

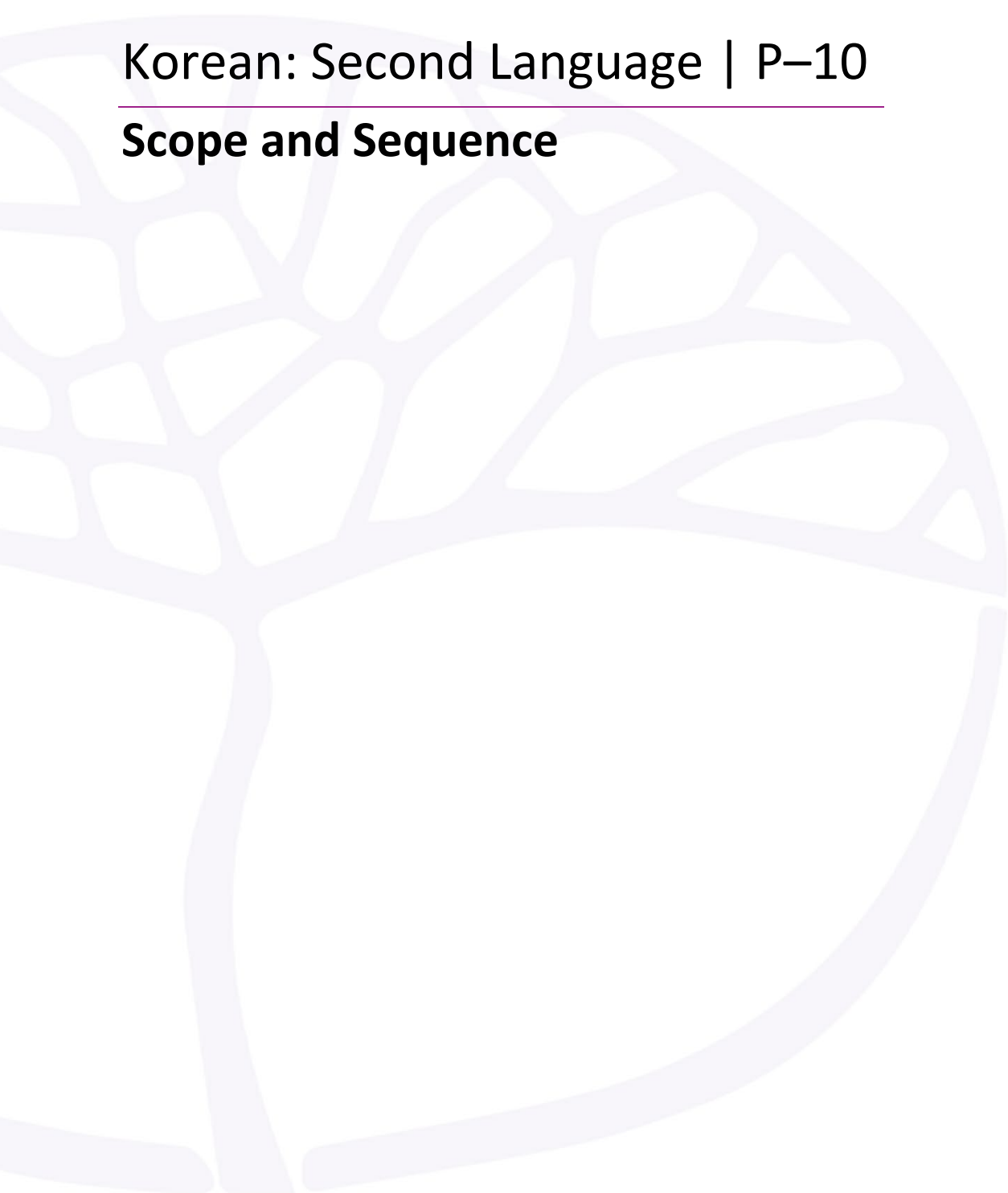


# Western Australian Curriculum

Korean: Second Language | P–10

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## Scope and Sequence



## **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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# Korean: Second Language – Scope and Sequence P–6

