



Western Australian Curriculum

Languages | Korean

Scope and sequence | 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Draft for consultation | Not for implementation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.

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Disclaimer

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

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Overview

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

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

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

Guide to reading this document

The Scope and sequence Western Australian Curriculum: Languages, Korean shows the proposed content across the years of schooling from Pre-primary to Year 10.

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

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

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

conveying information through a range of texts between languages and cultures, recognising different interpretations

Creating text in Korean – Creating texts for specific contexts, purposes and audiences

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

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

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

Pre-primary–Year 6
Strand: Communicating

Sub-strand: Interacting in Korean

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise and communicate meaning in Korean</p> <p>For example:</p> <ul style="list-style-type: none"> introduce and share information about themselves, such as [이름]이에요./예요.; [몇 살]이에요 participate in shared actions using simple, repetitive key words, images, movement and songs, such as 코코코 놀이, 여우야 여우야 뭐하니? participate in simple dialogues through play-acting, including using toys and books, practising greetings and recognising and making simple requests, such as 안녕하세요, 오이 주세요. 바나나 주세요. 	<p>Share simple information about themselves</p> <p>For example:</p> <ul style="list-style-type: none"> share personal information, such as 좋아해요, 안 좋아해요 make simple requests with chants or rhymes using 주세요 and expressing thanks using 감사합니다 or 고맙습니다 respond to simple questions, such as 이름이 뭐예요? 나는 민아예요.; 몇 살이에요? 나는 여섯 살이에요. 	<p>Share information about themselves and their family</p> <p>For example:</p> <ul style="list-style-type: none"> talk about themselves and the immediate environment using modelled language, such as 우리 학교예요. 13 반이에요. express likes and dislikes about topics, such as 뭐 좋아해요? 강아지 좋아해요.; 곰 좋아해요? 곰 안 좋아해요. share information about family members using modelled sentences, such as 우리 엄마예요. 엄마는 자상해요. 	<p>Participate in social exchanges, sharing information about themselves, their family and friends</p> <p>For example:</p> <ul style="list-style-type: none"> share information about people and belongings, such as 우리 선생님이예요.; 선생님 컴퓨터예요. use simple descriptive language to introduce self, family members and friends, identifying relationships, such as 나는 힘이 세요.; 우리 엄마예요.; 친구예요., or cultural backgrounds 호주 사람이예요., 한국 사람이예요. participate in routine exchanges, such as 선생님, 안녕하세요? 새해 복 많이 받으세요.; 생일 축하합니다! 	<p>Participate in, and begin to initiate, short exchanges about their personal world</p> <p>For example:</p> <ul style="list-style-type: none"> describe home and school routines, such as 일요일에 농구해요. 오전에 해요; 화요일에 미술해요. exchange information and respond to questions about personal interests and weekly schedules, such as 언제 축구해요? 토요일에 축구해요. 오후에 해요. begin to initiate conversations through questions, such as 누구예요? 몇 살이에요? 뭐를 좋아해요? assist the teacher with classroom tasks and responsibilities, such as 줄리 있어요? 네, 여기 있어요.; 티모시 있어요? 아니요, 없어요. 	<p>Participate in, and initiate, short exchanges about their home, neighbourhood and the wider world</p> <p>For example:</p> <ul style="list-style-type: none"> exchange information about students' home or neighbourhood, such as 우리 집은 십삼 카힐 코트 프리멘탈이에요.; 우리 학교예요.; 우리 도서관이에요. exchange information that gives directions to neighbourhood locations, such as 오른쪽이에요., 왼쪽이에요. 맞아요. share information about places of interest in Korea, such as 경복궁이에요. 예뻐요. interact in classroom activities, creating and following shared class rules and procedures, expressing opinions and asking for permission or clarification, such as 한국어로 뭐예요?; 화장실에 가도 돼요? 	<p>Participate in, and initiate, extended exchanges about their personal and social worlds</p> <p>For example:</p> <ul style="list-style-type: none"> exchange information about leisure activities and interests, such as 저는 수요일에 달리기를 해요. 5 시에 해요.; 10 시에 쇼핑해요. participate in routine exchanges to express feelings, opinions and personal preferences, such as 선생님이 되고 싶어요.; 저는 버섯을 싫어해요. introduce key people from students' personal and social worlds, such as friends, families, heroes or cultural icons using familiar language use conversation strategies, including active listening skills and turn-taking cues to support the exchange of ideas and information, such as 한국어로 뭐예요?; 맞아요.; 틀려요.
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	Participate in activities using some modelled language to complete tasks and play games	Participate in collaborative activities using a range of familiar phrases and modelled language	Participate in collaborative activities that involve planning to share information, preferences and ideas	Participate in collaborative activities that involve planning and negotiating, sharing ideas and preferences

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>For example:</p> <ul style="list-style-type: none"> take turns answering in a play-based activity, including a role-play of shopping at a market, such as 이거 주세요.; 하나 주세요.; 네, 감사합니다. participate in songs, rhymes or chants by singing and repeating with actions, such as 가나다 노래, 안녕 노래 participate in guided collaborative tasks using simple modelled language in gestures, pictures, songs, rhymes, and games, such as 무궁화 꽃이 피었습니다 	<p>For example:</p> <ul style="list-style-type: none"> participate in guided collaborative tasks, transactions and games, such as 딱지치기, 가위 바위 보 follow instructions in language games, such as 빙고 게임 teach a family member some Korean expressions or songs, such as 학교 종 or 생일 노래 and report to the class what they were able to teach 	<p>For example:</p> <ul style="list-style-type: none"> interact in shared activities, such as games, role-plays and chants or rhymes where students take turns role-playing the teacher and giving classroom commands follow instructions given in Korean to complete a task, such as 해 보세요, 접어 주세요 compliment and encourage peers while planning an activity, such as 맞아요, 잘했어요, 좋아요 	<p>For example:</p> <ul style="list-style-type: none"> solve problems and share decisions through creating displays, completing activities, such as cooking, crafts or Korean calligraphy (문방사우, 서예) create a class profile with information collected from peers, such as creating a chart or database to identify favourite sports, food or colours ask for help, clarification and permission, such as 질문 있어요., 다시 해 주세요. 	<p>For example:</p> <ul style="list-style-type: none"> complete transactions in a role-play or scenario like a restaurant or a market exchanging modelled sentences, such as 호떡 하나 주세요. 맛있어요? 맛있어요. work in small groups to plan outings or events, such as a class celebration or assembly performance, deciding on group names and activities to share aspects of the Korean culture ask and respond to requests, or give instructions for peers to follow, by miming the activity, such as 한복 입어요, 김치 먹어요! 	<p>For example:</p> <ul style="list-style-type: none"> make collaborative decisions and arrangements using Korean, in traditional Korean games, such as 윷놀이 and 고누놀이 participate in an activity for a school assembly, school or class event or performance, using language related to place, people, items, time or numbers and creating promotional materials create and perform role plays, such as simulating simple transactions that involve asking for or giving prices, or asking for goods or services, 얼마예요? 오천 원이에요.; 아이스크림 한 개 주세요
<p>Recognise and respond to classroom-related language</p> <p>For example:</p> <ul style="list-style-type: none"> exchange simple greetings using culturally appropriate gestures, such as 선생님, 안녕하세요?; 매튜, 안녕? respond to teacher talk and instruction, such as 조용히 해주세요.; 일어나 주세요.; 앉아 주세요. 	<p>Recognise and respond to classroom-related language</p> <ul style="list-style-type: none"> exchange simple greetings and farewells using culturally appropriate expressions and body language, such as 엘리 안녕?; 선생님, 안녕하세요?; 선생님, 안녕히 계세요. participate in classroom-related instructions and routines, such as 좋아해요? 네/아니요; 색칠해 주세요. 	<p>Recognise and respond to classroom-related language</p> <ul style="list-style-type: none"> exchange greetings, farewells, gratitude and good wishes, adjusting the language to suit the situation, such as 안녕하세요?, 안녕히 가세요/계세요, 안녕?, 안녕/잘 가 respond to classroom-related instructions and routines, such as 보세요., 자르세요., 붙이세요. 	<p>Recognise and respond to classroom-related language</p> <ul style="list-style-type: none"> exchange greetings and farewells and respond to classroom-related instructions and routines, such as roll call, start or finish lessons, task instructions participate in real or simulated situations, such as borrowing and lending stationery items using simple Korean expressions, such as 지우개 있어요? 아니요, 없어요.; 연필 주세요. 네. 	No content	No content	No content

