



Western Australian Curriculum

Languages | Korean

Scope and sequence | Years 7–10

Draft for consultation | Not for implementation

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Acknowledgement of Country

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

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Disclaimer

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

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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 Years 7–10.

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**.

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.

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

Strand: Communicating

Sub-strand: Interacting in Korean

Year 7	Year 8	Year 9	Year 10
<p>Participate in exchanges to share information about themselves, family and friends, and interests</p> <p>For example:</p> <ul style="list-style-type: none"> greet and farewell others, using casual or polite language and appropriate body language for familiar people, such as 안녕하세요, 안녕, 만나서 반가워요, 안녕히 계세요, and 안녕히 가세요. exchange information related to personal information, using modelled language, such as 이름이 뭐예요? 저는 민아예요; 어디에 살아요? 서호주 퍼스에 살아요 interview peers about themselves, family and friends, and interests, such as 식구가 몇 명이에요? 우리 식구는 네 명이에요. 아빠, 엄마, 오빠, 그리고 저예요. 	<p>Participate in exchanges to share and compare information, experiences and preferences about daily life and school routines</p> <p>For example:</p> <ul style="list-style-type: none"> share information related to daily life or school routines, such as 저는 6 시에 일어나요. 그리고 6 시 반에 아침밥을 먹어요. 8 시반에 걸어서 학교에 가요. participate in interaction to express opinions related to school using formulaic phrases, such as 제 생각에는 ..., 제 생각에는 한국어는 쉬워요.; 제 생각에는 한국어는 안 쉬워요.; 제 생각에는 산수는 아주 어려워요. exchange and compare information that is related to school and school activities, using modelled language, such as 한국의 학생들은 과외활동을 해요. 하지만, 호주의 학생들은 과외활동을 안 해요. participate in an interaction to organise events like going out with friends, such as 주말에 뭐 하고 싶어요? 주말에 친구와 영화를 보고 싶어요. 	<p>Initiate and participate in exchanges 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"> initiate an interaction to compare information about the weather in Korea and Australia, identifying similarities and differences, such as 한국은 지금 날씨가 어때요? 한국은 지금 겨울이에요. 한국의 겨울은 아주 추워요. initiate interactions to gather information on rehearsed topics, such as landmarks and historical places in Korea and Australia and summarise the information to share it with peers engage in real or imagined exchanges related to food and meals, such as ordering food at a restaurant, using modelled language as in 여기요, 비빔밥 하나와 된장국 하나 주세요. 네, 알겠습니다. participate in interactions to exchange information on topics related to youth trends in Korea and Australia, using modelled language, such as 요즘 한국 학생들 사이에서는 채식이 유행이에요. 아, 그래요? ;호주 학생들 사이에서는 케이팝이 인기가 많아요. 진짜요? 전 몰랐어요. initiate discussion and reflect on familiar topics, such as aspects of traditional and contemporary festival in Korea and Australia, using modelled language, as in 설날은 무슨 날이죠? 설날은 한국의 가장 큰 명절이에요.; 추석에는 뭘 먹어요? 추석에는 송편을 먹어요. 	<p>Initiate and participate in sustained exchanges to share information and opinions about future plans and travel</p> <p>For example:</p> <ul style="list-style-type: none"> initiate and share information on familiar topics, such as future plans and aspirations, using modelled language, as in 왜 한국어를 배우고 싶어요? 저는 한국어와 한국 문화를 좋아해요. 그래서 한국어를 배우고 싶어요. participate in discussions to share information and opinions on familiar topics related to visiting overseas or hosting an exchange student, using modelled language, such as 저는 고등학교를 졸업하고 나서, 호주에서 공부하고 싶어요; 이번 여름 방학에는 한국에서 홈스테이를 할 거예요. initiate and sustain interactions to persuade others in familiar contexts, such as encouraging a peer to join a tour or visit a tourist destination, using modelled language, as in 한국의 겨울은 정말 멋져요. 이번 겨울방학에 저랑 같이 한국에 가서 눈 보고 싶어요? exchange and justify preferences, opinions or plans related to planning to study overseas or prepare an interview for a part-time job, using expressions, such as 저는 졸업 후에 한국에서 일해 보고 싶어요.