## Communicating

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Socialising</b>	<p>Interact with teacher and peers through action-related talk and structured play to exchange greetings using culturally appropriate gestures; for example, 선생님, 안녕하세요?; 매튜야, 안녕?</p> <p>Introduce and share information about themselves; for example, 이름이 뭐예요? 저는 [이름]이에요./예요.; 몇 살이에요? 저는 [몇 살]이에요.</p>	<p>Interact with teacher and peers orally and in writing to share information about themselves, their age and where they live, and to talk about their likes and dislikes; for example, 안녕? 나는 민아야.; 저는 여섯 살이에요.; 저는 퍼스에 살아요.; 호주 사람이에요? 네, 호주 사람이에요.; 고양이를 좋아해요.; 저는 빨간색을 안 좋아해요.</p>	<p>Interact with teacher and peers orally and in writing to participate in routine exchanges, asking each other how they are and offering wishes, and to share information about events in the day and over the year; for example, 안녕 윤미야? 만나서 반가워!; 메리 크리스마스!; 오늘 생일이에요.; 생일 축하해!; 낮에 노래해요.; 밤에 공부해요.</p>	<p>Interact with teacher and peers orally and in writing to exchange information about friends and family members; for example, 우리 가족은 5 명이예요. 아빠, 엄마, 할머니, 언니 그리고 제가 있어요. 아빠는 힘이세요.; 엄마는 예뻐요.; 언니는 10 살이에요.</p> <p>Participate in routine exchanges, such as asking each other how they are; for example, 선생님, 안녕하세요? 새해 복 많이 받으세요.; 생일 축하합니다!</p>	<p>Interact with teacher and peers orally and in writing to exchange information about aspects of their personal worlds, including their daily routines at home and school, their important days and their interests; for example, 저는 화요일 아침에 달리기를 해요.; 점심에 밥을 먹어요.; 저녁에 잠을 자요.; 저는 생일이 2 월 8 일이에요. 수영장 파티를 해요.</p>	<p>Initiate interactions with teacher and peers orally and in writing to exchange information about their home, neighbourhood and local community; for example, 우리 집은 프리맨틀에 있어요.; 내일 친구하고 도서관에 가요.;</p> <p>Interact in classroom activities such as creating and following shared class rules and procedures, expressing opinions and asking for permission or clarification; for example, 한국어로 뭐예요?; 화장실에 가도 돼요?; 맞아요.; 틀려요.</p>	<p>Initiate interactions with teacher and peers orally and in writing to exchange information, relate experiences about free time and schedule activities; for example, 숙제하고 게임을 해요.; 일요일 9:30 분에 축구를 갈 거예요.</p> <p>Participate in routine exchanges to express feelings, opinions and personal preferences; for example, 선생님이 되고 싶어요.; 의사가 될 거예요.; 저는 강아지를 좋아해요.; 저는 버섯을 싫어해요.</p>
	<p>Participate in shared actions with teacher and peers, using simple, repetitive key words, images, movement and songs; for example, 코코코 놀이, 여우야 여우야 뭐하니?</p> <p>Respond to teacher talk and instruction; for example, 조용히 해주세요.; 일어나 주세요.; 앉아 주세요.; 감사합니다.; 색칠해 주세요.</p>	<p>Participate in guided collaborative tasks, using simple modelled language in songs, rhymes, games such as 무궁화 꽃이 피었습니다, gestures and pictures to support understanding and to convey meaning</p> <p>Respond to teacher talk and instruction; for example, 네.; 아니요.</p>	<p>Participate in guided collaborative tasks, transactions and games such as 딱지치기, 가위 바위 보, using simple language to take turns, exchange and negotiate</p> <p>Respond to teacher talk and instruction; for example, 보세요., 자르세요., 붙이세요.</p>	<p>Participate in individual and collaborative tasks that involve following instructions, asking questions and making statements, and asking for help and permission; for example, 이게 뭐예요? 책이에요. 누구 책이에요?</p>	<p>Participate in individual and collaborative tasks that involve asking for help, clarification and permission, solving problems and sharing decisions; for example, creating a display, conducting a role play or scenario, science experiments, cooking or craft activities, such as Korean calligraphy (문방사우, 서예)</p>	<p>Engage in individual and collaborative tasks that involve organising displays, planning outings and conducting events, such as performances, group games or activities, and completing transactions in places such as a café or a market</p>	<p>Engage in individual and collaborative tasks to plan events or activities to showcase their progress in learning and using Korean, developing projects or budgeting for a shared event</p>

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Informing</b>	Recognise pictures, symbols, key words and phrases of spoken and written Korean in rhymes, songs, labels and titles related to their personal worlds	Locate key words, simple <i>Hangeul</i> and information in simple spoken and written texts, such as charts, lists, labels and captions, rhymes and songs related to their personal worlds	Identify specific points of information from familiar types of simple spoken, written or digital texts to complete guided tasks related to their personal worlds	Locate specific points of information in a range of short written, spoken, multimodal and digital texts related to their personal worlds	Locate and process factual information in a range of written, spoken, digital and multimodal texts related to their personal and social worlds	Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds	Gather, compare and respond to information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds
	Convey factual information about their personal worlds using songs, rhymes, gestures, pictures, labels, captions and familiar words	Convey factual information about their personal worlds using pictures, labels, captions, familiar words and simple statements	Convey factual information about their personal worlds using familiar words and phrases, simple statements and modelled language	Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts	Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds	Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds	Convey information, ideas and opinions related to their personal and social worlds, selecting appropriate written, spoken, digital and multimodal texts to suit specific audiences and contexts
<b>Creating</b>	Engage by listening to and viewing short imaginative texts and responding through action, dance, singing, drawing, movement and other forms of expression	Participate in listening to and viewing short imaginative texts and responding through action, dance, singing, drawing and collaborative retelling	Participate in listening to, viewing and reading imaginative texts and responding through action, performance, shared reading and collaborative retelling	Participate in and respond to imaginative texts, acting out events, identifying and comparing favourite elements and making simple statements about characters or themes	Participate in and respond to imaginative texts, including Korean traditional tales, discussing messages and using modelled language to make statements about characters or themes	Share responses to characters, events and ideas in imaginative texts, such as stories, dialogues, cartoons, television programs or films, and make connections with their own experience and feelings	Share and compare responses to characters, events and ideas, and identify cultural elements in imaginative texts
	Participate in the shared performance of songs or rhymes, playing with sound patterns, rhyming words and non-verbal forms of expression; for example, 동물농장	Participate in the shared performance of songs, rhymes, stories and the presentation of action stories using verbal and non-verbal forms of expression and modelled language; for example, 머리 어깨 무릎 발	Create stories and perform imaginative scenarios through role play, mime, drawing, oral discussion or scaffolded writing activities, using familiar words and modelled language; for example, 옛날 옛날에	Create and perform short imaginative texts that use familiar expressions and modelled language as well as simple visual supports; for example, 곰 세마리	Create and perform short imaginative texts that allow for exploration and enjoyment of language, cultural expression and performance, using familiar expressions, simple statements and modelled language	Create or reinterpret, present or perform imaginative texts for different audiences, based on or adapted from events, characters or settings	Create or reinterpret, present or perform alternative versions of imaginative texts for different audiences, adapting stimulus, theme, characters, places, ideas and events to suit different modes or contexts
<b>Translating</b>	Share with others familiar Korean words, phrases, sounds and gestures, noticing how they may have similar or different meanings in English or other languages	Share with others simple Korean expressions, sounds and gestures, name familiar objects and use Korean and/or English to conduct simple conversations  Show understanding that some Korean and English words are similar by recognising Korean words used in English; for example, <i>bingsu</i> , <i>kimchi</i>	Translate for others what they can express in Korean, interpreting simple expressions and songs such as 생일 축하 노래, and explaining how meanings are similar or different in English or other languages  Show understanding that some Korean and English words are similar by recognising English words	Translate words and expressions in simple texts such as captions, story titles or recurring lines in a story, noticing which ones are difficult to interpret  Show understanding that some English slang words have been incorporated into Korean language; for example, 오케이 (OK), 바이 바이 (bye bye)	Translate words, phrases and expressions in simple texts (for example, Korean translation of the 배고픈 애벌레 and <i>The Very Hungry Caterpillar</i> ; Korean translation of 갈색 곰아, 갈색 곰아, 무엇을 보고 있니? and <i>Brown Bear, Brown Bear, What Do You See?</i> ) to compare meanings and share understandings about aspects of Korean	Translate simple texts from Korean to English and vice versa, noticing which words or phrases require interpretation or explanation; for example, 벼 (rice as a crop), 쌀 (rice as raw grains), 밥 (cooked rice/meals)  Use visual, print or online dictionaries, word lists and pictures to translate short familiar texts	Translate and interpret short texts from Korean to English and vice versa, recognising that words and meanings do not always correspond across languages and expanding descriptions or giving examples where necessary to assist meaning  Experiment with bilingual dictionaries and/or online translators, considering the

