



# Western Australian Curriculum

## Languages | Korean

---

Proposed Comparison of Curriculum | Pre-primary–Year 10  
Draft for consultation | Not for implementation

DRAFT

## **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.

DRAFT

## **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

<b>Overview</b> .....	<b>1</b>
Guide to reading this document .....	1
<b>Pre-primary–Year 2</b> .....	<b>2</b>
<b>Strand: Communicating</b> .....	<b>2</b>
Sub-strand: Socialising .....	2
Sub-strand: Informing .....	3
Sub-strand: Creating .....	3
Sub-strand: Translating .....	4
Sub-strand: Reflecting .....	4
<b>Strand: Understanding</b> .....	<b>5</b>
Sub-strand: Systems of language .....	5
Sub-strand: Language variation and change .....	6
Sub-strand: Role of language and culture .....	6
<b>Years 3–6</b> .....	<b>7</b>
<b>Strand: Communicating</b> .....	<b>7</b>
Sub-strand: Socialising .....	7
Sub-strand: Informing .....	8
Sub-strand: Creating .....	9
Sub-strand: Translating .....	10
Sub-strand: Reflecting .....	10
<b>Strand: Understanding</b> .....	<b>11</b>
Sub-strand: Systems of language .....	11
Sub-strand: Language variation and change .....	14
Sub-strand: Role of language and culture .....	14
<b>Years 7–10</b> .....	<b>15</b>
<b>Strand: Communicating</b> .....	<b>15</b>
Sub-strand: Socialising .....	15
Sub-strand: Informing .....	17
Sub-strand: Creating .....	18
Sub-strand: Translating .....	18
Sub-strand: Reflecting .....	19
<b>Strand: Understanding</b> .....	<b>20</b>
Sub-strand: Systems of language .....	20
Sub-strand: Language variation and change .....	22
Sub-strand: Role of language and culture .....	23

## Overview

The current Western Australian Curriculum: Languages was adopted 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 first row contains the current Western Australian Curriculum: Languages, Korean curriculum content organised in year levels. The second row contains the endorsed content for Australian Curriculum version 9. The content listed for the Western Australian Curriculum and the Australian Curriculum version 9 is unedited. The third row contains the proposed content for consultation.

DRAFT

## Pre-primary–Year 2

### Strand: Communicating

#### Sub-strand: Socialising

	Pre-primary	Year 1	Year 2
<b>Current WA Curriculum</b>	<p>Interact with teacher and peers through action-related <a href="#">talk</a> 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>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,</p> <ul style="list-style-type: none"> <li>• 조용히 해 주세요.;</li> <li>• 일어나 주세요.;</li> <li>• 앉아 주세요.;</li> <li>• 감사합니다.;</li> <li>• 색칠 해 주세요.</li> </ul>	<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>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>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>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>
<b>Australian Curriculum v9</b>	With support, recognise and communicate meaning in Korean	<p>Recognise and respond to modelled classroom-related greetings, instructions and routines; and personal introductions</p> <p>Participate in a range of guided, play-based language activities using formulaic expressions, visual and spoken cues</p>	
<b>Proposed WA Curriculum</b>	Recognise and communicate meaning in Korean	Share simple information about themselves	Share information about themselves and their family
	No content	Participate in play-based activities, songs, rhymes, stories, guided role plays and games using repetitive language, and visual and spoken cues	Participate in play-based activities using formulaic expressions, and visual and spoken cues
	Recognise and respond to classroom-related language	Recognise and respond to classroom-related language	Recognise and respond to classroom-related language

## Sub-strand: Informing

	Pre-primary	Year 1	Year 2
<b>Current WA Curriculum</b>	<p>Recognise pictures, symbols, key words and phrases of spoken and written Korean in rhymes, songs, labels and titles related to their personal worlds</p> <p>Convey factual information about their personal worlds using songs, rhymes, gestures, pictures, labels, captions and familiar words</p>	<p>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</p> <p>Convey factual information about their personal worlds using pictures, labels, captions, familiar words and simple statements</p>	<p>Identify specific points of information from familiar types of simple spoken, written or digital texts to complete guided tasks related to their personal worlds</p> <p>Convey factual information about their personal worlds using familiar words and phrases, simple statements and modelled language</p>
<b>Australian Curriculum v9</b>	No content	<p>Locate, with support, key information in familiar texts, and respond using gestures, images, words and formulaic phrases</p> <p>Notice that language carries cultural meaning in classroom-related greetings, introductions, instructions and routines</p>	
<b>Proposed WA Curriculum</b>	Recognise familiar words in texts	Locate key information in familiar texts and begin to respond using gestures, images and words	Locate key information in familiar texts and respond using gestures, images, words and formulaic phrases
	No content	Explore how language carries cultural meaning in classroom-related greetings, instructions and routines	Explore how language carries cultural meaning in classroom-related greetings, introductions, instructions and routines