Sub-strand: Mediating meaning in and between languages

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise familiar words in texts</p> <p>For example:</p> <ul style="list-style-type: none"> match picture or object to spoken Korean respond to imaginative texts, such as stories, rhymes and songs, through play-acting, illustrating or movement respond to games or songs with actions or miming 	<p>Locate key information in familiar texts and begin to respond using gestures, images and words</p> <p>For example:</p> <ul style="list-style-type: none"> respond, in Korean or English, to questions about a text, using contextual and visual cues, such as singing a song that includes body parts and then playing Simon Says or labelling a body picture with 머리, 어깨, 무릎, 발; 머리 어디에 있어요? begin to identify familiar and frequent Korean characters written in <i>hangeul</i> by matching images with words or characters to sounds, such as pointing to their name written in <i>hangeul</i> respond to texts, such as digital texts, stories, rhymes and songs, through play-acting, illustrating, facial expressions or movement 	<p>Locate key information in familiar texts and respond using gestures, images, words and formulaic phrases</p> <p>For example:</p> <ul style="list-style-type: none"> sort and categorise information gained from others in a class survey on a topic, such as 손은 비빔밥을 좋아해요. 안나는 피자를 좋아해요. demonstrate understanding and early literacy skills by labelling, matching, clicking and dragging, drawing, miming and using gestures to locate and use information respond to texts through play-acting, illustrating, facial expressions or movement, using key words or phrases 	<p>Locate key information in familiar texts and respond using gestures, images, words, formulaic phrases and simple sentences</p> <p>For example:</p> <ul style="list-style-type: none"> conduct a class survey and share the information in graph form to identify favourite sports or colours, such as 11 반은 축구를 제일 좋아해요. read stories or texts and play mime games to represent key characters or vocabulary, such as acting out 금도끼 은도끼 watch segments of a show or everyday interactions without sound and identify or guess what is happening by focusing on movement and gestures, such as watching an apology and identifying and practising the matching body language 	<p>Locate key information in familiar texts and respond using formulaic phrases and simple sentences</p> <p>For example:</p> <ul style="list-style-type: none"> listen to, read and view stories and respond to questions about characters, ideas and events, such as illustrating and captioning aspects of the texts collect information from various sources, including online resources, and report on it using different media, such as drawings, posters, captioned photos or secure digital formats learn that Aboriginal and Torres Strait Islander people's languages change according to connections and relationships between people, and give examples of how this occurs in Korean, such as referring to close adults as 이모 and 삼촌 	<p>Locate and compare information and ideas in texts, and begin to respond appropriately to suit audience, purpose and context</p> <p>For example:</p> <ul style="list-style-type: none"> listen to, read and view texts, such as traditional Korean tales in different formats, including digital texts, and compare with a traditional English story, giving a personal response in Korean infer details, such as listening to a conversation and identify information about who is speaking or viewing a clip of a temple visit and answering questions, including 어디, 누구, 왜, 언제, 무엇 to interpret cultural practices obtain and use factual information from print, digital or multimodal texts related to other learning areas, such as following a simple craft activity, naming countries and significant land features 	<p>Locate and process information and ideas in texts, and respond appropriately to suit audience, purpose and context</p> <p>For example:</p> <ul style="list-style-type: none"> compare favourite characters in stories, plays or cartoons, listing words or expressions associated with their personality and explain how they can relate to them, such as 저는 ... 이/가 좋아요., 자상해요, 무서워요 listen to and view texts, such as performances, game shows, music videos and artwork, and sharing opinions or feelings about them using expressions, 어때요? 너무 좋아요. 재미있어요. listen to or view Aboriginal and Torres Strait Islander authors' stories in English and responding to them using words, formulaic expressions and modelled sentences in Korean
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	Begin to develop strategies to comprehend and adjust Korean language in familiar contexts to convey cultural meaning	Develop strategies to comprehend and adjust Korean language in familiar contexts to convey cultural meaning	Begin to apply strategies to interpret and convey meaning in Korean language in familiar non-verbal, spoken and written cultural contexts	Apply strategies to interpret and convey meaning in Korean language in familiar non-verbal, spoken and written cultural contexts