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			used in Korean; for example, 피아노, 바나나		language and culture that are different from English  Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts		relative advantages and limitations of each resource
<b>Reflecting</b>	Begin to notice how Korean feels/sounds different when speaking, singing a song or hearing it spoken by others compared with using and hearing their own language/s	Notice ways of talking in Korean that appear different from their own ways and become aware of how voice, behaviour and body language may change when speaking Korean	Recognise similarities and differences between aspects of Korean and Australian cultural practices and related language use	Notice what looks or feels similar to or different from their own language and culture when interacting in Korean	Notice and describe how language reflects cultural practices and norms	Compare ways of communicating in English-speaking and Korean-speaking contexts and identify ways in which culture influences language use	Engage in intercultural experiences, describing aspects of language and culture that are unfamiliar and discussing their own reactions and adjustments

## Understanding

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Systems of language</b>	<p>Differentiate the sounds of spoken Korean and English; for example, by comparing names in Korean and English, such as 티모시 versus Timothy</p> <p>Recognise and experiment with reproducing sounds and rhythms of spoken Korean by singing, reciting and repeating words and phrases in context</p>	<p>Recognise and differentiate the sounds of spoken Korean; for example, categorising names according to their first consonant, such as 미셸, 마크, 마이클</p> <p>Recognise the sounds of six basic two-stroke vowel letters: ㅏ, ㅑ, ㅓ, ㅕ, ㅗ, ㅛ</p> <p>Recognise and replicate the sounds and rhythms of spoken Korean and the forms of <i>Hangeul</i> syllable blocks</p>	<p>Recognise the sounds of the Korean language and the forms of <i>Hangeul</i> syllable blocks, and understand that the syllable block is the basic unit of writing in Korean, associating individual syllable blocks with their pronunciation</p> <p>Recognise the sounds of four basic three-stroke vowel letters: ㅓ, ㅕ, ㅗ, ㅛ</p> <p>Reproduce sounds, rhythms and intonation patterns of spoken Korean</p>	<p>Recognise the sounds of 10 basic vowel letters and 14 basic consonant letters</p> <p>Reproduce pronunciation and intonation and recognise sound–writing relationships</p>	<p>Recognise characteristics of Korean pronunciation and intonation patterns; for example, discriminating between lenis, aspirated and fortis sounds in Korean, such as 가/카/까</p>	<p>Reproduce pronunciation, intonation and stress, recognising the relationship between sounds, words and meaning</p>	<p>Pronounce high-frequency words following basic pronunciation rules; for example, pronouncing 한국어 and 같이 as 항구거 and 가치</p>
	<p>Notice that Korean is written horizontally, while the syllable blocks can be constructed vertically</p> <p>Experiment with strokes that create <i>Hangeul</i>, such as long, short, straight and diagonal lines, dots and circles</p>	<p>Understand that the syllable block is the basic unit of writing in Korean; for example, identifying syllable blocks that make up Korean words, such as 아기 which has two syllable blocks</p> <p>Recognise simple <i>Hangeul</i> using early language strategies; for example, sounding out vowels using their arms</p>	<p>Recognise <i>Hangeul</i> sounds by pointing at symbols on the <i>Hangeul</i> chart</p> <p>Recognise the basic order of strokes in writing syllable blocks</p>	<p>Experiment with <i>Hangeul</i> consonants and vowels to construct/deconstruct syllable blocks</p> <p>Recognise and copy some high-frequency words in familiar contexts</p>	<p>Recognise the alphabetical nature of <i>Hangeul</i> and the structural features of individual syllable blocks, including <i>batchim</i></p> <p>Recognise that there are combined vowels and consonants that derive from the basic characters by adding extra strokes; for example, ㅑ, ㅕ, ㅗ</p> <p>Begin to read and write simple words using <i>Hangeul</i> in familiar contexts</p>	<p>Recognise basic punctuation in writing, including a question mark ‘?’ for questions, an exclamation mark ‘!’ for expressing emotions and a full stop ‘.’ for other types of sentences</p> <p>Read and write simple words using <i>Hangeul</i></p>	<p>Notice spacing and spelling rules in reading and writing</p> <p>Apply basic principles of stroke order to write <i>Hangeul</i></p> <p>Read and write simple sentences and phrases using <i>Hangeul</i></p>
	<p>Generate language for a range of purposes in simple spoken and written texts by noticing and using context-related vocabulary and recognising some first elements of the Korean grammatical system, including:</p>	<p>Generate language for a range of purposes in simple spoken and written texts by noticing and using context-related vocabulary and some first elements of the Korean grammatical system, including:</p> <ul style="list-style-type: none"> <li>recognising that -요 at the end of a</li> </ul>	<p>Generate language for a range of purposes in simple spoken and written texts by noticing and using context-related vocabulary and some first elements of the Korean grammatical system, including:</p> <ul style="list-style-type: none"> <li>beginning to use basic verbs with the -해요</li> </ul>	<p>Generate language for a range of purposes in simple spoken and written texts by noticing and using context-related vocabulary and elements of the Korean grammatical system, including:</p> <ul style="list-style-type: none"> <li>recognising the honorific meaning embedded in</li> </ul>	<p>Generate language for a range of purposes in simple spoken and written texts by recognising and using context-related vocabulary and elements of the Korean grammatical system, including:</p> <ul style="list-style-type: none"> <li>recognising word order in sentences, such as subject + object + verb;</li> </ul>	<p>Generate language for a range of purposes in simple spoken and written texts by recognising and using context-related vocabulary and elements of the Korean grammatical system, including:</p> <ul style="list-style-type: none"> <li>recognising the noun + - (으)로, as a set phrase;</li> </ul>	<p>Generate language for a range of purposes in simple spoken and written texts by using context-related vocabulary and elements of the Korean grammatical system, including:</p> <ul style="list-style-type: none"> <li>understanding and differentiating the use of formal, polite endings and intimate endings; for</li> </ul>