Year 7	Year 8	Year 9	Year 10
<p>Participate in exchanges related to classroom activities and routines</p> <p>For example:</p> <ul style="list-style-type: none"> follow instructions and commands, such as 쓰세요, 보세요, 잘 들으세요, 따라 하세요, participate in classroom routines, such as responding to the teacher during roll call, such as 있어요? 네, (여기) 있어요; 아니요, 없어요. provide evaluation to peer, such as 잘했어요, 조금만 더, 파이팅! 	<p>Participate in exchanges related to classroom activities and routines</p> <p>For example:</p> <ul style="list-style-type: none"> use classroom-related language to ask for repetition, clarification and confirmation to interactions, such as 한 번만, 더 말해주세요, 잘 모르겠어요, ~는/은 한국어로 뭐예요? Praise, compliment and encourage others using language, such as 참 잘했어요, 잘했어요. 파이팅! ask for advice on how to express a word or concept in Korean or English, using language, such as ~는/은 한국말로 뭐예요? 	<p>Participate in exchanges related to classroom activities, planning and negotiating</p> <p>For example:</p> <ul style="list-style-type: none"> ask for clarification using modelled language, such as 이것은 한국어로 뭐라고 해요? 무슨 뜻이죠? 다시 한번 말해주세요. use appropriate interjections and communicative strategies to seek information, invite contributions or ask for clarification, such as 음, 저기, 글썄요 use appropriate interjections and communicative strategies to seek information, invite contributions or ask for clarification, such as 어! 어머! 아이구! make suggestions using modelled language, such as 우리 다른 과제를 하면 어떨까요? 이번 프로젝트는 무엇을 준비하면 좋을까요? 	<p>Collaborate in activities that involve planning and negotiating to share ideas and preferences</p> <p>For example:</p> <ul style="list-style-type: none"> participate in discussion about their language learning experience, such as 한국어는 재밌어요. 한국어는 어려워요, 하지만 재밌어요. propose and negotiate plans, using modelled language, such as 이번 프로젝트에 대해서 얘기하고 싶어요. 이번 프로젝트는 .. Interact with peers and teachers to confirm or check information, such as 선생님, 오늘 숙제가 있나요?; 선생님, 잘 이해가 안 돼요. 다 했어요. 아직 못 했어요. ; 모르겠어요, 알겠어요. 감사합니다. 죄송합니다.

Sub-strand: Mediating meaning in and between languages

Year 7	Year 8	Year 9	Year 10
<p>Locate and process information, ideas and opinions in short texts and interactions, and convey meaning</p> <p>For example:</p> <ul style="list-style-type: none"> listen to people introducing themselves and locate specific information, such as 누구예요? 이름이 뭐예요? 몇 살이에요? 몇 학년이에요? 무엇을 좋아해요? process and share ideas and opinions related to self, peers, family and pets, using modelled language and visual cues, such as 제 친구 토마스예요. 토마스는 친절하고 재미있어요. engage with texts showing interactions between Korean speakers and identify language associated with cultural behaviours, such as language used in shops, schools or community events 	<p>Locate and process information, ideas, opinions and supporting details in texts, and convey meaning</p> <p>For example:</p> <ul style="list-style-type: none"> identify and summarise key ideas from texts related to daily and school routines compare information on familiar topics from different sources and report on them to peers using tools, such as posters, multimedia slide shows, charts or concept maps watch or listen to texts related to familiar topics, such as peers' preferred leisure activities and identify similarities and differences compared with those in Korea 	<p>Process and compare ideas and opinions in a range of texts, and convey meaning appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> process and interpret information and meaning in a range of familiar texts across modes, such as reading a short description of daily life in Seoul and comparing key lifestyle features, including transport, school hours or shopping habits interpret ideas, intentions or emotions using context and familiar language in texts related to seasons, traditions, food and lifestyle explain cultural behaviours or concepts represented in Korean language use, including non-verbal cues, such as passing something to an older person with two hands to show respect 	<p>Compare and interpret ideas and opinions in a range of texts, and convey meaning appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> interpret and analyse key information, intent and tone in a range of familiar and unfamiliar texts, such as interpreting a travel brochure for Jeju Island and identifying persuasive language used to promote local attractions summarise and convey perspectives using context-appropriate Korean, such as presenting key points from a text about a student's future plan to study overseas mediate intercultural meaning by clarifying implicit cultural values, such as adjusting the level of directness in questions or using indirect expressions to reflect politeness or modesty