## Sub-strand: Creating

	Pre-primary	Year 1	Year 2
<b>Current WA Curriculum</b>	<p>Engage by listening to and viewing short imaginative texts and responding through action, dance, singing, drawing, movement and other forms of expression</p> <p>Participate in the shared performance of songs or rhymes, playing with sound patterns, rhyming words and non-verbal forms of expression; for example, 동물농장</p>	<p>Participate in listening to and viewing short imaginative texts and responding through action, dance, singing, drawing and collaborative retelling</p> <p>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</p>	<p>Participate in listening to, viewing and reading imaginative texts and responding through action, performance, shared reading and collaborative retelling</p> <p>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</p>
<b>Australian Curriculum v9</b>	No content	with support, use words, familiar phrases and modelled language to create spoken, written and multimodal texts, copying some <i>hangeul</i> appropriate to context	
<b>Proposed WA Curriculum</b>	No content	Recognise words and use modelled language to create spoken and written texts, tracing and beginning to copy some <i>hangeul</i> appropriate to context	Use words, familiar phrases and modelled language to create spoken and written texts, tracing and copying in <i>hangeul</i> appropriate to context

### Sub-strand: Translating

	Pre-primary	Year 1	Year 2
<b>Current WA Curriculum</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 used in Korean; for example, 피아노, 바나나
<b>Australian Curriculum v9</b>	No content	No content	
<b>Proposed WA Curriculum</b>	Removed	Removed	Removed

### Sub-strand: Reflecting

	Pre-primary	Year 1	Year 2
<b>Current WA Curriculum</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
<b>Australian Curriculum v9</b>	No content	No content	
<b>Proposed WA Curriculum</b>	Removed	Removed	Removed

## Strand: Understanding

### Sub-strand: Systems of language

	Pre-primary	Year 1	Year 2
<b>Current WA Curriculum</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>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>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> <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> <p>Recognise that language is organised as ‘text’ that can be spoken, written, digital, visual or multimodal</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, ㅜ, ㅠ, ㅡ, ㅣ</p> <p>Recognise and replicate the sounds and rhythms of spoken Korean and the forms of <i>Hangeul</i> syllable blocks</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>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 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> <p>Understand that language is organised as ‘text’ and that different types of texts have different features</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: ㅗ, ㅛ, ㅜ, ㅠ, ㅡ, ㅣ</p> <p>Reproduce sounds, rhythms and intonation patterns of spoken Korean</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>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 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> <p>Understand that language is organised as ‘text’ that takes different forms and uses different structures and features to achieve its purpose</p>
<b>Australian Curriculum v9</b>	<p>Explore, with support, language features of Korean noticing similarities and differences between Korean and English</p>	<p>Recognise and imitate the sounds and rhythms of Korean and learn how sounds are produced and represented in hangeul</p> <p>Recognise that hangeul and features of language are used to construct meaning in Korean</p> <p>Notice that Korean has features that may be similar to or different from English</p>	

	Pre-primary	Year 1	Year 2
<b>Proposed WA Curriculum</b>	Explore language features of Korean, noticing similarities and differences between Korean and English	Explore and imitate the sounds and rhythms of Korean and how sounds are represented in <i>hangeul</i>	Recognise and experiment with the sounds and rhythms of Korean and how sounds are produced and represented in <i>hangeul</i>
	No content	Explore how <i>hangeul</i> and features of language are used to construct meaning in Korean	Recognise that <i>hangeul</i> and features of language are used to construct meaning in Korean
	No content	Explore how Korean language has features that may be similar to or different from English	Recognise Korean language features that may be similar to or different from English

### Sub-strand: Language variation and change

	Pre-primary	Year 1	Year 2
<b>Current WA Curriculum</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
<b>Australian Curriculum v9</b>	No content	No content	
<b>Proposed WA Curriculum</b>	Removed	Removed	Removed