	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> <li>noticing -요 at the end of a sentence through its repetitive use in sentences such as 안녕하세요. and 주세요.</li> <li>using common forms of greetings and noticing the different levels of formality; for example, 안녕하세요? to adults and 안녕? to peers</li> <li>noticing that the Korean copula alternates between two forms (-이에요 and -예요)</li> <li>noticing that 제/저 is used to refer to self</li> <li>developing number knowledge for numbers zero to ten</li> <li>building simple vocabulary to identify familiar objects and environments</li> </ul>	<ul style="list-style-type: none"> <li>sentence can be used with different intonation for a question or statement; for example, 좋아해요? and 좋아해요.</li> <li>understanding and using 제/저 to refer to the self in sentences</li> <li>recognising and responding to simple questions using 네/아니요 (to express dis/agreement) and 안 (for affirmative or negative responses)</li> <li>recognising simple vocabulary to identify and describe familiar animals, objects and environments, including colours</li> </ul>	<ul style="list-style-type: none"> <li>ending in sentences; for example, 노래해요.; 공부해요.; 요리해요.</li> <li>recognising a structure where a noun or pronoun is followed by a basic case marker, such as -은/는, -이/가, -에 and -을/를</li> <li>understanding how to construct a simple question using a basic question word; for example, 뭐 해요? 어때요? 주세요.</li> <li>recognising and using simple vocabulary to describe simple actions, states or qualities in familiar contexts, including time of the day and weather</li> </ul>	<ul style="list-style-type: none"> <li>-세요 in different types of sentences; for example, 운동해요 versus 운동하세요</li> <li>recognising that 이게, 저게 and 그게 refer to objects without naming and that they are subjects in sentences; for example, 이게 뭐예요?</li> <li>using simple question words, such as 누구/누가, 무엇/뭐 or 몇, to ask about a person, object or number</li> <li>developing number knowledge beyond 10 and recognising the naming pattern</li> <li>beginning to use basic number expressions with appropriate counters; for example, 다섯 명, 여덟 살</li> <li>using vocabulary to describe familiar objects or people; for example, 친구는 자상해요.; 우리 엄마예요.; 아빠는 간호사예요.</li> </ul> <p>Begin to develop a metalanguage in Korean for talking about language, using terms similar to those used in English</p>	<ul style="list-style-type: none"> <li>for example, 손이 밥을 먹어요</li> <li>using some adverbs as part of formulaic language; for example, 잘 했어요.; 아침/점심/저녁에 뭐 해요?</li> <li>recognising and using the particle '에' as an indicator of location of things, including abstract things like times; for example, 아침에 노래해요.</li> <li>developing knowledge in the Sino-Korean numbering system and applying it to appropriate contexts, such as date</li> <li>continuing the use of number expressions with appropriate counters; for example, 한 개, 두 마리</li> <li>developing knowledge in and using basic verbs with the -어/아요 ending in sentences; for example, 읽어요.; 놀아요.</li> <li>using basic, common action and descriptive verbs to describe their daily lives or preferences; for example, 가요.; 일어나요.; 먹어요.</li> <li>using vocabulary related to the calendar, such as the days of the week, month and date</li> </ul>	<ul style="list-style-type: none"> <li>for example, 한국어로 뭐예요?</li> <li>recognising and using the particle -하고; for example, 친구하고 카로셀에 가요.</li> <li>recognising and using the particle -에서 as an additional indicator of location of things; for example, 집에서 가까워요.</li> <li>using 가까워요 and 멀어요 to describe distance between two places</li> <li>using question words to ask about reasons and prices in set phrases; for example, 왜요?; 얼마예요?</li> <li>expanding the use of number expressions with appropriate counters; for example, 한 개, 삼 학년, 이천 원</li> <li>extending knowledge in the Sino-Korean numbering system to apply to appropriate contexts, such as money and addresses</li> <li>describing emotions, feelings or viewpoints; for example, 재밌어요.; 어려워요.</li> <li>using vocabulary to describe basic activities in and locations of</li> </ul>	<ul style="list-style-type: none"> <li>example, 안녕/안녕하세요</li> <li>expressing simple events occurring in the future using -고 싶어요.; -거예요.</li> <li>expressing events occurring in sequence by using conjunctive adverbs such as 그리고</li> <li>making simple negation using 안 and 못</li> <li>responding to question words about states or opinions; for example, ... 생각해요.</li> <li>using basic adverbs to describe ways in which a certain action takes place and to indicate time</li> <li>applying knowledge of the two Korean numbering systems to appropriate contexts, such as time</li> <li>identifying and using distinctive features of different types of spoken and written texts in Korean, such as salutations, in different contexts</li> <li>using vocabulary related to basic hobbies, activities, interests and experiences</li> </ul> <p>Build a metalanguage in Korean to describe patterns, grammatical rules and variations in language structures</p>