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>For example:</p> <ul style="list-style-type: none"> notice that there are different ways to greet people in Korean, recognising similarities with and differences from greetings in their own language/s and culture/s notice formalities in the Korean classroom, such as using 안녕하세요?, 안녕히 가세요/계세요, 안녕?, 안녕/잘 가 recognise and use simple spoken exchanges in Korean, including appropriate gestures, such as how to bow and make hand gestures when asking 안녕하세요? 	<p>For example:</p> <ul style="list-style-type: none"> translate words or phrases used in everyday situations from Korean into English and vice versa, noticing how some words do not have a direct translation, such as 우리 선생님 include some Korean words and expressions in English conversation when it feels appropriate, noticing changes in behaviour or body language when speaking Korean, such as 선생님 (I don't understand), 도와 주세요. recognise differences in greetings and expressions in different social settings, such as with people of different ages and/or different degrees of familiarity 	<p>For example:</p> <ul style="list-style-type: none"> participate appropriately in familiar situations (greetings, introductions) and identify the different uses of language in specific contexts, such as 네 with the teacher and 응 with peers discover individual words and expressions, which may be interpreted differently by people who do not know Korean culture, such as 잘 먹겠습니다. explore descriptions in Korean and English for familiar topics, identifying vocabulary with similarities or differences in meaning between the languages, such as a description about a friend 윤미는 자상해요; meaning good in English and good, nice and kind in Korean 	<p>For example:</p> <ul style="list-style-type: none"> translate Korean texts, such as 'please knock', 노크하세요, understanding how meaning changes when translated into English and how some Korean expressions demonstrate cultural differences produce bilingual word lists or flashcards by identifying known Korean words or expressions and relating them to English equivalents and vice versa, noticing that direct translation sometimes does not work watch interactions in Korean and identify appropriate gestures that accompany language, such as passing objects with both hands to show respect to a teacher or visitor to the school 	<p>For example:</p> <ul style="list-style-type: none"> translate simple texts from Korean to English and vice versa, noticing which words or phrases require interpretation or explanation, such as 형 (older male/brother from a male), 오빠 (older male/brother from a female) use visual, print or online dictionaries, word lists and pictures to translate short familiar texts, such as 배고픈 애벌레 find examples of and reflect on the significance of gestures across cultures, such as bowing, not making eye contact when talking to a person older than themselves, shaking hands 	<p>For example:</p> <ul style="list-style-type: none"> reflect on diverse interpretations of everyday language used in Korean, such as the possibility that certain phrases like 밥 먹었어요? can be greetings or genuine questions, depending on the context recognise that the Korean language is constantly expanding to include new words and expressions with a growing number of English words being borrowed or adopted into Korean, such as 핸드폰(mobile phone) and 노트북(laptop) experiment with bilingual dictionaries and/or online translators, considering the relative advantage and limitations of each resource

Sub-strand: Creating text in Korean

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
No content	<p>Recognise words and use modelled language to create spoken and written texts, tracing and beginning to copy some <i>hangeul</i> appropriate to context</p> <p>For example:</p> <ul style="list-style-type: none"> develop a short conversation to introduce themselves or others, such as 안녕하세요? 나는 민아예요. 미나예요. 반가워요, 친구는 ...예요./이에요. introduce a character, animal or persona as themselves using modelled language experiment with tracing and copying familiar <i>hangeul</i> letters, such as copying their Korean name with chalk outside 	<p>Use words, familiar phrases and modelled language to create spoken and written texts, tracing and copying in <i>hangeul</i> appropriate to context</p> <p>For example:</p> <ul style="list-style-type: none"> create and display own or group big books, storyboards or digital texts based on familiar contexts, such as a digital or physical poster that uses simple descriptive sentences 아빠 상어는 커요. 아기는 상어 작아요. recreate stories, rhymes or songs through mime, dance or drawing, using simple captions, such as changing the ending of a story or characters within it, and presenting the updated story in a performance trace and copy <i>hangeul</i> letters and syllable blocks to match a picture, such as 가, 강, 강 	<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>For example:</p> <ul style="list-style-type: none"> create a bilingual picture dictionary or make flashcards to use in the classroom for objects, such as classroom items and instructions present information on topics of possible interest to similar-aged Korean-speaking peers, such as creating a multimodal presentation about popular sports or pets in Australia create and illustrate short imaginative texts, such as creating a caption for a hand-drawn mythical Korean creature design simple written and multimodal correspondence in print or digital form, such as writing a parents' day card incorporating formulaic expressions, simple phrases and sentences, and modelled textual conventions 엄마 아빠 사랑해요., 감사해요. 	<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>For example:</p> <ul style="list-style-type: none"> create a profile using spoken, written or digital forms of Korean language to identify their role/s or membership/s in groups, such as friends, family, class and school, accompanied with illustrations using appropriate labels 친구, 우리 가족, 우리 학교 create and illustrate short informative texts, such as creating a caption for a hand-drawn picture 우리 집 강아지는 귀여워요. create individual texts, such as developing a comic with Korean language dialogue about going shopping to buy a friend's birthday gift 	<p>Create and present informative and imaginative texts in <i>hangeul</i>, adapting familiar sentences, sequencing information and linking ideas using appropriate textual conventions</p> <p>For example:</p> <ul style="list-style-type: none"> present comparisons between Korea and Australia, such as population statistics and physical size, daily temperatures, types of housing, pet ownership or popular leisure activities create a video to present information or ideas to a particular audience, such as a virtual tour of the school or classroom for exchange student groups, using empathy to consider elements that may be unfamiliar to Korean students create and perform alternative versions of stories or action songs, using voice, rhythm and gestures to animate characters, or use drawings or story maps to create visual context, such as changing the colour and character in 갈색 곰아, 갈색 곰아, 무엇을 보고 있니? 	<p>Create and present informative and imaginative spoken and written text in <i>hangeul</i>, adapting familiar sentence structures, sequencing information and linking ideas using textual conventions appropriate to audience, purpose and context</p> <p>For example:</p> <ul style="list-style-type: none"> record a multimedia presentation about a planned imaginary trip to Korea, incorporating some famous places and cultural observations, such as 금요일에 명동을 가요. 그리고 쇼핑을 해요. design a recipe incorporating some typical Korean ingredients, using modelled procedural language, such as 일, 오이를 잘라요. 이, 소금, 참기름을 넣어요. 삼, 섞어요. invent a simple board game, focusing on key language and using expressions for playing games, such as creating rules, procedures and instructions, 한 칸 가요., 두 칸 뒤로 가요. create simple imaginative picture books to read to younger students to demonstrate the benefits of learning Korean