### Sub-strand: Role of language and culture

	Pre-primary	Year 1	Year 2
<b>Current WA Curriculum</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
<b>Australian Curriculum v9</b>	Explore connections between language and culture	Notice that people use language in ways that reflect cultural practices	
<b>Proposed WA Curriculum</b>	Explore connections between language and culture	Explore how people use language in ways that reflect cultural practices	Explore and discuss how people use language in ways that reflect cultural practices

Years 3–6

Strand: Communicating

Sub-strand: Socialising

	Year 3	Year 4	Year 5	Year 6
<b>Current WA Curriculum</b>	<p>Interact with teacher and peers orally and in writing to exchange information about friends and family members; for example, 우리 가족은 5명이에요. 아빠, 엄마, 할머니, 언니 그리고 제가 있어요. 아빠는 힘이세요.; 엄마는 예뻐요.; 언니는 10살이에요.</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>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>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 2월 8일이에요. 수영장 파티를 해요</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>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>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>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 9:30분에 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>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>
<b>Australian Curriculum v9</b>	<p>Initiate exchanges and respond to modelled questions about self, others, and classroom environment, using formulaic expressions</p> <p>Participate in activities that involve planning with others, using a range of familiar phrases and modelled structures</p>		<p>Initiate and sustain modelled exchanges in familiar contexts related to students’ personal worlds and school environment</p> <p>Participate in activities that involve planning and negotiating with others, using language that expresses information, preferences and ideas</p>	
<b>Proposed WA Curriculum</b>	<p>Participate in social exchanges, sharing information about themselves, their family and friends</p> <p>Participate in activities using some modelled language to complete tasks and play games</p> <p>Recognise and respond to classroom-related language</p>	<p>Participate in, and begin to initiate, short exchanges about their personal world</p> <p>Participate in collaborative activities using a range of familiar phrases and modelled language</p> <p>No content</p>	<p>Participate in, and initiate, short exchanges about their home, neighbourhood and the wider world</p> <p>Participate in collaborative activities that involve planning to share information, preferences and ideas</p> <p>No content</p>	<p>Participate in, and initiate, extended exchanges about their personal and social worlds</p> <p>Participate in collaborative activities that involve planning and negotiating, sharing ideas and preferences</p> <p>No content</p>

## Sub-strand: Informing

	Year 3	Year 4	Year 5	Year 6
<b>Current WA Curriculum</b>	<p>Locate specific points of information in a range of short written, spoken, multimodal and digital texts related to their personal worlds</p> <p>Convey factual information about their personal worlds in simple statements, short descriptions and modelled texts</p>	<p>Locate and process factual information in a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey factual information, simple statements and short descriptions from familiar texts related to their personal and social worlds</p>	<p>Gather and compare information and supporting details from a range of written, spoken, digital and multimodal texts related to their personal and social worlds</p> <p>Gather and convey information and ideas in different formats from a range of texts related to their personal and social worlds</p>	<p>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</p> <p>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</p>
<b>Australian Curriculum v9</b>	<p>Locate and respond to key information related to familiar content obtained from spoken, written and multimodal texts</p> <p>Develop strategies to comprehend and adjust Korean language in familiar contexts to convey cultural meaning</p>		<p>Locate and process information and ideas in a range of spoken, written and multimodal texts, and respond in different ways to suit purpose</p> <p>Apply strategies to interpret and convey meaning in Korean language in familiar non-verbal, spoken and written cultural contexts</p>	
<b>Proposed WA Curriculum</b>	<p>Locate key information in familiar texts and respond using gestures, images, words, formulaic phrases and simple sentences</p>	<p>Locate key information in familiar texts and respond using formulaic phrases and simple sentences</p>	<p>Locate and compare information and ideas in texts, and begin to respond appropriately to suit audience, purpose and context</p>	<p>Locate and process information and ideas in texts, and respond appropriately to suit audience, purpose and context</p>
	<p>Begin to develop strategies to comprehend and adjust Korean language in familiar contexts to convey cultural meaning</p>	<p>Develop strategies to comprehend and adjust Korean language in familiar contexts to convey cultural meaning</p>	<p>Begin to apply strategies to interpret and convey meaning in Korean language in familiar non-verbal, spoken and written cultural contexts</p>	<p>Apply strategies to interpret and convey meaning in Korean language in familiar non-verbal, spoken and written cultural contexts</p>