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					<ul style="list-style-type: none"> <li>using vocabulary related to school, home, sports and leisure activities</li> </ul> <p>Develop a metalanguage in Korean for talking about language, using terms similar to those used in English</p>	<p>school, home and surrounding environments</p> <p>Build a metalanguage in Korean to comment on vocabulary and grammar, and describe patterns, grammatical rules and variations in language structures</p>	
	Recognise that language is organised as 'text' that can be spoken, written, digital, visual or multimodal	Understand that language is organised as 'text' and that different types of texts have different features	Understand that language is organised as 'text' that takes different forms and uses different structures and features to achieve its purpose	Recognise the particular language features and textual conventions in simple and familiar spoken, written and multimodal Korean texts	Notice differences in familiar texts, such as personal, informative and imaginative texts, and explain how particular features of such texts help to achieve their purpose	Recognise that spoken, written and multimodal Korean texts have certain conventions and can take different forms depending on the context in which they are produced	Understand how Korean texts use language in ways that create different effects and suit different audiences
<b>Language variation and change</b>	Recognise that in Korean, as in English and other languages, there are different ways of greeting and interacting with people according to different ages and/or different degrees of familiarity	Recognise that Korean speakers use language differently in different situations such as when socialising with peers and friends or at home with the family	Understand that Korean speakers use language differently in different situations and according to cultural norms, such as when at home with the family or in the classroom	Understand and demonstrate how language use varies according to the participants' age, gender and relationship, and the context of use	Understand that different ways of using Korean language reflect different regions and countries, different relationships and different ways of making meaning	Understand that there are variations in Korean as it is used in different contexts by different people; for example, formal/informal register and regional variations	<p>Understand that the Korean language is used differently in different contexts and situations</p> <p>Recognise the dynamic nature of languages and cultures, and the changing and influential relationships that exist between languages</p>
<b>Role of language and culture</b>	Recognise that Korean is one of many languages spoken in Australia, including Aboriginal languages and Torres Strait Islander languages, Asian languages and world languages	Recognise that Australia is a multilingual society with speakers of many different languages, including Korean, and that Korean and English borrow words and expressions from each other	Recognise that all languages, including Korean, change continuously over time through contact with each other and through changes in society	Notice differences between Korean, Australian and other cultures' practices and how these are reflected in language	<p>Understand that Korean is an important global language used by communities in many countries around the world and that it has connections with several other languages</p> <p>Make connections between language and culture use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices</p>	<p>Understand that there are different forms of spoken and written Korean used in different contexts within Korea and in other regions of the world</p> <p>Reflect on how their own and others' language use is shaped by and reflects communities' ways of thinking and behaving and may be differently interpreted by others</p>	<p>Understand that the Korean language is constantly changing due to contact with other languages and to the impact of new technologies and knowledge</p> <p>Understand that language and culture are integral to the nature of identity and communication</p>