Year 7	Year 8	Year 9	Year 10
<p>Develop strategies to translate and interpret meaning in and between languages in familiar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> notice and use reference resources, including classroom posters, bilingual word lists to interpret unfamiliar Korean words and expressions, such as 우리엄마, 우리나라 translate English words into Korean using appropriate dictionary tools, including paternal aunt, maternal aunt, paternal grandmother, maternal grandmother translate short, highly familiar texts, recognising when literal translation is or is not possible, such as 잘 부탁드립니다 and discuss why the translation may differ from the literal meaning. identify culturally simple greetings or expressions, such as 안녕하세요, 감사합니다 and explain their meaning in English 	<p>Apply strategies to translate and interpret meaning in and between languages in familiar contexts</p> <p>For example:</p> <ul style="list-style-type: none"> recognise culturally specific expressions in Korean and consider how their meaning differs from English, such as 다녀오겠습니다, 잘 다녀와요, 잘 먹겠습니다, 잘 먹었습니다. practise transliterating peers' names into Korean script as a form of interpreting meaning between languages, such as Mary to 메리, Tom to 톰 use a dictionary to find the meaning and base form of common verbs related to daily and school routines, such as 수업, 있다, 없다, 어렵다, 쉽다, 재밌다, 일어나다, 자다, 가다, 오다. recognise that meaning is conveyed not only through words but also through non-verbal communication and culturally specific behaviours, such as bowing to an elder to show respect 	<p>Apply 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"> present information in English on specific cultural practices in Korean-speaking communities, such as celebrating 설날 or 추석, choosing explanations and vocabulary for an Australian audience discuss how to convey culturally bound concepts or phrases that do not translate easily, such as 김장, 한정식, 입학식, 졸업식, 중학교 and explain cultural significance use a dictionary to find the meaning and base form of common verbs related to festivals, celebrations, food and lifestyle, such as 지내다, 보내다. interpret meaning from suffixes attached to people's names, such as 님, 씨, 군, 양, and explain how they indicate respect or familiarity choose and justify the most effective translation strategy, such as context clues versus dictionary use for different cultural terms 	<p>Apply 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"> create a glossary of culturally nuanced words and phrases that are difficult to translate and comment on potential misinterpretations in English, such as 배낭여행, 꽃보다 여행, 길치, 먹방여행, 인생샷 apply advanced dictionary literacy skills to interpret authentic texts by identifying the base forms of frequently used verbs and expressions, such as travel-related verbs or those connected to future plans beyond high school extract key information and supporting details from extended texts on topics, such as travel, study or work plans. compare and evaluate alternative translations of the same text, explaining differences in accuracy, tone and cultural appropriateness

Sub-strand: Creating text in Korean

Year 7	Year 8	Year 9	Year 10
<p>Create informative, imaginative and personal texts using modelled language and textual conventions appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> create short imaginative texts for peers using familiar words and modelled language, such as 우리집에 큰곰이 살아요. 작은 토끼가 있어요. 곰은 매일 토끼와 놀아요. create short informative texts related to personal information, such as 제 이름은 정혜예요. 저는 13 살이에요. 7 학년이에요. (저는) 서호주 퍼스에 살아요. 	<p>Create informative, imaginative and personal texts, adapting rehearsed and modelled language, and textual conventions appropriate to context, purpose and audience</p> <p>For example:</p> <ul style="list-style-type: none"> create imaginative texts with linked ideas, using rehearsed descriptive language, such as 토끼가 학교에 가요. 학교에서 호랑이를 만나요. 그리고 라면을 먹어요. create informative texts about recent events and interests using time phrases and reasons, such as 저는 민수예요. 매일 일곱 시에 일어나요. 	<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 short imaginative texts using a range of descriptive expressions, time references, and emotions, such as 아침 7 시에 일어났어요. 그런데 제가 강아지였어요. 깜짝 놀랐어요. create informative texts that describe experiences and express simple opinions, such as 오늘은 친구와 같이 한국 레스토랑에 갔어요. 레스토랑에서 국수를 먹었어요. 친구는 떡볶이를 먹었어요. 	<p>Create informative, imaginative and personal texts, selecting linguistic features and textual conventions for a range of contexts and purposes, and to engage audiences</p> <p>For example:</p> <ul style="list-style-type: none"> produce informative texts presenting and justifying opinions on familiar topics, such as 한국 학생들은 교복을 입어요. 저는 교복이 편하다고 생각해요 create extended imaginative texts that develop character, setting and narrative, such as 미래에는 모든 한국 사람은 플라잉카로 여행을 해요. 그래서 한국에서 호주까지 1 시간이 걸려요.