**Sub-strand: Creating**

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Current WA Curriculum</b>	<p>Participate in and respond to imaginative texts, acting out events, identifying and comparing favourite elements and making simple statements about characters or themes</p> <p>Create and perform short imaginative texts that use familiar expressions and modelled language as well as simple visual supports; for example, <i>곰 세마리</i></p>	<p>Participate in and respond to imaginative texts, including Korean traditional tales, discussing messages and using modelled language to make statements about characters or themes</p> <p>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</p>	<p>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</p> <p>Create or reinterpret, present or perform imaginative texts for different audiences, based on or adapted from events, characters or settings</p>	<p>Share and compare responses to characters, events and ideas, and identify cultural elements in imaginative texts</p> <p>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</p>
<b>Australian Curriculum v9</b>	<p>Create and present informative and imaginative spoken, written and multimodal texts using formulaic expressions, simple sentences, modelled textual conventions, and <i>hangeul</i> with support</p>		<p>Create and present a range of informative and imaginative spoken, written and multimodal texts using a variety of modelled sentence structures to sequence information and ideas, and conventions appropriate to text type</p>	
<b>Proposed WA Curriculum</b>	<p>Create and present informative and imaginative spoken and written texts in <i>hangeul</i> using formulaic expressions, familiar language and modelled textual conventions</p>	<p>Create and present informative and imaginative spoken and written texts in <i>hangeul</i> using familiar phrases and sentences, and modelled textual conventions</p>	<p>Create and present informative and imaginative spoken and written texts, in <i>hangeul</i>, adapting familiar sentences, sequencing information and linking ideas using appropriate textual conventions</p>	<p>Create and present informative and imaginative spoken and written texts, in <i>hangeul</i>, adapting familiar sentence structures, sequencing information and linking ideas using textual conventions appropriate to audience, purpose and context</p>

## Sub-strand: Translating

	Year 3	Year 4	Year 5	Year 6
<b>Current WA Curriculum</b>	<p>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</p> <p>Show understanding that some English slang words have been incorporated into Korean language; for example, 오케이 (OK), 바이바이 (bye bye)</p>	<p>Translate words, phrases and expressions in simple texts (for example, Korean translation of the 배고픈애벌레 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 language and culture that are different from English</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate simple familiar texts</p>	<p>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)</p> <p>Use visual, print or online dictionaries, word lists and pictures to translate short familiar texts</p>	<p>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</p> <p>Experiment with bilingual dictionaries and/or online translators, considering the relative advantages and limitations of each resource</p>
<b>Australian Curriculum v9</b>	No content		No content	
<b>Proposed WA Curriculum</b>	Removed	Removed	Removed	Removed

## Sub-strand: Reflecting

	Year 3	Year 4	Year 5	Year 6
<b>Current WA Curriculum</b>	<p>Notice what looks or feels similar to or different from their own language and culture when interacting in Korean</p>	<p>Notice and describe how language reflects cultural practices and norms</p>	<p>Compare ways of communicating in English-speaking and Korean-speaking contexts and identify ways in which culture influences language use</p>	<p>Engage in intercultural experiences, describing aspects of language and culture that are unfamiliar and discussing their own reactions and adjustments</p>
<b>Australian Curriculum v9</b>	No content		No content	
<b>Proposed WA Curriculum</b>	Removed	Removed	Removed	Removed

## Strand: Understanding

### Sub-strand: Systems of language

	Year 3	Year 4	Year 5	Year 6
<b>Current WA Curriculum</b>	<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>Experiment with Hangeul consonants and vowels to construct/deconstruct syllable blocks</p> <p>Recognise and copy some high-frequency words in familiar contexts</p> <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> <p>recognising the honorific meaning embedded in -세요 in different types of sentences; for example, 운동해요 versus 운동하세요</p> <p>recognising that 이게, 저게 and 그게 refer to objects without naming and that they are subjects in sentences; for example, 이게 뭐예요?</p> <p>using simple question words, such as 누구/누가, 무엇/뭐 or 몇, to ask about a person, object or number</p> <p>developing number knowledge beyond 10 and recognising the naming pattern</p> <p>beginning to use basic number expressions with appropriate counters; for example, 다섯 명, 여덟 살</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>Recognise the alphabetical nature of Hangeul and the structural features of individual syllable blocks, including batchim</p> <p>Recognise that there are combined vowels and consonants that derive from the basic characters by adding extra strokes; for example, ㅓ, ㅕ, ㅖ</p> <p>Begin to read and write simple words using Hangeul in familiar contexts</p> <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; 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> </ul>	<p>Reproduce pronunciation, intonation and stress, recognising the relationship between sounds, words and meaning</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 Hangeul</p> <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; 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> </ul>	<p>Pronounce high-frequency words following basic pronunciation rules; for example, pronouncing 한국어 and 같이 as 항구거 and 가치</p> <p>Notice spacing and spelling rules in reading and writing</p> <p>Apply basic principles of stroke order to write Hangeul</p> <p>Read and write simple sentences and phrases using Hangeul</p> <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 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> </ul>