# Korean: Second Language – Scope and Sequence 7–10

## Communicating

	Year 7	Year 8	Year 9	Year 10
<b>Socialising</b>	Initiate and participate in interactions with peers and known adults orally and in writing to exchange information about and share opinions, thoughts and feelings on people, social events and school experiences; for example, 제 여동생은 아주 귀찮아요. 하지만 가끔 귀여워요.; 주말에 뭐 하고 싶어요? 친구랑 놀고 싶어요.; 영화 보고 싶어요.; 좋다고 생각해요.	Initiate and participate in interactions with peers and known adults orally and in writing to discuss and share ideas, opinions and experiences of special holidays and travel; for example, 여행은 어디로 갔어요? 엄마, 할머니, 언니랑 마가렛 리버에 갔어요. 숙소 옆에 바다가 있었어요.; 방학 때 어디를 갔어요? 친구랑 형하고 기차여행을 갔어요.	Initiate and participate in sustained interactions with others orally and in writing to exchange ideas and compare and justify personal opinions about aspects of childhood, teenage life and relationships; for example, 1 학년부터 4 학년까지 한국에서 살았어요. 저는 침대에서 잤어요. 그런데 할머니와 할아버지는 바닥에서 주무셨어요.; 10 살 때 다쳤어요.; 친구랑 싸웠어요. 그래서 울었어요.; 어렸을 때는 개가 더 무서웠어요. 지금은 귀찮아요.; ... 더/덜 좋아요.	Initiate and participate in sustained interactions with others orally and in writing to discuss young people’s experiences and interests in contemporary culture and social issues; for example, 한국의 대중문화, 청소년 정신 건강, 현재와 미래의 고민  Express feelings and justify opinions; for example, 어때? 음... 글썄. 첫 번째가 맞다고 생각해.; 한국에 간다면 제주도에 가 보고 싶어요. 아주 아름다울 것 같아요.; 비가 자주 오지 않기 때문에 함께 물을 아껴야 해요. 물 부족에 대해서 이야기해 봐요.
	Engage in individual and collaborative tasks that involve planning – for example, hosting a Korean class or visitor, taking an excursion to a Korean restaurant or the cinema, attending a Korean community event or volunteering at Korean school – considering options, negotiating arrangements and participating in transactions	Engage in individual and collaborative tasks that involve planning experiences and activities, including culture-specific experiences – for example, 추석, 돌잔치, 빼빼로 데이, 설날; preparing for a real or virtual event, trip or excursion, a sporting event or community festival – considering options, negotiating arrangements, solving problems and participating in transactions that include purchasing goods and services	Engage in individual and collaborative tasks that involve planning and managing activities, events or experiences and exchanging resources and information; for example, planning a display or performance to illustrate their memories of aspects of their childhood, or organising a forum to raise awareness of issues of interest to teenagers	Contribute ideas, opinions and suggestions in individual and collaborative tasks – for example, organising real or simulated forums, social media or daily news segments, or protests or rallies to raise awareness of contemporary culture and social issues – exchanging resources and information, solving problems and managing diverse views
<b>Informing</b>	Access and summarise key information and supporting details from texts related to aspects of their personal and social worlds	Access, summarise and share key ideas and information from a range of texts related to aspects of their personal and social worlds and present them in different formats for the intended audience	Analyse ideas and information from a range of texts related to aspects of their personal and social worlds, identifying context, purpose and intended audience	Analyse, synthesise and evaluate ideas and information from a range of perspectives on texts related to aspects of their personal, natural and social worlds, for instance, regional news headlines, local community announcements and advertisements, and identify how context and culture affect how information is presented
	Organise and present information and ideas on texts related to aspects of their personal and social worlds, using language and modes of presentation to suit different audiences and contexts	Organise and present information and ideas to raise awareness of and inform others about texts related to aspects of their personal and social worlds, using language and modes of presentation to compare perspectives and experiences	Convey information and ideas and offer their own views on texts related to aspects of their personal and social worlds, using language and different modes of presentation to suit different audiences or to achieve different purposes	Convey information, comments, perspectives and experiences on texts related to aspects of their personal, natural and social worlds, using language and different modes of presentation to suit different audiences or to achieve different purposes

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<b>Creating</b>	Respond to imaginative texts, such as songs, poems, plays or stories, by expressing opinions about the themes and key ideas, values and techniques used to engage and entertain audiences	Respond to imaginative texts, such as raps, poems, picture books or cartoons, analysing ideas, themes, values and techniques used to engage and entertain audiences, and making connections with personal experiences and other imaginative texts in own language and culture	Discuss how imaginative texts, such as 흥부전 and 효녀 심청, reflect Korean cultural values or experiences through structure, language and mood to build action, develop character and position the reader/audience	Analyse how aesthetic, humorous or emotional effects are created in ways that reflect cultural influence in imaginative texts, such as poems, short stories, cartoons and films, songs, dance, street art and performance
	Create and present simple individual and shared imaginative texts that involve imagined characters, places and experiences, to entertain peers and younger audiences	Create and present a range of simple texts that involve imagined contexts and characters, selecting appropriate language, rhythms and images to enrich the visual or listening experience	Create and present imaginative texts, designed to engage different audiences, that involve moods and effects	Create and present a range of imaginative texts on themes of personal or social relevance, to express ideas or reflect cultural values, social issues or experience
<b>Translating</b>	Translate texts and compare their own translation to classmates', noticing when it is difficult to transfer meaning from one language to the other	Translate and/or interpret texts, including those that use language with colloquial or cultural associations, and consider why there might be differences in interpretation and how language reflects elements of culture	Translate and interpret a range of texts and discuss how to convey concepts that do not translate easily across different linguistic and cultural contexts	Consider the nature of translating and interpreting, explaining how cultural perspectives and concepts have been represented when transferring meaning from one language to another; for example, how popular Korean expressions and idioms, such as 그림의 떡 or 배가 아프다 or 파리를 날리다, can create confusion when translated literally
<b>Reflecting</b>	Interact and engage with members of the Korean-speaking community to share and compare aspects of culture that affect communication and notice how own culture impacts on language use; for example, ways of expressing feelings or politeness protocols associated with social events	Participate in intercultural interactions with members of the Korean-speaking community to discuss cultural practices, demonstrating awareness of the importance of shared understanding and reflecting on adjustments made as a result of reactions and responses	Monitor language choices when using Korean, considering their own and others' responses and reactions in intercultural communication, questioning assumptions and values and taking responsibility for modifying language and behaviours in relation to different cultural perspectives	Reflect on the experience of learning and using Korean, considering how intercultural communication involves taking responsibility for contributing to mutual understanding by modifying language and behaviours in relation to cultural perspectives
	Consider how their own biography – including personal experiences, family origins, traditions and beliefs, interests and experience – influences their identity and communication	Consider how their own biography influences their identity and communication and shapes their own intercultural experiences	Investigate and share family and cultural traditions and experiences, considering how these have shaped and continue to shape personal and cultural identity	Explore and express own cultural identity and ability to act as a cultural mediator between Korean speakers and English-speaking Australians

