

## F-10 Australian Curriculum: Languages – Korean – Foundation to Year 10 Sequence

Communicating Strand							
Using language for communicative purposes in interpreting, creating and exchanging meaning							
Sub strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Socialising	Interacting orally and in writing to exchange ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action	<b><i>Socialising and interacting</i></b>	Interact and socialise with peers and teacher to greet, introduce themselves and give basic personal information	Socialise and build relationships with peers and teacher through the exchange of personal information in relation to self, friends and family members	Describe people, places, objects and everyday routines relating to school and home environments; express feelings and share interests and preferences	Initiate and sustain interactions with peers and adults by seeking and offering ideas, expressing thoughts and feelings and making connections across different areas of interest	Initiate, sustain and extend interactions with each other and with other familiar and less familiar people, for example, by seeking and giving advice, discussing aspirations, relationships and social and cultural issues, exchanging and reflecting on different ideas
		<b><i>Taking action</i></b>	Engage in guided group activities and simple exchanges such as playing games; group singing or dancing; contributing ideas through key words, images, mimes	Participate in collaborative tasks and shared experiences such as creating and playing simple language games or dialogues that involve simple negotiation, or preparing and presenting a group display	Collaborate in group tasks and shared experiences that involve making collective arrangements, such as making decisions or suggestions in group games, or creating and performing a role-play that involves simple transactional exchanges	Taking action in collaborative tasks, activities and experiences which involve negotiation, making arrangements, problem-solving and shared transactions	Arrange and manage shared activities such as problem-solving and different types of transactions, adopting different roles to present diverse views and perspectives

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		<b><i>Building classroom language</i></b>	Interact in familiar classroom routines and follow simple classroom instructions	Participate in everyday classroom activities such as responding to teacher's instructions, attracting attention and asking for repetition	Interact in classroom activities such as creating and following shared class rules and procedures, expressing opinions and asking for permission or clarification	Participate in classroom interactions and exchanges such as giving and following instructions, clarifying meanings, explaining and describing actions and reflecting on responses	Use interactional language to elicit, offer, negotiate, report, and reflect and elaborate on opinions and ideas
<b>Informing</b>	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge	<b><i>Obtaining and using information</i></b>	Locate specific words and expressions in simple texts such as signs, titles and captions, and use information to complete guided oral and written tasks	Identify topics and key points of factual information in short spoken, written, digital and multimodal texts related to familiar contexts, routines and interests	Listen to, view and read texts for specific information drawn from a range of sources relating to social and cultural worlds in different times, places and communities, and to different learning areas	Identify, classify and compare information and ideas obtained from spoken, written, print or digital texts	Analyse, interpret and integrate information gathered from diverse sources relating to areas of interest to adolescents or young adults, making connections with own and each other's experience and with other learning areas
		<b><i>Conveying and presenting information</i></b>	Share simple information about themselves, known people, everyday objects and places of interest	Present information gathered from different types of texts relating to people, objects, places and events	Convey ideas and information in different modes to suit particular audiences and contexts on subjects of interest to young people	Present oral and written reports, summaries and comparisons of information obtained from a range of Korean texts in different modes	Construct and present texts in different formats for different audiences, taking into account own perspectives and intended purpose