	Year 3	Year 4	Year 5	Year 6
	<p>using vocabulary to describe familiar objects or people; for example, 친구는 자상해요.; 우리 엄마예요.;</p> <p>아빠는 간호사예요.</p> <p>Begin to develop a metalanguage in Korean for talking about language, using terms similar to those used in English</p> <p>Recognise the particular language features and textual conventions in simple and familiar spoken, written and multimodal Korean texts</p>	<ul style="list-style-type: none"> <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> <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>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</p>	<ul style="list-style-type: none"> <li>describing emotions, feelings or viewpoints; for example, 재밌어요.; 어려워요.</li> <li>using vocabulary to describe basic activities in and locations of school, home and surrounding environments</li> </ul> <p>Build a metalanguage in Korean to comment on vocabulary and grammar, and describe patterns, grammatical rules and variations in language structures</p> <p>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</p>	<ul style="list-style-type: none"> <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> <p>Understand how Korean texts use language in ways that create different effects and suit different audiences</p>
<b>Australian Curriculum v9</b>	No content		No content	
<b>Proposed WA Curriculum</b>	Recognise and experiment with combinations of <i>hangeul</i> sounds, pronunciation and intonation patterns of Korean to form words and phrases	Recognise and use combinations of <i>hangeul</i> sounds, pronunciation and intonation patterns of Korean to form words and phrases	Apply combinations of <i>hangeul</i> sounds, pronunciation and intonation patterns of Korean to develop fluency	Apply combinations of <i>hangeul</i> sounds, pronunciation and intonation patterns of Korean to further develop fluency
	Recognise simple Korean language conventions, <i>hangeul</i> rules, grammatical structures and basic syntax in familiar texts and contexts	Recognise and use simple Korean language conventions, <i>hangeul</i> rules, grammatical structures and basic syntax in familiar texts and contexts	Use grammatical structures, formulaic expressions, punctuation and textual conventions, including writing system rules, to compose texts	Use grammatical structures, formulaic expressions, punctuation and textual conventions, including writing system rules, to compose texts

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	Identify familiar Korean language features and compare with those of English in known contexts	Identify and describe familiar Korean language features and compare with those of English in known contexts	Compare Korean language structures and features with those of English, using familiar metalanguage	Compare and discuss Korean language structures and features with those of English, using familiar metalanguage

DRAFT

### Sub-strand: Language variation and change

	Year 3	Year 4	Year 5	Year 6
<b>Current WA Curriculum</b>	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	Understand that the Korean language is used differently in different contexts and situations  Recognise the dynamic nature of languages and cultures, and the changing and influential relationships that exist between languages
<b>Australian Curriculum v9</b>	No content		No content	
<b>Proposed WA Curriculum</b>	Removed	Removed	Removed	Removed

### Sub-strand: Role of language and culture

	Year 3	Year 4	Year 5	Year 6
<b>Current WA Curriculum</b>	Notice differences between Korean, Australian and other cultures' practices and how these are reflected in language	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  Make connections between language and culture use by identifying vocabulary and expressions that reflect different cultural values, traditions or practices	Understand that there are different forms of spoken and written Korean used in different contexts within Korea and in other regions of the world  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	Understand that the Korean language is constantly changing due to contact with other languages and to the impact of new technologies and knowledge  Understand that language and culture are integral to the nature of identity and communication
<b>Australian Curriculum v9</b>	Identify connections between Korean language and cultural practices		Recognise that language reflects cultural practices, values and identity, and that this impacts on non-verbal and spoken communication	
<b>Proposed WA Curriculum</b>	Identify connections between language and cultural practices	Identify and discuss connections between language and cultural practices	Recognise that language reflects cultural practices, values and identity, and that this impacts non-verbal, spoken and written communication	Recognise and discuss that language reflects cultural practices, values and identity, and that this impacts non-verbal, spoken and written communication