## Understanding

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Systems of language	<p>Recognise and use features of the 24 basic <i>Hangeul</i> letters and sound system</p> <p>Pronounce syllable blocks in a word, making appropriate changes to the sound on syllable boundaries according to pronunciation rules</p>	<p>Recognise the differences in intonation between statements, questions, requests and commands; for example, <i>가요.</i>, <i>가요?</i> and <i>가요!</i></p> <p>Compare how loan words from English are pronounced in Korean and vice versa</p> <p>Extend knowledge in the sounds of further complex <i>Hangeul</i> letters, such as the tense consonants</p>	<p>Identify ways in which stress, intonation and body language convey meaning</p> <p>Recognise and apply basic pronunciation rules to read short texts in Korean</p> <p>Extend knowledge in the sounds of further complex <i>Hangeul</i> letters, such as the complex vowels formed by combining basic vowels</p>	<p>Recognise variations in Korean pronunciation across people from different regions of Korea but that spelling follows standardised rules</p> <p>Apply further pronunciation rules to read less familiar texts in Korean</p>
	<p>Construct syllable blocks in different shapes depending on consonants and vowels</p> <p>Recognise spacing and spelling rules in reading and writing, such as leaving space between blocks (such as a subject block, an object block and an action block in a sentence); for example, <i>첼시가 밥을 먹어요.</i>; <i>베스가 영화를 봐요.</i></p>	<p>Compose texts, beginning to apply Korean spacing rules</p> <p>Compare how loan words from English are written in <i>Hangeul</i> with how their original counterparts in English are written</p>	<p>Use basic punctuation in writing, including a question mark (?) for questions, an exclamation mark (!) to express emotions and a full stop (.) for other types of sentences</p> <p>Using spacing and spelling rules in reading and writing, recognising their differences to English</p>	<p>Write in <i>Hangeul</i> independently, observing writing conventions and rules</p> <p>Begin to recognise the use of consonant clusters in <i>batchim</i>, a syllable-final consonant</p>
	<p>Generate language for a range of purposes in spoken and written texts by using context-related vocabulary and applying elements of the Korean grammatical system, including:</p> <ul style="list-style-type: none"> <li>understanding simple sentence structures in the subject + object + action order to make statements or ask questions</li> <li>using the different functions of a range of basic particles; for example, <ul style="list-style-type: none"> <li>은/는 (topic particle)</li> <li>이/가 (subject particle)</li> <li>하고/랑 (linking particle)</li> </ul> </li> <li>expressing future plans using -고 싶어요., 해요.; for example, <i>한국에 가고 싶어요.</i>; <i>공부를 열심히 해야 해요.</i></li> <li>using basic verbs including copular (-이에요/-예요) to describe state/quality; for example, <i>한국 사람이예요</i>, <i>요리사예요</i></li> <li>using basic conjunctives to express opinion and link ideas; for example, <i>맛있어요</i>, <i>하지만 조금 매워요.</i>; ... <i>그래서...</i>; ... <i>그리고</i></li> </ul>	<p>Generate language for a range of purposes in spoken and written texts by using context-related vocabulary and applying elements of the Korean grammatical system, including:</p> <ul style="list-style-type: none"> <li>applying standard word order, subject + object + action, and understanding that word order can vary</li> <li>extending the use of the different functions of a range of particles; for example, <ul style="list-style-type: none"> <li>들 (plural particle)</li> <li>도 (additive particle)</li> <li>을/를 (object particle)</li> <li>에/에서 (location particle)</li> </ul> </li> <li>expressing events which occurred in the past using -었/았-; for example, <i>있었어요.</i>; <i>좋았어요.</i></li> <li>asking for or offering suggestions using -어요; for example, <i>갔어요?</i> <i>봤어요?</i></li> <li>using location nouns, such as <i>앞/뒤</i>, <i>위/아래</i>, <i>옆</i>, <i>왼쪽/오른쪽</i></li> </ul>	<p>Generate language for a range of purposes in spoken and written texts by extending understanding and use of context-related vocabulary and elements of the Korean grammatical system, including:</p> <ul style="list-style-type: none"> <li>extending the use of different functions of a range of particles; for example, <ul style="list-style-type: none"> <li>부터-까지 (time frame particle)</li> <li>에 (time/cause particle)</li> <li>와/과 (linking particle)</li> <li>의 (possessive particle)</li> </ul> </li> <li>understanding the various functions/meanings of the topic marker -은/는; for example, <i>저는 버섯을 좋아하지 않아요.</i> <i>그런데 양파는 좋아해요.</i></li> <li>understanding and using dictionary forms of action; for example, <i>가다</i></li> <li>indicating comparative quality using superlatives; for example, <i>더</i>, <i>덜</i>, <i>가장</i>, <i>제일</i></li> <li>using negative questions and answering appropriately; for example, <i>그 영화 안 봤어요?</i> <i>아니요, 봤어요./네, 안 봤어요.</i></li> </ul>	<p>Generate language for a range of purposes in spoken and written texts by extending understanding and use of context-related vocabulary and elements of the Korean grammatical system, including:</p> <ul style="list-style-type: none"> <li>using a range of case markers and particles, including honorific forms as applicable, for appropriate grammatical functions</li> <li>analysing the structure of complex verb phrases and expanding their use; for example, <i>알고 싶어요</i>, <i>갔다 왔어요</i>, <i>보러 가요</i></li> <li>reporting speech or thought using -다고/-(이)라고; for example, <i>맞다고 생각해요</i>, <i>3 번이라고 생각해요</i></li> <li>connecting ideas in different relationships using a range of conjunctive suffixes; for example, <i>한국에 가면 부산에 가 보고싶어요</i></li> <li>using long negative forms of verbs, such as -지 않아요., -지 못해요.</li> <li>using the structures verb stem +-기 때문에 and noun + 에 대해서 appropriately; for example, <i>쓰레기 때문에 분리수거에 대해서 이야기해 봐요</i></li> </ul>