Strand: Understanding language and culture

Sub-strand: Understanding systems of language

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explore language features of Korean, noticing similarities and differences between Korean and English</p> <p>For example:</p> <ul style="list-style-type: none"> differentiate the sounds of spoken Korean and English, such as 킹스톤 versus Kingston sing the sounds of letters or syllable blocks of <i>hangeul</i> and notice that the sounds in Korean may be similar to or different from the sounds in English notice that Korean is written horizontally, while the syllable blocks can be constructed vertically experiment with strokes that create <i>hangeul</i>, such as long, short, straight and diagonal lines, dots and circles 	<p>Explore and imitate the sounds and rhythms of Korean and how sounds are represented in <i>hangeul</i></p> <p>For example:</p> <ul style="list-style-type: none"> categorise names according to their first consonant, such as 미셸, 마크, 마이클 recognise the sounds of six basic, two-stroke vowel letters: ㅏ, ㅑ, ㅓ, ㅕ, ㅗ, ㅛ recognise and replicate the sounds and rhythms of spoken Korean and the forms of <i>Hangeul</i> syllable blocks understand that the syllable block is the basic unit of writing in Korean, such as 아기 has two syllable blocks recognise simple <i>hangeul</i> using early language strategies, such as sounding out vowels using their arms 	<p>Recognise and experiment with the sounds and rhythms of Korean and how sounds are produced and represented in <i>hangeul</i></p> <p>For example:</p> <ul style="list-style-type: none"> recognise the sounds of the Korean language and the forms of <i>hangeul</i> syllable blocks, and notice that the syllable block is the basic unit of writing in Korean, associating individual syllable blocks with their pronunciation recognise the sounds of four basic, three-stroke vowel letters: ㅗ, ㅛ, ㅜ, ㅠ reproduce sounds, rhythms and intonation patterns of spoken Korean recognise <i>hangeul</i> sounds by pointing at symbols on the <i>hangeul</i> chart 	<p>Recognise and experiment with combinations of <i>hangeul</i> sounds, pronunciation and intonation patterns of Korean to form words and phrases</p> <p>For example:</p> <ul style="list-style-type: none"> recognise the sounds of 10 basic vowel letters and 14 basic consonant letters recognise the letter and sound relationship in <i>hangeul</i>, such as ㅁ is pronounced as m experiment with <i>hangeul</i> vowels and consonants to construct and deconstruct syllable blocks, such as sounding out ㅏ + ㅑ + ㅓ = 곶 practise sets of <i>hangeul</i> vowels and consonants using chants, songs and language games, such as Bingo 	<p>Recognise and use combinations of <i>hangeul</i> sounds, pronunciation and intonation patterns of Korean to form words and phrases</p> <p>For example:</p> <ul style="list-style-type: none"> discriminate between sounds in Korean, such as 가/카/까, 내/네, 너/노 recognise the alphabetical nature of <i>hangeul</i> and the structural features of individual syllable blocks, including <i>batchim</i> recognise that there are combined vowels and consonants that derive from the basic characters by adding extra strokes, such as ㅓ, ㅕ, ㅗ begin to read and write simple words using <i>hangeul</i> in familiar contexts identify how pronunciation and intonation are used in spoken, written and multimodal texts, such as 좋아요; 아주 좋아요!; 좋아요? 	<p>Apply knowledge of combinations of <i>hangeul</i> sounds, pronunciation and intonation patterns of Korean to develop fluency</p> <p>For example:</p> <ul style="list-style-type: none"> reproduce pronunciation, intonation and stress, recognising the relationship between sounds, words and meaning use rising intonation at the end of a question and responding to it with falling intonation, such as 좋아해요?/ 네, 좋아해요/아니요, 안 좋아해요. read and write simple words using <i>hangeul</i> in familiar contexts notice that some consonants are pronounced differently, depending on where they are located, such as ㅅ in 사랑 is pronounced as 's' and ㅅ in 곳 is pronounced as 't' 	<p>Apply combinations of <i>hangeul</i> sounds, pronunciation and intonation patterns of Korean to further develop fluency</p> <p>For example:</p> <ul style="list-style-type: none"> pronounce high-frequency words following basic pronunciation rules, such as pronouncing 같이 as 가치 apply reading skills by chunking the phrases in a sentence, such as recognising the time expression 세 시에 in 저는 세 시에 수영해요. as a chunk read and write simple sentences and phrases using <i>hangeul</i> in familiar contexts identify familiar consonants that are pronounced differently, depending on where they are located
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	Recognise simple Korean language conventions, <i>hangeul</i> rules, simple grammatical structures and basic syntax in familiar texts and contexts	Recognise and use simple Korean language conventions, <i>hangeul</i> rules, simple 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 and respond to texts

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>For example:</p> <ul style="list-style-type: none"> recognise that -요 at the end of a sentence can be used with different intonation for a question or statement, such as 좋아해요? and 좋아해요. recognise that the Korean copula alternates between two forms (이에요 and 예요), and use it with their own names experiment with applying basic stroke order to write familiar <i>hangeul</i> letters develop number knowledge for native Korean numbers zero to 10 build simple vocabulary to identify familiar objects and environments 	<p>For example:</p> <ul style="list-style-type: none"> begin to use basic verbs with the 해요 ending in sentences, such as 노래해요.; 공부해요.; 요리해요. recognise how to construct a simple question using a basic question word, such as 뭐 해요? 어때요? 주세요. recognise the basic order of letters in writing syllable blocks recognise and use simple vocabulary to describe simple actions, states or qualities in familiar contexts 	<p>For example:</p> <ul style="list-style-type: none"> use simple question words, such as 누구/누가, 무엇/뭐 or 몇, to ask about a person, object or number use the native numbering systems to exchange information, such as 우리 가족은 4 명이에요.; 토미는 8 살이에요. begin to use basic number expressions with appropriate counters, such as 다섯 명, 여덟 살 use vocabulary related to describing familiar objects or people 	<p>For example:</p> <ul style="list-style-type: none"> recognise subject+object+verb word order in sentences, such as 젠이 밥을 먹어요. use some adverbs as part of formulaic language, such as 잘 했어요.; 아침/점심/저녁에 뭐 해요? develop knowledge in the Sino-Korean numbering system and applying it to appropriate contexts continue the use of number expressions with appropriate counters, such as 한 개, 두 마리 use vocabulary related to the calendar, school, home, sports and leisure activities 	<p>For example:</p> <ul style="list-style-type: none"> 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 begin to apply basic principles of stroke order to write <i>hangeul</i> extend knowledge in the Sino-Korean numbering system to apply to appropriate contexts, such as money and addresses continue to build the use of number expressions with appropriate counters, such as 책 세 권, 삼 학년 use vocabulary to describe basic activities in locations of school, home and surrounding environments 	<p>For example:</p> <ul style="list-style-type: none"> notice spacing and spelling rules in reading and writing read and write simple sentences and phrases using <i>hangeul</i>, applying basic principles of stroke order apply knowledge of the two Korean numbering systems to appropriate contexts, such as time expand the use of number expressions with appropriate counters, such as 이천 원, 삼십 불 use vocabulary related to basic interests, traditions, customs, celebrations, and important people
No content	<p>Explore how Korean language has features that may be similar to or different from English</p> <p>For example:</p> <ul style="list-style-type: none"> recognise that the <i>hangeul</i> order is different from the Roman alphabetical order, such as 가, 나, 다, 라... versus a, b, c ... match Korean and English texts, such as name tags of students in Korean and English notice loan words in Korean, originating from 	<p>Recognise Korean language features that may be similar to or different from English</p> <p>For example:</p> <ul style="list-style-type: none"> listen to and view the Roman alphabet and <i>hangeul</i> and compare how sounds are represented, such as 루비 versus Ruby identify similarities and differences in how to pronounce and spell loan words in Korean, such as 바나나 and banana read simple texts in Korean with support, and notice 	<p>Identify familiar Korean language features and compare with those of English in known contexts</p> <p>For example:</p> <ul style="list-style-type: none"> recognise Korean in texts including signage and labels and produce their equivalents in English, such as 오프 vs Off explore the importance of politeness being explicitly expressed in Korean and compare this with English, such as ‘안녕하세요’ versus ‘Hello’ 	<p>Identify and describe familiar Korean language features and compare with those of English in known contexts</p> <p>For example:</p> <ul style="list-style-type: none"> identify differences between written and spoken texts, such as a birthday card and a set of instructions for a game identify non-verbal expressions that are typical or expected in communication in different cultures, such as making or avoiding eye contact, bowing, nodding, pointing 	<p>Compare Korean language structures and features with those of English, using familiar metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> match Korean loan words to the original words in English and other languages, and exploring their origins, such as 피아노 (piano) and 피자 (pizza) identify Korean words used in Australia and share own experience of using/encountering them, such as 비빔밥, 아리랑 	<p>Compare and discuss Korean language structures and features with those of English, using familiar metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> demonstrate how to create textual cohesion by using adverbs and conjunctions to sequence and link ideas, and compare how these work with English, such as 먼저, 그리고, 왜냐하면 compare text types and language features in Korean and English, such as comparing a recipe in