Years 7–10

Strand: Communicating

Sub-strand: Socialising

	Year 7	Year 8	Year 9	Year 10
<b>Current WA Curriculum</b>	<p>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.</p> <p>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</p>	<p>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.</p> <p>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</p>	<p>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, 1학년부터 4학년까지 한국에서 살았어요. 저는 침대에서 잤어요. 그런데 할머니와 할아버지는 바닥에서 주무셨어요.; 10살 때 다쳤어요.; 친구랑 싸웠어요. 그래서 울었어요.; 어렸을 때는 개가 더 무서웠어요. 지금은 괜찮아요.; ... 더/덜 좋아요.</p> <p>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</p>	<p>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</p> <p>Express feelings and justify opinions; for example, 어때? 음... 글썸. 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.</p> <p>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</p>
<b>Australian Curriculum v9</b>	<p>Initiate and sustain exchanges in familiar and some unfamiliar contexts related to students’ experiences, feelings and views, adjusting their language in response to others</p> <p>Collaborate in activities that involve the language of transaction, negotiation and problem-solving to plan projects and events</p>		<p>Initiate, sustain and extend exchanges in familiar and unfamiliar contexts related to students’ own and others’ experiences of the world, adjusting their language in response to others</p> <p>Contribute to discussions that involve diverse views to negotiate outcomes, address issues and compare experiences</p>	

	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>
<b>Proposed WA Curriculum</b>	Initiate and sustain exchanges to share information and experiences about themselves, others, home and school	Initiate and sustain exchanges to share and compare information and experiences about going out, socialising, special events and leisure time	Initiate, sustain and begin to extend exchanges in familiar and some unfamiliar contexts to share and compare information and experiences, about Korean-speaking communities and their culture	Initiate, sustain and extend exchanges in familiar and unfamiliar contexts to share and compare information and opinions about future plans and travel
	Collaborate in activities that involve planning and negotiating to share ideas and preferences	Collaborate in activities that involve planning, considering options, negotiating arrangements and problem-solving	Collaborate in activities that involve planning, considering options, managing and problem-solving	Contribute ideas, opinions and suggestions to negotiate outcomes and share experiences

DRAFT

## Sub-strand: Informing

	Year 7	Year 8	Year 9	Year 10
<b>Current WA Curriculum</b>	<p>Access and summarise key information and supporting details from texts related to aspects of their personal and social worlds</p> <p>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</p>	<p>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</p> <p>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</p>	<p>Analyse ideas and information from a range of texts related to aspects of their personal and social worlds, identifying context, purpose and intended audience</p> <p>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</p>	<p>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</p> <p>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</p>
<b>Australian Curriculum v9</b>	<p>Interpret information, ideas and opinions in a range of spoken, written and multimodal texts, and respond appropriately to cultural context, purpose and audience</p> <p>Interpret and adjust non-verbal, spoken and written language to convey meaning in Korean language in familiar and some unfamiliar cultural contexts</p>		<p>Evaluate and synthesise information, ideas and perspectives in a broad range of spoken, written and multimodal texts and respond appropriately to cultural context, purpose and audience</p> <p>Interpret and translate non-verbal, spoken and written interactions and texts to convey meaning and intercultural understanding in familiar and unfamiliar contexts</p>	
<b>Proposed WA Curriculum</b>	<p>Locate and process key information, ideas and opinions from texts, and convey meaning appropriate to context, purpose and audience</p>	<p>Locate, summarise and process information, ideas and opinions from texts, and convey meaning appropriate to context, purpose and audience</p>	<p>Summarise and compare ideas and opinions from a range of texts, and convey meaning appropriate to context, purpose and audience</p>	<p>Compare and interpret information, ideas and opinions from a range of texts, and convey meaning appropriate to context, purpose and audience</p>
	<p>Apply strategies to translate and convey meaning in and between languages in familiar contexts</p>	<p>Apply a range of strategies to translate and convey meaning in and between languages in familiar contexts</p>	<p>Apply a range of strategies to translate and interpret meaning in and between languages in familiar and some unfamiliar contexts</p>	<p>Apply a range of strategies to translate and interpret meaning in and between languages in a range of contexts</p>