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	<ul style="list-style-type: none"> <li>using question words such as 언제, 어디서, 어떻게, 어느 and 무슨 to obtain specific information</li> <li>recognising questions asking for a reason, and responding by using justification words; for example, 저는 ...고 생각해요.</li> <li>using a range of descriptive verbs to express emotions, sensory qualities or impressions; for example, 신나요, 매워요, 짜요</li> <li>using a range of adverbs to indicate frequency; for example, 가끔, 보통, 자주, 언제나</li> <li>using numbers in Korean expressed in two different systems for different things; for example 하나, 둘, 셋, ... versus 일, 이, 삼, ...</li> <li>using a range of nouns to describe aspects of everyday life in home and school environments and topics of interest such as names of subjects and sports/games, including traditional Korean sports/games</li> <li>recognising when to use honorific forms for particular audiences; for example, 나 versus 저,</li> </ul> <p>Continue to build a metalanguage to describe grammatical concepts and to organise learning resources</p>	<ul style="list-style-type: none"> <li>identifying family members using basic kinship terms; for example, 엄마, 아빠, 언니, 오빠, 형, 누나, 동생</li> <li>using a range of common nouns and verbs to describe activities and phenomena taking place in the home, school and wider context, such as transport, travel and weather; for example, 기차, 비행기, 여행, 덥다</li> <li>using a range of action/descriptive verbs commonly used in basic interpersonal and transactional interactions; for example, 비싸요, 싸요, 바빠요, 자요</li> <li>consolidating a range of adverbs such as adding some specificity to time words using 지난 or 다음</li> <li>using basic counters and two numeral systems with appropriate pronunciation; for example, 한 마리, 두 그루, 세 컬러, 일곱 시 삼십 분</li> <li>identifying commonly used culture-specific words and expressions in Korean and understanding the cultural backgrounds of such words/expressions</li> <li>beginning to apply basic honorific/humble words and particles appropriately for peers or adults; for example, 생신, 계세요, 께서</li> </ul> <p>Continue to build a metalanguage to describe grammatical concepts and to organise learning resources</p>	<ul style="list-style-type: none"> <li>understanding the function and meaning of a range of defective nouns, such as 부터, 동안, 때, and using them appropriately; for example, 1 학년부터 7 학년 동안 안경을 썼어요.</li> <li>using abstract nouns and verbs associated with abstract or complex concepts, processes and attitudes; for example, 생각해요.; 확신해요.</li> <li>using a range of descriptive verbs to express qualities of people, animals or nature, such as character, appearance or scenery; for example, 부지런해요, 정직해요</li> <li>using some procedural vocabulary relating to some aspects of everyday life; for example, 라면을 2 분 동안 끓여요.; 1 시간 동안 공부해요.</li> <li>expanding the use of temporal vocabulary, including 작년, 올해</li> <li>identifying Korean names of some folk genres and some titles of Korean folk songs or folk tales</li> <li>using polite language and honorific/humble words and particles; for example, 할머니께서 주주세요., 할아버지께서 진지를 드세요.</li> </ul> <p>Further develop a metalanguage to discuss and explain grammatical forms and functions</p>	<ul style="list-style-type: none"> <li>expanding the range and use of adverbs; for example, 훨씬, 함께, 겨우, 아마, 너무, 조금, 벌써, 아직</li> <li>understanding the concept of different speech levels and styles in Korean and using the sentence-final verb endings in three speech styles appropriately; for example, formal polite style, informal polite style and intimate style</li> <li>identifying and practising onomatopoeic and mimetic expressions in Korean; for example, 비가 주룩주룩 와요.</li> <li>using specialised vocabulary drawn from other learning areas or broader topics of interest, such as social or environmental issues; for example, 환경보호, 지구가 죽어요</li> <li>using reflective/sympathetic words or phrases to signal empathy, down-toning or indirect disagreement, or just as a pause-filler; for example, 음, 그렇지요?, 글썄요.</li> <li>understanding and extending the use of honorific or humble vocabulary; for example, 할머니께 여쭙봐요.</li> </ul> <p>Further develop a metalanguage to discuss and explain grammatical forms and functions</p>
	Understand the structures, conventions and purposes associated with a range of texts created for information exchange or social interaction	Apply the structures and conventions associated with a range of text types and identify key features and functions of the different genres	Examine the interrelationship between different text types, language choices, audiences, contexts and purposes	Analyse how different types of text incorporate cultural and contextual elements
<b>Language variation and change</b>	Explore how elements of communication such as gestures, facial expressions and choice of language vary according to context and situation	Examine how elements of communication such as gestures, facial expressions and choice of language vary according to context and situation	Analyse how and why language is used differently in different contexts and relationships	Analyse and explain how and why language is used differently in a range of texts, considering features such as dialects and register
	Reflect on changes in their own use of language/s over time, noticing how and when new ways are adopted or existing ways adapted	Investigate the nature and extent of Korean language use in both Australian and global contexts	Explore changes to both Korean and Australian English and identify reasons for these changes; for example, media and new technologies, popular culture and intercultural exchange	Explain how Korean language and culture have evolved and how they continue to change over time, and understand that language use has the power to influence social and cultural relationships and practices

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<b>Role of language and culture</b>	Understand that language use reflects cultural expression, assumptions and perspectives	Reflect on different aspects of the cultural dimension of learning and using Korean and consider how this might be interpreted and responded to by members of the community	Explore how language both reflects and shapes cultural distinctions, with reference to community, social class, gender and generation	Understand that Korean language and culture are interrelated and that they shape and are shaped by each other in a given moment and over time