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Creating	Engaging with imaginative experience by participating in, responding to and creating a range of texts, such as stories, songs, drama and music	<i>Participating in and responding to imaginative experience</i>	Participate in chants, choral and shared reading of short imaginative texts in audio-visual, print and digital media such as cartoons, stories or rhymes, and responding through play-acting, illustrating, miming or making short statements	Participate in and reflect on imaginative experiences such as digital interactive stories or video clips, identifying characters, main ideas and events, and sharing feelings or ideas by acting out responses or expressing preferences or opinions	Share responses to a range of imaginative texts in different forms including digital texts by expressing opinions and feelings about key ideas, characters and actions, making connections with own experience or feelings	Compare ways in which people, places and experiences are represented in different imaginative and expressive texts, drawing on own interpretations, those of peers and personal experiences	Review and respond to different types of creative texts in different modes, identifying aspects of the language and culture that help to create effects such as emotion
		<i>Creating and expressing imaginative experience</i>	Create captions to images for individual presentation and participate in shared performances and imaginative activities using familiar words, phrases and language patterns	Create and perform simple imaginative and expressive spoken and written texts such as dialogues or collaborative stories, using formulaic expressions and modelled language	Compose and perform a variety of creative texts based on a stimulus concept or theme, sharing them face-to-face and online to present to different audiences	Create and present imaginative texts including digital and interactive texts to entertain others, involving imagined characters and contexts	Create and present imaginative texts that express ideas through characters, events or settings, making connections between past, present and future, and between reality and imagination
Translating	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others	<i>Translating and interpreting</i>	Translate familiar words and phrases, using visual cues and word lists, explaining the meaning of particular words, gestures and expressions	Translate simple Korean words and expressions for peers, teachers and family, noticing how they have similar or different meanings when translated to English or other languages	Translate simple texts identifying words and expressions that may not readily correspond across languages, and expanding descriptions or giving examples where necessary to clarify meaning	Compare own translation of texts with others, discussing differences and possible reasons and alternatives, and reflecting on how to make connections between meanings in different languages	Translate texts for different audiences and contexts, and reflect on how cultural values, attitudes, assumptions and world views are differently encoded in languages

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		<b><i>Creating bilingual texts</i></b>	Create labels, captions or short statements in Korean and English for the immediate learning environment and for familiar objects or images	Create simple bilingual resources for their learning and for the school community	Create bilingual texts and resources such as signs, notices, captions, displays, websites or word banks for own learning, and share them in the school community and with learners of Korean in the virtual community	Create texts in Korean and English on same themes or events in different modes such as digital photo stories, short video clips or cartoons, and provide subtitles, captions or commentaries in either language to help meaning	Create bilingual texts that reflect aspects of Australian culture (for example, Christmas celebrations) for Korean-speaking audiences in the school and wider community including virtual communities, reflecting on how meaning can be conveyed effectively
<b>Reflecting</b>	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes communication and identity	<b><i>Reflecting on the experience of intercultural communication</i></b>	Notice aspects of Korean language and culture that are 'new', sharing how interacting in Korean can be different to interacting in own language/s	Share own experiences of communicating and using language/s, noticing how these are influenced by their own culture/s	Examine their perceptions of and reactions to Korean culture embedded in the language, and reflect on the relationship between language and culture	Reflect on the experience of using Korean to communicate in different social situations and on their individual responses to differences in language use	Examine and modify own cultural assumptions and practices, taking responsibility for language use and choices, and recognising the significance of shared responsibility and mutual effort in intercultural communication
		<b><i>Reflecting on self as language user and how identity is shaped by interaction</i></b>	Recognise themselves as members of different groups, including the Korean class, the school, their family and community, and consider their roles within these different groups	Associate themselves with wider networks such as clubs, countries or language-speaking communities, and reflect on how being a Korean language user broadens these networks	Explore connections between aspects of identity such as nationality, ethnicity and language use, considering how these are related to culture and own identity, and to learning Korean language and culture	Create spoken, written or multimodal texts that reflect significant experiences related to the experience of learning Korean language and culture	Investigate different aspects of their personal sense of identity, considering how learning and experiencing Korean language and culture have (or have not) changed own sense of identity, views or attitudes