Year 7	Year 8	Year 9	Year 10
<ul style="list-style-type: none"> create multimodal or visual texts using simple descriptive captions, such as 이분은 우리 할머니예요. 친절하세요. 그리고, 요리를 잘하세요. 	<ul style="list-style-type: none"> create digital or visual texts using familiar sentence structures and connectors, such as 먼저 아침을 먹어요. 그다음에 학교에 가요. 	<ul style="list-style-type: none"> create extended informative or imaginative texts using cohesive devices, such as 추석은 한국의 명절이에요. 추석에는 가족들이 모여요. 그리고 같이 송편을 먹어요 	<ul style="list-style-type: none"> create extended texts for specific purposes and audiences using structured paragraphs, such as 저는 내년엔 한국에 가요. 한국 문화를 배우고 싶어요.

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Strand: Understanding language and culture

Sub-strand: Understanding systems of language

Year 7	Year 8	Year 9	Year 10
<p>Recognise and use familiar linguistic features of spoken Korean</p> <p>For example:</p> <ul style="list-style-type: none"> recognise and apply the features of the 24 basic <i>Hangeul</i> letters and the Korean sound system in reading and writing familiar words and expressions recognise syllable blocks in different configurations where a consonant and a vertical vowel are positioned side by side, such as 가; where a consonant and a horizontal vowel form a vertical structure, such as 누 develop familiarity with how sounds are produced and represented in <i>Hangeul</i> recognise the differences in intonation between statements, questions, requests and commands, such as 가요, 가요? 가요! 	<p>Apply familiar linguistic features of spoken Korean to interact with developing fluency</p> <p>For example:</p> <ul style="list-style-type: none"> pronounce assimilated consonants, such as 학년 becomes 향년, 육년 becomes 용년, 국물 becomes 궁물 recognise that the correct placement of letters in written form, as opposed to pronunciation in spoken form, through dictation practice, such as 한국어가 재미있어요 becomes 한구거가 재미있쎄요, 옷이 예뻐요 becomes 오시 예뻐요, 책을 읽어요 becomes 채글 일거요 recognise that for syllable-final double consonants, in most cases only the first final consonant is pronounced, except for 닭 and 삶 	<p>Apply linguistic features of spoken Korean to interact with enhanced fluency</p> <p>For example:</p> <ul style="list-style-type: none"> pronounce Korean words correctly by changing the sounds between syllables, following Korean pronunciation rules, such as 갈이/ becomes 가치, and 먹고 becomes 먹꼬 practise reading aloud familiar texts related to tradition, seasons and lifestyle with attention to rhythm and intonation recognise variations in intonation and stress patterns to distinguish between different sentence types, emotions, or emphasis in spoken Korean 	<p>Apply a range of linguistic features of spoken Korean to further extend fluency</p> <p>For example:</p> <ul style="list-style-type: none"> understand and apply differences in the pronunciation of English and Korean versions of loan words, such as 투어, 호텔, 인터넷, 달라 and pronounce unfamiliar words 외래어 recognise and use stress patterns appropriately to separate clauses, such as placing stress on the conjunction word, as in 어제 떡볶이를 처음 먹었는데 정말 맛있었어요 understand that stress can be placed on different parts of a sentence to create different meanings, such as 어디가 아파요? ‘Where does it hurt?’, 어디가 아파요? ‘Are you unwell?’