## Sub-strand: Creating

	Year 7	Year 8	Year 9	Year 10
<b>Current WA Curriculum</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  Create and present simple individual and shared imaginative texts that involve imagined characters, places and experiences, to entertain peers and younger 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  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	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  Create and present imaginative texts, designed to engage different audiences, that involve moods and effects	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 a range of imaginative texts on themes of personal or social relevance, to express ideas or reflect cultural values, social issues or experience
<b>Australian Curriculum v9</b>	Create and present spoken, written and multimodal, informative and imaginative texts for specific purposes, selecting vocabulary, expressions, grammatical structures, features and conventions appropriate to text type and context		Create and present informative and imaginative texts for diverse contexts and purposes, selecting vocabulary, expressions, grammatical structures and a range of features and conventions to engage different audiences	
<b>Proposed WA Curriculum</b>	Create informative, imaginative and personal texts adapting modelled and familiar language, and textual conventions for a specific context, purpose and audience	Create informative, imaginative and personal texts adapting rehearsed and familiar language and textual conventions for a specific context, purpose and audience	Create informative, imaginative and personal texts, selecting linguistic features and textual conventions appropriate to context, purpose and audience	Create informative, imaginative and personal texts, selecting linguistic features and textual conventions for a range of contexts and purposes, and to engage different audiences

## Sub-strand: Translating

	Year 7	Year 8	Year 9	Year 10
<b>Current WA Curriculum</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>Australian Curriculum v9</b>	No content		No content	
<b>Proposed WA Curriculum</b>	Removed	Removed	Removed	Removed

## Sub-strand: Reflecting

	Year 7	Year 8	Year 9	Year 10
<b>Current WA Curriculum</b>	<p>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</p> <p>Consider how their own biography – including personal experiences, family origins, traditions and beliefs, interests and experience – influences their identity and communication</p>	<p>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</p> <p>Consider how their own biography influences their identity and communication and shapes their own intercultural experiences</p>	<p>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</p> <p>Investigate and share family and cultural traditions and experiences, considering how these have shaped and continue to shape personal and cultural identity</p>	<p>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</p> <p>Explore and express own cultural identity and ability to act as a cultural mediator between Korean speakers and English-speaking Australians</p>
<b>Australian Curriculum v9</b>	No content		No content	
<b>Proposed WA Curriculum</b>	Removed	Removed	Removed	Removed

## Strand: Understanding

### Sub-strand: Systems of language

	Year 7	Year 8	Year 9	Year 10
<b>Current WA Curriculum</b>	<p>Recognise and use features of the 24 basic Hangeul 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>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, <b>첼시가 밥을 먹어요.; 베스가 영화를 봐요.</b></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, <b>한국에 가고 싶어요.; 공부를 열심히 해야 해요.</b></li> <li>using basic verbs including copular (-이에요/-예요) to describe state/quality; for example, <b>한국 사람이예요, 요리사예요</b></li> <li>using basic conjunctives to express opinion and link ideas; for example, <b>맛있어요, 하지만 조금 매워요.; ... 그래서...; ... 그리고</b></li> </ul>	<p>Recognise the differences in intonation between statements, questions, requests and commands; for example, <b>가요., 가요? and 가요!</b></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 Hangeul letters, such as the tense consonants</p> <p>Compose texts, beginning to apply Korean spacing rules</p> <p>Compare how loan words from English are written in Hangeul with how their original counterparts in English are written</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>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, <b>있었어요.; 좋았어요.</b></li> <li>asking for or offering suggestions using -어요; for example, <b>갔어요? 봤어요?</b></li> <li>using location nouns, such as <b>앞/뒤, 위/아래, 옆, 왼쪽/오른쪽</b></li> <li>identifying family members using basic kinship terms; for example, <b>엄마, 아빠,</b></li> </ul>	<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 Hangeul letters, such as the complex vowels formed by combining basic vowels</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>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, <b>저는 버섯을 좋아하지 않아요. 그런데 양파는 좋아해요.</b></li> <li>understanding and using dictionary forms of action; for example, <b>가다</b></li> <li>indicating comparative quality using superlatives; for example, <b>더, 덜, 가장, 제일</b></li> <li>using negative questions and answering appropriately; for example, <b>그 영화 안 봤어요? 아니요, 봤어요./네, 안 봤어요.</b></li> </ul>	<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>Write in Hangeul independently, observing writing conventions and rules</p> <p>Begin to recognise the use of consonant clusters in batchim, a syllable-final consonant</p> <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, <b>알고 싶어요, 갔다 왔어요, 보러 가요</b></li> <li>reporting speech or thought using -다고/-(이)라고; for example, <b>맞다고 생각해요, 3번이라고 생각해요</b></li> <li>connecting ideas in different relationships using a range of conjunctive suffixes; for example, <b>한국에 가면 부산에 가 보고싶어요</b></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, <b>쓰레기 때문에 분리수거에 대해서 이야기해 봐요</b></li> </ul>