Understanding Strand							
Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange.							
Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Systems of language	Understanding the language system, including sound, writing, grammar and text	<b>Sound and writing systems</b>	Recognise the sounds of the Korean language and the forms of Hangeul syllable blocks, and understand that the syllable block is the basic unit of writing in Korean, associating individual syllable blocks with their pronunciations	Recognise characteristics of Korean pronunciation and intonation patterns, the alphabetical nature of Hangeul, and the structural features of individual syllable blocks including 받침	Understand the relationships between letters and sounds, and between intonation and punctuation/printing conventions in Korean, applying this understanding to own speech, reading and writing	Use appropriate pronunciation rules and writing conventions to produce and read short texts in Korean that include some less familiar language	Apply features and rules of Korean pronunciation and Hangeul to understanding and producing a range of texts for different audiences and purposes
		<b>Grammatical system</b>	Recognise some basic features of the Korean grammatical system, such as the verb-final rule, the sentence-final -요, and notice chunks in which a noun or pronoun is combined with a case marker as part of a sentence	Understand and use key grammatical forms and structures such as basic pronouns and case markers and the polite verb ending -어/아요 in own simple language production, and recognise politeness embedded in humble or honorific forms such as 저 and -(으)세요	Understand and use aspects of the Korean grammatical system such as verb conjugations, suffixes, some particles, basic conjunctions and the honorific system, building a metalanguage to talk about basic grammatical features in Korean	Understand and use grammatical forms and structures such as suffixes for tense, honorifics and polite style marking, and auxiliary verbs and particles, using appropriate metalanguage to identify or explain forms, structures and parts of speech	Understand how grammatical elements, such as particles and suffixes, impact on higher levels of grammar, such as tense, mood, honorification, speech level and formality, and on meaning-making from the phrasal level to that of the entire text

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Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
		<b>Vocabulary knowledge</b>	Notice and use simple vocabulary to identify familiar objects and to describe simple actions, states or qualities in familiar contexts	Recognise and use vocabulary to describe familiar people, objects and places, and basic routines, including Sino- and pure Korean number words with basic counters, words for colours, names of sports	Identify and use appropriate terms and expressions, such as honorific and qualifying words and counters for specific purposes and contexts	Understand and use some words and expressions that reflect Korean culture, noticing those that need additional explanation to convey their original meaning in translation	Understand and use vocabulary that conveys abstract ideas and establishes register and style for specific audiences
		<b>Text structure and organisation</b>	Notice and identify different types of simple spoken, written and digital texts used for different purposes in familiar contexts	Recognise differences in language features and text structures in different types of texts, including those in digital form, used in familiar contexts	Identify and use distinctive features of different types of spoken and written texts in Korean such as salutations in different contexts	Examine grammatical structures and features and vocabulary in a range of personal, informative and imaginative texts in spoken and written modes, noticing how these contribute to textual cohesion, and compose short texts for different purposes considering cultural aspects involved	Analyse and compose different types of texts in spoken and written modes for different purposes such as information exchange, social and cultural interaction or sharing imaginative experiences, using appropriate linguistic, textual and cultural elements

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Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
Language variation and change	Understanding how languages vary in use (register, style, standard and non-standard varieties) and change over time and from place to place	<i>Language variation in practice</i>	Recognise that there are different words and expressions used by Korean speakers to address and greet people in different contexts and situations	Build understanding of the variability of language use in Korean, for example, in relation to the age and relationship of participants	Recognise that variables such as age and personal and social relationships impact on language use in Korean, considering similar variations in language use in English and other languages represented in the classroom	Explore how language use varies according to context, purpose and audience and to the mode of delivery and the relationship between participants	Examine variations and expectations reflected in Korean language that relate to roles, relationships and contexts of interactions, considering how and why these differ from interactions in English or in other languages represented in the classroom
		<i>Language change</i>	Recognise that languages change continuously and borrow words from each other	Understand that languages change over time and influence each other through contact and cultural exchanges	Recognise the dynamic nature of languages and cultures, and the changing and influential relationships that exist between languages	Explore and reflect on the impact of social, cultural and intercultural changes such as globalisation and new technologies on Korean as a language of local, international and virtual communication and on their own individual use of language	Reflect on the dynamic and ecological nature of language that interacts with constantly changing environments such as contact with different languages and cultures and changing sociocultural circumstances in local and global contexts, identifying and illustrating examples from Korean language forms and uses