<p>Begin to use linguistic features of Korean to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> use simple sentence structures in the subject+object+verb order to make statements or ask questions use simple particles to form subject and object marking, such as 이/가, 을/를 in 고양이가 우유를 마셔요. use connecting particles, such as 그리고, 그래서 to create texts, as in, 비가 왔어요. 그래서 우산을 썼어요. use a range of descriptive verbs to express emotions, sensory qualities or impressions, such as 신나요, 재밌어요, 신기해요 and 무서워요 understand the two number systems used in the Korean language and apply them appropriately, such 	<p>Use linguistic features of Korean to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> recognise familiar Korean expressions and sentence structures related to favourite pastimes or hobbies, and apply rehearsed sentence structures to describe these activities use a range of particles, including subject 이/가, object 을/를, and location/time markers 에, 에서, 부터, 까지, to form more detailed sentences, such as 저는 학교에서 공부해요 or 민수는 아침부터 저녁까지 일해요. use a range of action/descriptive verbs commonly used in basic interpersonal and transactional interactions, such as, 비싸요, 싸요, 바빠요, 자요 use the two number systems in Korean to convey information in extended contexts, such as using Sino-Korean numbers for dates, room and floor 	<p>Select and use a range of linguistic features of Korean to respond to and create texts</p> <p>For example:</p> <ul style="list-style-type: none"> understand the meaning of unfamiliar Korean expressions and sentence structures related to traditional festivals, associated foods, or customs, and apply rehearsed sentence patterns to describe these cultural aspects in the simple past tense Apply a variety of particles, including topic (은/는), possessive (의), and comparative (보다), in combination with subject and object markers, to express comparisons, possession and emphasis, such as 호주의 집이 한국의 집보다 커요 or 저는 김치를 다른 음식보다 좋아해요. use contrast and cause-effect grammar, such as 하지만, -으/니까, in 저는 운동을 좋아해요. 하지만 농구는 싫어요 	<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"> infer the meaning of unfamiliar Korean expressions and sentence structures related to travel, future plans or ideal careers and apply rehearsed sentence patterns to describe these aspects in the simple present or simple future tense use a range of particles for appropriate grammatical functions, such as -으/로, -보다/더, -만, -부터 and -까지, -이/랑, -와/과, -에게/-께 justify opinions using cohesive devices, such as -기 때문에, -지만, and -는데, such as 한국 음식을 좋아해요. 맵지만 맛있기 때문에 자주 먹어요. manipulate the two number systems in Korean to create detailed spoken and written texts, such as using Sino-Korean numbers for statistics,

