	<ul style="list-style-type: none"> • use a range of descriptive verbs to express qualities of people, places or events, such as 부지런해요, 정직해요, 재밌어요, 유명해요, 즐거워요. 	
<p>Begin to notice similarities and differences in how linguistic features are used in Korean and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> • develop shared metalanguage resources, such as word banks and verb charts, to use as a reference • compare the position of verbs in English and Korean sentences (subject+verb+object versus subject+object+verb) and use this awareness when decoding and creating texts • explore how politeness is expressed differently in Korean and English language, such as the 	<p>Identify similarities and differences in how linguistic features are used in Korean and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> • identify and reflect on Korean words and expressions whose cultural meanings reach beyond their literal definitions, such as 집 used to convey ‘home’ and 식구 referring to ‘family members’ • compare conventions of familiar text types such as invitation cards or letters in English and Korean, and identify similarities and differences • recognise the similarities in common key features of Korean 	<p>Discuss similarities and differences in how linguistic features are used in Korean and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> • use relevant metalanguage to identify verbs, nouns, articles, adjectives, pronouns, conjunctions and prepositions, and to compare grammatical features in Korean and English • apply conventions of familiar text types, such as personal letters, emails and invitations, when creating texts in Korean and use appropriate salutations, address formats and date expressions, comparing these with equivalent English structures 	<p>Reflect on and discuss the use of linguistic features in Korean texts, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> • evaluate the cultural significance of Korean words and expressions in different contexts, such as how honorific titles and kinship terms are used in workplace or formal settings, or how concepts like 효 ‘filial piety’ influence speech and behaviour • manipulate travel and future-plan texts using appropriate honorifics, address structures and date/time formats, and evaluate differences from English conventions

Year 7	Year 8	Year 9	Year 10
importance of age and levels of formality	and English texts, such as stories, songs and conversations	<ul style="list-style-type: none"> • identify similarities and differences in the organisation and purpose of familiar Korean and English texts, such as seasonal folktales, celebration invitations and Korean food dialogues 	<ul style="list-style-type: none"> • interpret and use textual conventions, such as contractions, abbreviations and acronyms in messages, and explain in English how these forms in Korean reflect changing lifestyles

Sub-strand: Understanding the interrelationship of language and culture

Year 7	Year 8	Year 9	Year 10
<p>Begin to explore how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values</p> <p>For example:</p> <ul style="list-style-type: none"> • identify words across different languages, such as '맘마 (mamma) /엄마 (emma)' in Korean, 'mum' in English, 'Am'mā' in Tamil, that have similar meanings and sounds across different languages, and reflect on the possible origins • reflect on classroom interactions that involve cultural routines, such as saying 안녕하세요 while bowing • explore and understand the concept of '우리' in Korean which refers their own family or community, such as 우리 엄마, 우리 동네, 우리 학교 to express 	<p>Recognise how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values</p> <p>For example:</p> <ul style="list-style-type: none"> • understand the significance of social conventions and cultural concepts, such as using 식사 하셨어요?/ 밥 먹었어요? as a greeting • explore how politeness is expressed differently in Korean and English, such as the importance of age and relationships when choosing greetings or titles, including using 안녕하세요 with elders, and casual 안녕 with close friends • recognise the difference between the personal pronouns 나 and 저 to refer to themselves, and use them appropriately according to 	<p>Reflect on and discuss how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values</p> <p>For example:</p> <ul style="list-style-type: none"> • recognise and describe how language reflects cultural values, such as the use of indirect speech to show modesty in Korean • identify and apply different levels of formality in Korean to suit the relationship and context, such as using -요 endings in everyday polite speech, formal styles in public speaking, and casual speech with peers, and compare these with equivalent politeness strategies in English • recognise how politeness is expressed differently in Korean and English, such as the importance of age and levels of formality 	<p>Reflect on and explain how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values, and how these influence ways of communicating</p> <p>For example:</p> <ul style="list-style-type: none"> • recognise that politeness is expressed differently across cultures, and understand Korean etiquette features beyond language, such as indirect refusal, waiting to be invited and showing gratitude through actions • manipulate levels of formality in Korean for different audiences, and evaluate differences from English in conveying respect, tone and audience awareness • reflect critically on their own reactions to culturally different communication, such as indirect disagreement or silence as respectful disagreement

Year 7	Year 8	Year 9	Year 10
<p>closeness, humility and a sense of shared identity</p>	<p>the audience, such as peers or adults</p> <ul style="list-style-type: none"> • identify non-verbal expressions incorporated into Korean language use, such as making or avoiding eye contact depending on social context, and using appropriate hand gestures for pointing or beckoning 		