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>other languages that have the same meaning, such as 테니스, 컴퓨터, 코알라</p>	<p>similarities and differences between Korean and English text structure, such as sentence structure and word order</p>	<ul style="list-style-type: none"> recognise different aspects of Korean and English language and culture, and explain differences in word order and spacing, such as 이윤호 versus John Smith 	<ul style="list-style-type: none"> analyse language features typically associated with particular texts, such as the use of imperatives in games, 주사위를 던져요 	<ul style="list-style-type: none"> identify key details, context and intended audience in a range of familiar texts in Korean, such as phone messages, sports reports, take-away food orders, and compare how this information is presented in Korean texts with how it is presented in English texts 	<p>Korean with a recipe in English</p> <ul style="list-style-type: none"> identify key features in specific text types and compare these with English equivalents, such as the use of 에게/께 (to) in salutations and (이)가/올림 (from) in closing a letter, email or invitation

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Sub-strand: Understanding the interrelationship of language and culture

Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Explore connections between language and culture</p> <p>For example:</p> <ul style="list-style-type: none"> recognise that Korean is a different language from English and that it is spoken by people in Korea as well as other countries, including Australia engage with traditions and customs in Korean-speaking communities, such as decorating a classroom to celebrate 어린이날 or making a paper drum and participating in a performance for 사물놀이 engage actively and share the enjoyment of language, culture and texts in a range of ways, such as listening to and responding to stories, cultural displays and experiences 	<p>Explore how people use language in ways that reflect cultural practices</p> <p>For example:</p> <ul style="list-style-type: none"> recognise that the world contains many different languages spoken by many different communities of speakers and that many people in the world speak more than one language compare gestures and body language associated with language use in different cultures, such as bowing and saying 안녕하세요? when greeting in Korean, learning different ways of kissing on the cheek when saying <i>bonjour</i> in French-speaking cultures, recognising <i>hongji</i>, pressing noses, and saying <i>kia-ora</i> in a traditional <i>Māori</i> greeting watch simple videos showing cultural activities and events in Korean-speaking communities and sharing their responses in guided discussions 	<p>Explore and discuss ways people use language to reflect cultural practices</p> <p>For example:</p> <ul style="list-style-type: none"> notice changes in behaviour or body language when speaking Korean, such as passing an object to the teacher using two hands while saying 선생님, 여기 있어요 explore symbols and languages used by Aboriginal and Torres Strait Islander people and by Korean-speaking communities in a range of contexts, such as identifying the colours of flags in Korean and discussing what the colours represent in English name languages they have encountered in everyday life, such as conducting a class survey to create a list of the languages spoken by their neighbours or classmates 	<p>Identify connections between language and cultural practices</p> <p>For example:</p> <ul style="list-style-type: none"> reflect on different ways of communicating and their appropriateness in Korean or non-Korean contexts, such as using 언니/누나 and 오빠/형 for older siblings in Korean versus using their given names in English as terms of address recognise the different ways of naming, greeting and addressing someone, such as by given name or title, the selective use of honorifics, and aspects of body language, including making or avoiding eye contact explore representations of information used in cultural expressions of Aboriginal and Torres Strait Islander people and making connections with those of Korean language and culture, such as <i>Koori</i> and <i>Noongar</i> used by Aboriginal and Torres Strait Islander people to identify themselves, and finding out if similar identification occurs in Korean-speaking cultural groups 	<p>Identify and discuss connections between language and cultural practices</p> <p>For example:</p> <ul style="list-style-type: none"> share ideas about how some Australian terms and expressions might be understood or confusing from a Korean perspective, such as ‘bushwalking’ or ‘throw a snag on the barbie’ discuss the influence of Korean on other languages, and the influence of other languages, such as Chinese, Japanese, English, French and Italian on Korean, over time discuss how and why gestures can be interpreted differently in different cultures, such as using fingers to beckon others is considered impolite in Korean culture, but may be appropriate in some cultures 	<p>Recognise that language reflects cultural practices, values and identity, and that this impacts non-verbal, spoken and written communication</p> <p>For example:</p> <ul style="list-style-type: none"> recognise the significance of some social conventions and cultural concepts, such as 잘 먹겠습니다, 잘 먹었습니다 listen to and view stories about the creation of <i>hangeul</i>, such as stories about 세종대왕, and reflecting on the background/rationale for the creation of <i>hangeul</i> explore, in Korean or English, how language and culture are expressed through Aboriginal and Torres Strait Islander people’s song, dance or artworks, considering similarities and differences in an aspect of the cultural expressions of Korean-speaking people or communities 	<p>Recognise and discuss how language reflects cultural practices, values and identity, and that this impacts non-verbal, spoken and written communication</p> <p>For example:</p> <ul style="list-style-type: none"> recognise and explore cultural aspects embedded in or accompanying language use, such as the use of honorifics and different terms of address experience traditional Korean culture, learning about associated practices, such as 율놀이, 한복, 떡국 for 설날, commenting on the experience with descriptions, and recommendations and making connections or comparisons with their own culture explore the meaning of culture and identifying visible elements like celebrating, clothing, traditions, symbols, manners, routines and behaviours, and less visible elements like preferences and values