Year 7	Year 8	Year 9	Year 10
<p>as using Sino-Korean numbers for school years, addresses and months, and using pure Korean numbers for age, counting people or objects</p> <ul style="list-style-type: none"> recognise when to use honorific forms for particular audiences, such as 나 versus 저, 	<p>numbers, and prices, and using pure Korean numbers for hours, animals or everyday items with appropriate counters</p> <ul style="list-style-type: none"> use question words to make questions, such as 누구, 무엇, 언제, 어디, 어떻게, 왜, 몇, 무슨, 어느 	<ul style="list-style-type: none"> apply the two number systems in a range of familiar and formal contexts, such as using Sino-Korean numbers for years, bus numbers, and currency amounts, and using pure Korean numbers for expressing age, duration, or the number of participants in a cultural event use a range of descriptive verbs to express qualities of people, places or events, such, 부지런해요, 정직해요, 재밌어요, 유명해요, 즐거워요. 	<p>measurements and official documents, and using pure Korean numbers in idiomatic expressions, cultural references and multi-clause sentences</p> <ul style="list-style-type: none"> use adverbs formation to modify or describe verbs, adjectives, such as 깨끗이, 조용히, 정확히, 깨끗하게, 조용하게, 튼튼하게
<p>Begin to notice and discuss similarities and differences between Korean and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> reflect on the cultural associations of individual Korean words which may be interpreted differently, such as 우리 ‘our’ can be used for 우리 선생님 ‘my teacher’, 우리 나라 ‘my country’, and kinship terms, such as 형, 오빠, 누나, 언니 are often used to address other people recognise features of simple, familiar text types, such as greeting cards, short notes or informal emails, and compare them with English explore how politeness is expressed differently in Korean and English language, such as the importance of age and levels of formality 	<p>Notice and discuss similarities and differences between Korean and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> identify and reflect on Korean words and expressions whose cultural associations extend beyond their literal meanings, such as 집 ‘home’ referring to one’s family, or 식구 ‘family members’ identify conventions of familiar text types, such as letters, emails or greeting/invitation cards and comparing them with English recognise the similarities in key features of Korean and English texts, such as stories, songs and conversations 	<p>Discuss similarities and differences between Korean and English, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> analyse Korean words and expressions that carry culturally embedded perspectives, such as 정 ‘affection/connection’ in relationships, 눈치 ‘social awareness’ in interaction apply conventions of familiar text types, such as personal letters, emails and invitations when creating simple texts in Korean, using appropriate salutations, address formats and date expressions, comparing these with equivalent English structures identify similarities and differences in the organisation and purpose of familiar Korean and English texts, such as seasonal folktales, celebration invitations and Korean food dialogues 	<p>Reflect on and discuss the use of linguistic features in Korean texts, using metalanguage</p> <p>For example:</p> <ul style="list-style-type: none"> evaluate the cultural significance of Korean words and expressions in different contexts, such as how honorific titles and kinship terms are used in workplace or formal settings, or how concepts like 효 ‘filial piety’ influence speech and behaviour manipulate travel and future-plan texts using appropriate honorifics, address structures and date/time formats, and evaluate differences from English conventions interpret and use textual conventions, such as contractions, abbreviations and acronyms in messages, and explain in English how these forms in Korean reflect changing lifestyles

Sub-strand: Understanding the interrelationship of language and culture

Year 7	Year 8	Year 9	Year 10
<p>Begin to explore how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values</p> <p>For example:</p> <ul style="list-style-type: none"> • identify words that have similar meanings and pronunciation across different languages, reflecting on the possible origins and cultural associations of these words, such as 엄마, ‘mum’, ‘mama ...’ • reflect on classroom interactions that involve cultural routines, such as saying 안녕하세요 while bowing in Korean • explore and understand the concept of ‘우리’ in Korean language that refers to things that belong to or are related to just one person, such as 우리엄마, 우리동네, 우리 학교 to express closeness, humility and a sense of shared identity 	<p>Recognise how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values</p> <p>For example:</p> <ul style="list-style-type: none"> • understand the significance of social conventions and cultural concepts, such as using 식사를 하셨어요? as a greeting • explore how politeness is expressed differently in Korean and English, such as the importance of age and relationships when choosing greetings or titles, including using 안녕하세요 with elders and casual 안녕 with close friends • recognise the difference between the personal pronouns 나 and 저 to refer to themselves and using them appropriately according to the audience, such as peers or adults • identify non-verbal expressions incorporated into Korean language use, such as making or avoiding eye contact depending on social context, and using appropriate hand gestures for pointing or beckoning 	<p>Reflect on and discuss how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values</p> <p>For example:</p> <ul style="list-style-type: none"> • recognise and describe how language reflects cultural values, such as the use of indirect speech to show modesty in Korean • identify and apply different levels of formality in Korean to suit the relationship and context, such as using -요 endings in everyday polite speech, formal styles in public speaking and casual speech with peers, and compare these with equivalent politeness strategies in English • recognise how politeness is expressed differently in Korean and English language, such as the importance of age and levels of formality 	<p>Reflect on and explain how meaning and identity are shaped by language/s, culture/s, attitudes, beliefs and values, and how these influence ways of communicating</p> <p>For example:</p> <ul style="list-style-type: none"> • recognise that politeness is expressed differently across cultures, and understand Korean etiquette features beyond language, such as indirect refusal, waiting to be invited and showing gratitude through actions • manipulate levels of formality in Korean for different audiences and evaluate differences from English in conveying respect, tone and audience awareness • reflect critically on their own reactions to culturally different communication, such as indirect disagreement or silence as respectful disagreement