Understanding Strand							
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Sub Strand	Description	Thread	Foundation to Year 2	Years 3 and 4	Years 5 and 6	Years 7 and 8	Years 9 and 10
		<b><i>The nature, function and power of language</i></b>	Recognise that Korean is one of many languages spoken in multicultural Australia and in the world	Reflect on and share their experience when using Korean and when using own language/s, recognising cultural elements that may cause different feelings	Investigate how language can be used to influence people, ideas and the understanding of cultures	Explore the power and influence of language in local and global contexts	Explore how language shapes thoughts and world views and mobilises action
<b>Role of language and culture</b>	Analysing and understanding the role of language and culture in the exchange of meaning	<b><i>Analysing language and culture in intercultural exchange</i></b>	Understand that ways people use language reflect their culture, such as where and how they live and what is important to them, finding examples of similarities and differences between Korean and Australian ways of communicating	Compare and reflect on different ways of using language in everyday situations in Korean, Australian and other cultures, sharing ideas about possible reasons for the differences and variations	Explore how beliefs and value systems are reflected in everyday language use	Analyse how beliefs and value systems are reflected in language use and communicative behaviours, and reflect on how what is considered normal in communication varies across cultures	Understand that language and culture are interrelated and reflect on how they shape and are shaped by each other

**Languages-Korean-Year 7-10 (Year 7 Entry) Sequence**

<b>Communicating Strand</b>				
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<b>Sub Strand</b>	<b>Description</b>	<b>Thread</b>	<b>Years 7 and 8</b>	<b>Years 9 and 10</b>
<b>Socialising</b>	Interacting orally and in writing to exchange, ideas, opinions, experiences, thoughts and feelings; and participating in planning, negotiating, deciding and taking action	<b><i>Socialising and interacting</i></b>	Interact with peers and teachers, using appropriate language and gestures to exchange greetings, wishes, and information about self, family and friends, routines, events, leisure activities, interests, likes and dislikes	Initiate and sustain interactions to develop relationships with peers and adults, to exchange ideas, opinions and feelings and to reflect on own and others' responses
		<b><i>Taking action</i></b>	Participate in collaborative activities that involve planning, making arrangements, negotiating and transacting, using different modes of communication	Contribute to collaborative planning, decision-making, problem-solving and transactions, providing ideas or suggestions and considering options
		<b><i>Building classroom language</i></b>	Engage in routine classroom interactions and activities, developing language for a range of basic classroom functions and processes	Use classroom language to participate in shared activities and everyday routines, such as asking for clarification and responding to others' requests and questions
<b>Informing</b>	Obtaining, processing, interpreting and conveying information through a range of oral, written and multimodal texts; developing and applying knowledge	<b><i>Obtaining and using information</i></b>	Identify and classify factual information obtained from a range of spoken, written, digital and multimodal texts encountered in the media and in public spaces	Extract information from a range of short spoken, written, digital or multimodal texts in Korean, analysing and organising the information for particular audiences
		<b><i>Conveying and presenting information</i></b>	Present ideas and information obtained from different sources in a variety of ways for a different audiences such as listing, tabulating, sequencing or charting information	Convey ideas or viewpoints from different perspectives to various audiences in familiar contexts using different modes of presentation

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<b>Creating</b>	Engaging with imaginative experience by participating in responding to and creating a range of texts, such as stories, songs, drama and music	<b><i>Participating in and responding to imaginative experience</i></b>	Participate in imaginative experiences by listening to, viewing and reading texts, including online or digital texts, such as songs, stories and cartoons, sharing feelings, responses and ideas about aspects such as characters, settings and plots/events	Respond to imaginative texts such as stories, films or illustrations, explaining messages and key ideas, stating views on themes, events and values, and making connections with own experiences
		<b><i>Creating and expressing imaginative experience</i></b>	Create and perform a range of texts that express imagined experiences or events	Create imaginative texts that draw on past experiences or future possibilities for the purpose of self-expression and performance for others
<b>Translating</b>	Moving between languages and cultures orally and in writing, recognising different interpretations and explaining these to others	<b><i>Translating and interpreting</i></b>	Translate simple idiomatic phrases and short texts such as labels, signs or short dialogues from Korean to English and vice versa, explaining perceived differences in meaning between the two versions	Translate and interpret informative and imaginative texts for peers and the community, taking account of different audiences and contexts, identifying and explaining culture-specific aspects
		<b><i>Creating bilingual texts</i></b>	Create bilingual texts that refer to experiences, objects or events commonly encountered in both Australian and Korean contexts, considering how easily words or expressions translate and why some are more difficult to translate than others	Create bilingual texts for the wider community, such as notices, instructions, promotional material, performances or announcements, considering cultural aspects of each language
<b>Reflecting</b>	Participating in intercultural exchange, questioning reactions and assumptions; and considering how interaction shapes	<b><i>Reflecting on the experience of intercultural communication</i></b>	Engage with Korean speakers and resources in the school and wider community through various media, including online technologies, noticing how interaction involves culture as well as language	Interact with Korean speakers and resources, recognising that intercultural communication involves shared responsibility for meaning-making