Years 7–10

Strand: Communicating

Sub-strand: Interacting in Korean

Year 7	Year 8	Year 9	Year 10
<p>Initiate and sustain exchanges to share information and experiences about themselves, others, home and school</p> <p>For example:</p> <ul style="list-style-type: none"> share information about their name, age, school, family and preferences, such as 저는 민경이에요. 열세 살이에요. 고등학교 7 학년이에요. 우리 가족은 3 명이에요. 퍼스고등학교에 다녀요. 저는 김밥을 좋아해요. 하지만 미역국은 안 좋아해요. exchange daily home and school routines, such as 저는 아침 7 시에 일어나요. 그리고 7 시 반에 샤워를 해요.; 저는 아침 8 시에 일어나요. 그리고 8 시 15 분에 학교에 가요. initiate and develop conversations in familiar contexts by using questions, such as 무슨 뜻이에요?; 한국어로 뭐예요? use communication strategies such as active listening skills and interjections, such as 어, 음, 저, 진짜? 어머! recognise Korean gestures and body language, and consider when it is appropriate to use them, such as beckoning downwards to signal others to come 	<p>Initiate and sustain exchanges to share and compare information and experiences about going out, socialising, special events and leisure time</p> <p>For example:</p> <ul style="list-style-type: none"> share opinions and details about topics, such as 한국어가 재미있어요. 왜냐하면 ..., 한국어가 과학적이니까 배우기가 쉬워요. communicate with real or imagined Korean-speaking peers, using secure digital resources, to discuss and compare aspects of their social life, such as 저는 운동을 좋아해요. 그래서 주말에 친구와 축구를 해요. exchange information on school holidays, special occasions and cultural events, such as 지난 여름방학에 뭐 했어요? 지난 여름방학에 한국에 갔어요.; 한글날에 비빔밥을 먹었어요. describe personal plans giving reasons or background information for their choices, such as 저는 영화를 좋아해요. 그래서 토요일에 영화관에 가고 싶어요. use expressions related to special events, such as 생일 축하합니다!; 메리 크리스마스! 	<p>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</p> <p>For example:</p> <ul style="list-style-type: none"> participate in and maintain exchanges in real or imagined scenarios, recognising culturally significant expressions, such as 새해 복 많이 받으세요! 새해에는 공부를 더 잘하고 싶어요. share ideas and make suggestions relating to own and others' experiences, such as 한글날에 무엇을 하고 싶어요? 한국 음식을 만들고 싶어요. 왜냐하면 떡볶이를 좋아해요. share information about Korea, such as 오늘은 한국의 경복궁에 대해서 발표하고 싶어요. 경복궁은 한국의 유명한 궁궐이에요. extend interaction by seeking opinion, comparing and contrasting Korean and Australian foods and lifestyles, such as 김치를 매일 먹어요?; 한국 음식이 더 매워요. 맞아요. discuss the similarities and differences between celebrations in both countries, such as 크리스마스를 어떻게 보내요? 한국 사람들은 크리스마스를 친구들과 보내요. 하지만 호주 사람들은 크리스마스를 가족들과 보내요. 	<p>Initiate, sustain and extend exchanges in familiar and unfamiliar contexts to share and compare information and opinions about future plans and travel</p> <p>For example:</p> <ul style="list-style-type: none"> use communication strategies to ask for clarification or repetition and give feedback, such as 다음 주부터 방학이지요?; 다시 말해 주세요., 괜찮아요. follow up own and others' responses by elaborating on and extending the topic, such as 내년에 어디서 일을 하고 싶어요? 저는 내년에 레스토랑에서 일을 하고 싶어요. 왜냐하면 차를 사고 싶어서요. offer opinions in discussions about study options, career choices and holiday destinations, such as 내년에도 한국어를 공부하고 싶어요. 졸업하고 한국어 선생님이 되고 싶어요.; 다음 겨울 방학에 한국에 가요. 눈을 보고 싶어서요. ask for and provide specific information to sustain interactions, such as 이번 여름 방학에 뭐 해요? 이번 여름 방학에 알바니에 가요. 누구랑 가요? 가족이랑 가요. correspond with peers using secure digital tools to build relationships and share views, such as 같이 여행 가면 재미있을 것 같아요. 놀이공원도 가고 싶어요.
<p>Collaborate in activities that involve planning and negotiating to share ideas and preferences</p>	<p>Collaborate in activities that involve planning, considering options, negotiating arrangements and problem-solving</p>	<p>Collaborate in activities that involve planning, considering options, managing and problem-solving</p>	<p>Contribute ideas, opinions, and suggestions to negotiate outcomes and share experiences</p>

Year 7	Year 8	Year 9	Year 10
<p>For example:</p> <ul style="list-style-type: none"> • seek and offer opinions in collaborative decision-making processes, or when discussing and negotiating rules, such as how to play the game, 말을 세 칸 움직여요.; 앞으로/뒤로 가요 • build ideal weekly timetables and negotiate an ‘ultimate timetable’, combining the best subjects and schedules, including subject names, time and preferences • express preferences for plans, such as designing an ideal home and deciding on furniture and features, and negotiating who gets what rooms and why 	<p>For example:</p> <ul style="list-style-type: none"> • make plans and decisions with others, such as arranging a birthday party or class excursions, including agreeing or disagreeing with others’ opinions or suggestions • respond to invitations by accepting, declining and giving excuses, such as 초대해 줘서 고마워요.; 네, 참석해요.; 미안해요, 못 참석해요. 바빠요. • ask for, give and follow directions to real or virtual locations, such as 쪽/왼쪽/오른쪽으로 가세요. • ask for advice on how to express a word or concept in Korean or English, such as 이/가/은/는 영어/한국어로 뭐예요? 	<p>For example:</p> <ul style="list-style-type: none"> • pitch ideas on how to plan a day of hosting a Korean class or student, considering experiences that are different from Korean classrooms • create a dialogue or simulated transactions and negotiations, such as purchasing food at a Korean restaurant • organise a real or simulated booth for a local Korean community event or festival, brainstorming and planning what the booth will be about, how to attract visitors, considering options with set-up and managing roles on the day 	<p>For example:</p> <ul style="list-style-type: none"> • attempt to persuade others of an opinion, such as 부산이 서울보다 더 좋아요. 왜냐하면 바다가 멋있어요. • investigate people’s opinions on topics by creating and conducting surveys and presenting or comparing the results, such as 우리 반 50%가 내년에 한국어를 공부해요. • participate in class discussions by expressing own opinions, such as agreement or disagreement with others

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Sub-strand: Mediating meaning in and between languages