	Year 7	Year 8	Year 9	Year 10
	<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> <p>Understand the structures, conventions and purposes associated with a range of texts created for information exchange or social interaction</p>	<p>언니, 오빠, 형, 누나, 동생</p> <ul style="list-style-type: none"> <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 켈레, 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> <p>Apply the structures and conventions associated with a range of text types and identify key features and functions of the different genres</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, 1학년부터 7학년 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 2분 동안 끓여요.; 1시간 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 주무세요., 할아버지께서 진지를 드세요.</li> </ul> <p>Further develop a metalanguage to discuss and explain grammatical forms and functions</p> <p>Examine the interrelationship between different text types, language choices, audiences, contexts and purposes</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> <p>Analyse how different types of text incorporate cultural and contextual elements</p>
<b>Australian Curriculum v9</b>	<p>Apply knowledge of conventions of spoken Korean to enhance fluency, and to respond to and create texts in familiar and some unfamiliar contexts</p> <p>Apply understanding of grammatical structures and expressions to compose and respond to texts</p> <p>Reflect on similarities and differences between Korean and English language structures and features, using metalanguage</p>	<p>Apply features, conventions and phrasing patterns of spoken Korean in both formal and informal speech, to extend fluency in responding to and creating texts in familiar and unfamiliar contexts</p> <p>Apply knowledge of grammatical structures to predict meaning and compose texts that contain some complex structures and ideas</p> <p>Reflect on and evaluate Korean texts, using metalanguage to analyse language structures and features</p>		

	Year 7	Year 8	Year 9	Year 10
<b>Proposed WA Curriculum</b>	Apply knowledge of familiar linguistic features of spoken Korean to interact with developing fluency	Apply knowledge of linguistic features of spoken Korean to interact with increased fluency	Apply linguistic features of spoken Korean to interact with enhanced fluency	Apply linguistic features of spoken Korean to further extend fluency
	Apply knowledge of linguistic features of Korean to respond to and create texts	Apply knowledge of linguistic features of Korean to respond to and create texts	Select and use an extended range of linguistic features of Korean to respond to and create texts	Select and use an extended range of linguistic features of Korean to enhance meaning when responding to and creating texts
	Identify and discuss similarities and differences in how linguistic features are used in Korean and English, using metalanguage	Identify and discuss similarities and differences in how linguistic features are used in Korean and English, using metalanguage	Reflect on and discuss similarities and differences in how linguistic features are used in Korean and English, using metalanguage	Reflect on and evaluate the use of linguistic features in Korean texts, using metalanguage

### Sub-strand: Language variation and change

	Year 7	Year 8	Year 9	Year 10
<b>Current WA Curriculum</b>	Explore how elements of communication such as gestures, facial expressions and choice of language vary according to context and situation  Reflect on changes in their own use of language/s over time, noticing how and when new ways are adopted or existing ways adapted	Examine how elements of communication such as gestures, facial expressions and choice of language vary according to context and situation  Investigate the nature and extent of Korean language use in both Australian and global contexts	Analyse how and why language is used differently in different contexts and relationships  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	Analyse and explain how and why language is used differently in a range of texts, considering features such as dialects and register  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
<b>Australian Curriculum v9</b>	No content		No content	
<b>Proposed WA Curriculum</b>	Removed	Removed	Removed	Removed

## Sub-strand: Role of language and culture

	Year 7	Year 8	Year 9	Year 10
<b>Current WA Curriculum</b>	Explore how elements of communication such as gestures, facial expressions and choice of language vary according to context and situation  Reflect on changes in their own use of language/s over time, noticing how and when new ways are adopted or existing ways adapted	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
<b>Australian Curriculum v9</b>	Reflect on and explain how identity is shaped by language(s), culture(s), attitudes, beliefs and values		Reflect on and evaluate how identity is shaped by language(s), culture(s), attitudes, beliefs and values, and how these affect ways of communicating	
<b>Proposed WA Curriculum</b>	Recognise and discuss how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values	Recognise and discuss how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values	Reflect on and explain how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values	Reflect on and evaluate how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values, and how these influence ways of communicating