## Communicating Strand

Using language for communicative purposes in interpreting, creating and exchanging meaning

Sub Strand	Description	Thread	Years 7 and 8	Years 9 and 10
	communication and identity	<b><i>Reflecting on self as language user and how identity is shaped by interaction</i></b>	Reflect on own identity, including identity as a user and learner of Korean, comparing observations made about experiences over time	Reflect on own identity and on how it is affected by the experience of Korean language learning

<b>Understanding Strand</b> Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange				
Sub Strand	Description	Thread	Years 7 and 8	Years 9 and 10
<b>Systems of language</b>	Understanding the language system, including sound, writing, grammar and text	<b><i>Sound and writing systems</i></b>	Recognise features of the Korean sound and writing systems including Hangeul, making connections between spoken and written Korean texts	Understand and use key features of Korean sound and writing systems, including pronunciation, intonation and print conventions, applying this understanding to own speech and writing
		<b><i>Grammatical system</i></b>	Understand and use aspects of the Korean grammatical system to form simple sentence structures, and identify features that are either specific to Korean or similar to English	Extend grammatical knowledge of Korean language, including the range of forms and functions of particles, suffixes, verb endings and irregular verb forms
		<b><i>Vocabulary knowledge</i></b>	Recognise and use vocabulary relating to familiar environments and activities such as home, school, daily routines, leisure activities and cultural celebrations	Understand and use a range of vocabulary associated with different aspects of everyday life, such as basic honorific or humble words, and identify culture-embedded words and expressions
		<b><i>Text structure and organisation</i></b>	Recognise textual structures and features characteristic of familiar personal, informative and imaginative texts, noticing how they contribute to the making of particular meaning	Analyse and compose different types of texts, considering issues such as coherence, cohesion, and the relationship between textual conventions and audiences and contexts
<b>Language variation and change</b>	Understanding how languages vary in use (for example, register, style, standard and non-standard varieties) and change over time and from place to place	<b><i>Language variation in practice</i></b>	Recognise that Korean language use varies according to contexts, situations and relationships	Explore how Korean is used in varying ways for different purposes and audiences in different social and cultural contexts and situations by comparing different registers and styles used in texts in different modes
		<b><i>Language change</i></b>	Understand the dynamic nature of Korean and other languages	Explore and reflect on the nature of language change in response to changing cultural and social conditions

## Understanding Strand

Analysing and understanding language and culture as resources for interpreting and shaping meaning in intercultural exchange

Sub Strand	Description	Thread	Years 7 and 8	Years 9 and 10
		<b><i>The nature, function and power of language</i></b>	Explore how language use and communicative practices can influence people's lives, thoughts and perceptions	Understand the symbolic nature and power of language in local and global contexts
<b>Role of Language and Change</b>	Analysing and understanding the role of language and culture in the exchange of meaning	<b><i>Analysing language and culture in intercultural exchange</i></b>	Identify beliefs, attitudes and value systems reflected in their own everyday language use in English, other languages and Korean, comparing ways of communicating across cultures	Analyse and comment on cultural and linguistic practices in different contexts and reflect on own and others' communicative practices