Year 7	Year 8	Year 9	Year 10
<p>Locate and process key information, ideas and opinions from texts, and convey meaning appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> listen to, read or watch texts about issues that relate to young people and express opinions and feelings via shared secure online tools, such as 매일 아침 SNS 를 확인해요.; 운동을 좋아해요. 그래서 매일 체육관에 가요. classify information gathered from different print and digital sources and create flow charts, tabulations, posters or cartoons to be used in advertisements, notices and instructions, in print and digital formats state personal preferences about food, drinks, animals, colours using set phrases, such as 제가 가장 좋아하는/싫어하는 	<p>Locate, summarise and process information, ideas and opinions from texts, and convey meaning appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> view a variety of texts to understand the experiences of Korean-speaking youth in daily life activities, and collage information about ‘A day in life of a Korean high school student’ in chosen format gather facts, independently or collaboratively, about seasonal events in Korea or Australia by accessing simple texts from magazines, interviews, announcements and websites, and report information to others, such as drawing a timeline to show a sequence of seasonal events in Korea or Australia listen to, read or view Aboriginal and Torres Strait Islander authors’ stories in English and respond to them in spoken or written Korean 	<p>Summarise and compare ideas and opinions from a range of texts, and convey meaning appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> compare Korean folktales, such as 효녀심청, 흥부와 놀부, 콩쥐 팥쥐 to folktales familiar to the students, discussing the different cultural landscapes, characters and morals describe and compare details from a range of texts about special occasions and traditional ceremonies in Korea, discussing culture-specific terms and representation, such as 설날에는 떡국을 먹어요. 추석에는 송편을 먹어요. analyse and interpret collected information by summarising, sequencing and prioritising, considering context, purpose and audience, such as 한국 여름에는 비가 많이 와요. 비가 많이 오면 ... 그 다음에는 ... 호주 여름에는 ... 	<p>Compare and interpret information, ideas and opinions from a range of texts, and convey meaning appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> research a topic, historical event or person and analyse and compare key information, such as the cultural, historical or nature-based travel attractions of Korea and Australia evaluate information by understanding the gist and identifying key words in texts from various sources on topics, such as youth employment, or those related to future plans beyond high school analyse and compare the ideal or dream jobs of Korean and Australian high school students and discuss the reasons behind their career choices analyse and summarise information, such as the price of different products, hotel facilities, and climate or transport options in Korea in comparison to Perth, and produce an oral or written response
<p>Apply strategies to translate and convey meaning in and between languages in familiar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> make appropriate language choices with awareness of social situations, such as using 선생님 to address a person older than themselves translate existing texts or texts produced by self and others into Korean and English, using online translation tools and print or online dictionaries create bilingual texts, such as signage or posters to inform the school community about removing shoes when entering a Korean house 	<p>Apply a range of strategies to translate and convey meaning in and between languages in familiar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> compare different versions of translations, reflecting on the differences in translation of the same text and identify possible reasons for differences translate existing texts, or texts produced by self and others, into Korean and English, using and evaluating online translation tools and print or online dictionaries use print or online dictionaries to locate appropriate meaning of vocabulary and reinforce understanding 	<p>Apply a range of strategies to translate and interpret meaning in and between languages in familiar and some unfamiliar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> create bilingual texts, such as videos with subtitles to explain Australian or Korean cultural practices translate texts to identify cultural elements and reflect on how they are embedded in common words or expressions to represent similar or different ideas, such as 호랑이도 제 말하면 온다 (speak of the devil) compare own translations of texts with others, noticing similarities and differences, and reflect on why interpretations may vary create captions or commentaries to accompany texts, such as lyrics, videos and film extracts, using Korean where original texts were in English, and English where original texts were in Korean 	<p>Apply a range of strategies to translate and interpret meaning in and between languages in a range of contexts</p> <p>For example:</p> <ul style="list-style-type: none"> translate texts examining the appropriateness of translation for specific audiences and contexts, such as changing a text from casual to polite register, or vice versa paraphrase or annotate words or expressions where equivalence is not possible, discussing their original meanings and how to convey them, such as 정들었어요 (free dress day) investigate and compare the original and new uses of loan words that have been incorporated into the Korean language, such as 아르바이트, 핸드폰, 화이팅 experiment with different resources to assist in translation and find the correct meaning in context,

Year 7	Year 8	Year 9	Year 10
			such as using monolingual and bilingual dictionaries, encyclopedias, electronic dictionaries and translators, comparing individual translations, back translating, and swapping useful references

Sub-strand: Creating text in Korean

Year 7	Year 8	Year 9	Year 10
<p>Create informative, imaginative and personal texts, adapting modelled and familiar language and textual conventions for a specific context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> • create a slideshow with audio about past or planned activities, such as morning rituals and virtual dream home tours • produce performances to present real or imaginative stories using expressive language for sounds, shapes and movements, such as 똑똑, 침병침병, 땡땡땡 ... • express personal opinions about ideas in Korean texts, such as stories, films, paintings, songs or videos • create a print or digital poster in Korean to promote classroom recycling inspired by reviewing the Korean classroom recycling bins and systems 	<p>Create informative, imaginative and personal texts, adapting rehearsed and familiar language and textual conventions for a specific context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> • create texts to inform others about issues and upcoming social and cultural events, such as notices, brochures and posters • organise information for a Korean audience, such as creating a presentation or a video recording to explain sport and leisure activities • create stories with themselves as the main character in imaginative settings in the past, future or virtual reality, incorporating communicative styles and social behaviours observed in Korean texts, including visual elements where appropriate • create a print or digital poster in Korean to promote travel to a significant cultural location on an Aboriginal and Torres Strait Islanders' Country/place, including what to see and do 	<p>Create informative, imaginative and personal texts, selecting linguistic features and textual conventions appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> • create alternative versions of stories, such as a Korean tale or a film script, with a new character or an altered ending • design a plan for an ideal home or town, incorporating Korean features into the plan, and write or present an accompanying explanation, such as 이것은 한국의 온돌이에요. 여기는 온돌방이에요. 여기 온돌방 안에 밥상이 있어요. • create informative texts, such as brochures or posters promoting healthy Korean dishes and festivals, or a comic explaining Korean New Year's Eve customs • create persuasive texts for a blog or secure online forum posts and present to a general audience to convince them to learn a foreign language, such as 여러분 안녕하세요? 한국어를 배워야 하는 이유를 소개합니다. 	<p>Create informative, imaginative and personal texts, selecting linguistic features and textual conventions for a range of contexts and purposes, and to engage different audiences</p> <p>For example:</p> <ul style="list-style-type: none"> • create informative texts, such as posters, brochures, or websites to promote travel to Korea • recreate text such as a story, music clip or advertisement to change or parody the content • create texts to convey own ideas and interpretations of specific texts to different audiences, such as classmates, parents, possible future employers and for different contexts and purposes, including school, social clubs and part-time jobs • write a short journal entry or contribute to a school newsletter in Korean, reflecting on the impact of a visit to a significant cultural location on Aboriginal and Torres Strait Islander peoples' Country/place and, with permission, referring to cultural knowledge of the site

Strand: Understanding language and culture

Sub-strand: Understanding systems of language

Year 7	Year 8	Year 9	Year 10
<p>Apply knowledge of familiar linguistic features of spoken Korean to interact with developing fluency</p> <p>For example:</p> <ul style="list-style-type: none"> recognise and use features of the 24 basic <i>hangeul</i> letters and sound system pronounce assimilated consonants correctly, such as 학년 [학년], 육년 [육년], 좋다 [조타] apply knowledge of spoken Korean to pronounce English loan words and assist meaning, such as 피자, 샌드위치, 아이스크림 recognise the differences in intonation between statements, questions, requests and commands, such as 가요., 가요? and 가요! 	<p>Apply knowledge of linguistic features of spoken Korean to interact with increased fluency</p> <p>For example:</p> <ul style="list-style-type: none"> extend knowledge in the sounds of further complex <i>hangeul</i> letters, such as tense consonants pronounce syllable blocks in a word, making appropriate changes to the sounds on syllable boundaries according to pronunciation rules, such as 먹고 [먹꼬], 어떻게 [어떠케] apply Korean pronunciation rules by linking final consonants to the following syllable when appropriate, such as 집에 (지베), 책을 (채글) use intonation to exaggerate, emphasise a feeling or create a question, such as 진짜 좋아해요!; 밥 먹었어요? 	<p>Apply linguistic features of spoken Korean to interact with enhanced fluency</p> <p>For example:</p> <ul style="list-style-type: none"> extend knowledge in the sounds of further complex <i>hangeul</i> letters, such as the complex vowels formed by combining basic vowels adjust the pronunciation of ㄷ to ㅈ and ㅌ to ㅊ when followed by 이, such as 같이 [가치], 끝이 [꼬치], 굳이 [구지] use basic Korean pronunciation and spelling rules for listening to and reading authentic texts, and produce own written and oral texts 	<p>Apply linguistic features of spoken Korean to further extend fluency</p> <p>For example:</p> <ul style="list-style-type: none"> apply further pronunciation rules to read less familiar texts in Korean recognise that many honorific expressions occur in everyday speech simply as a formality, such as announcements and warnings using the phrasing pattern 시기 바랍니다, meal offers using the idiomatic expression 맛있게 드세요, and welcoming people with 어서 오세요 apply pauses in complex sentences with embedded clauses
<p>Apply knowledge of linguistic features of Korean to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> construct syllable blocks in different shapes, depending on consonants and vowels recognise spacing and spelling rules in reading and writing, such as subject block + object block + verb block to make statements or ask questions use different functions of a range of basic particles, such as 은/는 (topic particle), 이/가 (subject particle), 하고/랑 (linking particle) use basic verbs including copular (이에요/-예요) to describe state/quality, such as 한국 사람이에요., 요리사예요. use a range of nouns to describe aspects of everyday life in home and school environments and topics of interest, such as 보통, 수업, 고등학교 	<p>Apply knowledge of linguistic features of Korean to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> use spacing rules to communicate intended meaning in written Korean, such as 친구가 방에 있어요 versus 친구 가방에 있어요 extend the use of different functions of a range of particles, such as 을/를 (object particle), 에/에서 (location particle), 들 (plural particle) recognise and use expressions that show intentions and probability, such as -겠어요 versus -(으)ㄹ 것 같아요 recognise basic onomatopoeic and mimetic expressions in Korean, such as 문을 똑똑 두드려요, 비가 주룩주룩 와요 to enhance the description of actions 	<p>Select and use an extended range of linguistic features of Korean to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> use spacing and spelling rules in reading and writing, recognising their differences to English extend the use of different functions of a range of particles, such as 도 (additive particle), 와/과 (linking particle), 의 (possessive particle) extend their responses by using auxiliary verbs to express requests, try new things and prohibit things, such as 먹어 보세요., 읽어 주세요., 만지지 마세요. use the dictionary forms of action and descriptive verbs to identify the meaningful part or look up unknown verbs in a dictionary, such as 먹다, 덩다, 예쁘다 use a range of nouns to describe aspects of traditional Korean festivals, foods, landmarks or historical places, such as 전통, 문화, 유명 	<p>Select and use an extended range of linguistic features of Korean to enhance meaning when responding to and creating texts</p> <p>For example:</p> <ul style="list-style-type: none"> write independently in <i>hangeul</i>, noting writing conventions and rules extend the use of different functions of a range of particles, including honorifics, for appropriate grammatical functions, such as 부터-까지 (time frame particle), 밖에/뿐 (limitation or exclusivity particle), 한테서/에게서 (source of origin with/without honorifics) use negative questions and answering appropriately with past, present and future tenses, such as 거기 안 가봤어요?; 아니요, 가봤어요./ 네, 안 가봤어요. use a range of nouns to describe aspects of travel and future plans, such as 미래, 계획, 관심

Year 7	Year 8	Year 9	Year 10
	<ul style="list-style-type: none"> • use a range of nouns to describe aspects of going out and socialising, events and leisure time, such as 시간, 활동, 취미 		
<p>Identify and discuss similarities and differences in how linguistic features are used in Korean and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> • describe forms, features and purposes of texts, such as how texts are organised in terms of layout, sequencing of ideas, headings and stylistic devices • recognise how language use reflects the intention of the speaker or author and impacts on the development of relationships, such as switching from a polite to a casual style • experiment with language appropriate to specific text types in print or digital media, such as descriptive language in documentaries, reflective language in diaries and journal entries, and persuasive language in advertisements 	<p>Identify and discuss similarities and differences in how linguistic features are used in Korean and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> • identify linguistic/textual features used in specific text types, such as different degrees of formality and flexibility expressed in conversations, speeches, letters, emails and text messages • compare language structures in Korean and English and how these are used to create affinity or distance, such as the use of 반말 or colloquial language • compare contemporary Korean and Australian music popular among young people by listening to music, viewing videos, reading print or online music magazines and identifying similarities and differences in expressions, themes and styles of performance 	<p>Reflect on and discuss similarities and differences in how linguistic features are used in Korean and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> • explore how different text types are shaped by language choices, audience, context and purpose and discuss the way these elements influence one another to create meaning, such as comparing a text message written to a friend versus one written to a stranger • create own texts in Korean in specific contexts, for specific purposes and audiences, such as introducing Korean food culture to parents invited to a Korean cultural evening • understand that languages incorporate other languages into their systems and examine how this takes place in Korean, such as 온라인으로, 알바해요 	<p>Reflect on and evaluate the use of linguistic features in Korean texts, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> • examine how Korean texts convey cultural values, such as a formal speech at a graduation ceremony that uses honorifics to reflect cultural values of hierarchy and respect • discuss language and language learning using metalanguage appropriately, such as 단어, 존댓말, 띄어쓰기 • compare and contrast the structures of a variety of authentic texts in Korean and English, examining how the context, purpose and audience are considered differently in each language

Sub-strand: Understanding the interrelationship of language and culture

Year 7	Year 8	Year 9	Year 10
<p>Recognise and discuss how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values</p> <p>For example:</p> <ul style="list-style-type: none"> reflect on own culturally appropriate etiquette and behaviour, such as making or avoiding eye contact depending on the social context, noting how this may be interpreted with Korean speakers explore the Korean writing system and recognise how it played a key role in shaping both the modern Korean language and cultural identity 	<p>Recognise and discuss how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values</p> <p>For example:</p> <ul style="list-style-type: none"> identify the concept of 'respect' in Korean culture, including how a degree of politeness as part of 'respect' is embedded in the Korean language explore how globalisation has accelerated the use of English words and expression in spoken and written Korean language, and discuss the advantages or disadvantages of these influences on languages examine, in Korean or English, how Aboriginal and Torres Strait Islander peoples' languages have strong connections to Country/place locations, and how these can be compared to language variations across Korean-speaking communities 	<p>Reflect on and explain how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values</p> <p>For example:</p> <ul style="list-style-type: none"> investigate the origin of certain Korean expressions or words that may have changed their literal meaning over time, such as the expression '식사 하셨어요?' being used as a greeting investigate and use language associated with significant cultural practices and events or celebrations, such as 열두띠, 돌잔치, 선후배 관계 analyse how the Korean language may reflect cultural perspectives and values, such as collectivism, harmony, humility and the importance of ties between family members 	<p>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</p> <p>For example:</p> <ul style="list-style-type: none"> discuss how texts portray social issues and values, such as conflict in relationships, poverty, loyalty and humility consider aspects of personal experiences with intercultural communication, such as repair and recovery strategies in communication, and responses to and insights gained through interactions reflect on and explain the protocols required to authentically co-create an Acknowledgement of Country/place with Aboriginal and Torres Strait Islander people, to present in Korean to a group of Korean-speaking visitors at a school assembly