Languages – Korean – Year 7-10 (Year 7 Entry) Sequence – Sequence of achievement

Achievement Standard	Years 7 and 8	Years 9 and 10
	By the end of Year 8, students use Korean to interact with each other and teachers in classroom routines and activities, exchanging greetings, wishes, experiences, interests and information. They approximate different sounds and intonation patterns of Korean during spoken interaction, and construct and combine Hangeul syllable blocks appropriately to write words and sentences. They greet each other using formulaic language (for example, 안녕하세요?; 만나서 반가워요; 안녕히 가세요/계세요) and exchange basic personal information. They ask and respond to simple questions using an –이에요/예요 or –어/아요 verb ending appropriately (for example, 13살이에요; 이것/저것이 뭐예요?; 뭐 (무엇을) 해요?; 수영해요). They maintain interaction by using formulaic expressions or set phrases to give simple feedback (for example, 알아요/ 몰라요, 네/아니요, 맞아요/틀려요) and to offer their own opinions (for example, 제 생각에는/으로는 ...이/가 맞아요). Students give and follow simple instructions such as 일어나세요, 앉으세요, ..., make simple arrangements (for example, 같이 가요, 언제 만나요?) and engage in transactions such as making and responding to polite requests (for example, 아이스크림 주세요). They negotiate wishes and express possibility or capability using set phrases (such as ...–고 싶어요, ...–(으)ㄹ 수 있어요). Students use familiar vocabulary to describe familiar objects, people, pets, routines and contexts (such as 책, 사과, 빨간색, 아버지, 어머니, 고양이, 월요일, 화요일, ..., 주말, 학교, 집) and appropriate grammatical elements such as basic case markers and particles, for example, –은/는, –이/가, –을/를, –에, –에서, –하고 and –(으)로 (as an instrumental case particle) in simple sentences. They describe present and past events (for example, 영화가 재미있어요; 영화가 재미있었어요) and express aspects of action or appearance in set phrases (such as ...–고 있어요, ... 같아요). They ask questions using a range of question words, and make negations by using 안/못 for common verbs and by replacing copula ...이에요/예요 with a set phrase ...이/가 아니에요. They describe quality or state (for example, 좋아요, 예뻐요, 재미있어요/재미없어요, 커요/작아요, 맛있어요/맛없어요) and action (for example, 가요, 먹어요, 좋아해요, 공부해요), and use a suffix –었/았– for past events (for example, 갔어요). Students refer to themselves using different forms of first person pronouns (for example, 저, 제, 나, 내, 우리) appropriately and refer to objects using pronouns 이것, 저것 or 그것 according to the context. They use some honorific words and suffixes as part of formulaic expressions (for example, 드세요, 선생님). They express numbers using pure Korean and Sino-Korean number systems, basic counters and Arabic numerals with appropriate pronunciation, in appropriate word order (for example, 사과 한 개, 학생 세 명, 12살, 8 학년). They create texts using modelled sentence structures, formulaic expressions and set phrases. They build text cohesion by using basic qualifying adverbs (such as 아주, 잘, 빨리, 같이), time adverbs (such as 어제, 오늘) and basic conjunctives (such as 그리고, 그러나) and by maintaining consistency in the use of polite verb endings and honorific elements. Students translate texts, predicting meanings by relying on knowledge of their first language, of textual features and of key words, including loan words from English. They create simple bilingual texts in	By the end of Year 10, students use written and spoken Korean to interact with peers, teachers and other Korean speakers in face-to-face, local and virtual communications. They exchange information and opinions about personal and immediate interests and experiences and about broader topics of interest to young people such as environmental issues, globalisation or technology. They approximate pronunciation of polysyllabic words, making mostly appropriate changes in sounds on syllable boundaries (for example, pronouncing such words as 한국어, 같이, 감사합니다, 먹고 and 어떻게 as항구거, 가치, 감사함니다, 먹꼬 and 어떠케).They write Hangeul following writing conventions. Students initiate conversations (for example, 지금 뭐 해요? 어디 가요?), and sustain interactions by asking and responding to each other and building on each other's responses (for example, 주말에 시간 있어요? 네, 토요일 오후에 시간 있어요. 토요일 아침에 뭐 해요? 아홉 시부터 열 두 시까지 운동해요, …). They use appropriate facial expressions and gestures. They express understanding (for example, 알겠어요; 모르겠어요), request clarification (for example, 무슨 뜻이에요? 다시 설명해 주세요), ask for opinions (for example, 어떻게 생각해요?) and provide their own opinions using reflective language as set phrases (for example, 글쎄요, 아마 ..., 제 생각에는 …, …–(으)ㄴ/는 것 같아요). They ask for and make suggestions (for example, 무엇을 할까요? 해 보세요). Students analyse and extract information from different print, digital and multimodal sources, drawing on the context to help comprehension and using their knowledge of vocabulary, grammatical forms and structures relating to time, location, cases, honorifics, basic sentence types and text formats. They create and present informative and imaginative texts in different formats and in different modes, expressing experiences and views for different purposes and audiences. They use a range of particles for various functions and modify a noun using an adjective form of a descriptive verb suffixed by –(으)ㄴ (for example, 예쁜 꽃). They use some irregular verbs (such as 들어요, 추워요) and verb phrases in complex structures as set phrases to express provision (for example,읽어 주세요), prohibition (for example, 쓰지 마세요), trial (for example, 입어 보세요) and ideas or events relating to the future (for example, 갈 거예요, 할까요?). They express two ideas or events in different relationships using conjuinctors such as –어/아서, –고, –(으)면 or –지만 as appropriate to connect clauses. Students make comparisons using –보다 더 … (for example, 오늘이 어제보다 더 추워요) and express time duration using … 때/동안 (for example, 방학 때, 일 년 동안). They express the relative frequency of events using adverbs such as 가끔, 보통, 자주, 언제나 and the relative locations of objects/people using location words (such as 앞, 뒤, 위, 아래, 옆) in a formula: a noun + a location word + 에 (for example, 식탁 위에). They refer to self using either 나 or 저 appropriately according to the context. They use some basic conjunctive adverbs such as 그래서, 그런데, 그렇지만 and 하지만 to establish cohesion in texts. Students translate and create simple bilingual texts across Korean and English, comparing different versions, identifying reasons for different interpretations and ways to retain and convey original meanings in translated texts. They recount their reactions to intercultural experiences and exemplify how their personal experiences and assumptions influence their language use and perspectives.

Students explain how language use is adjusted to different purposes and audiences in different contexts and situations by providing examples from differing spoken and written forms of Korean. |

different modes and formats, identifying culture-embedded language such as 우리 used in the context where it means 'my' in English (for example, 우리 집, 우리 선생님). They compare their experiences of learning and using Korean, identifying how the experience of learning Korean has broadened their intercultural perspectives and understanding of other cultures.

Students describe how Korean is used not only in Korea and in the Korean community in Australia but also in the global context. They explain how languages and cultures change through contact by giving examples of Korean words known and used in other languages, loan words in contemporary Korean borrowed from English, and words with similar meanings or pronunciation across languages such as Korean, Chinese, Japanese and some European languages. They demonstrate their understanding of the alphabetic nature of Hangeul by identifying consonant and vowel letters and explaining how to combine them to construct a syllable block and explain how Hangeul was created to correspond to the Korean sound system. Students explain basic features of Korean and English using metalanguage and applying their understanding of rules for writing Hangeul, for pronunciation, for grammar and for text organisation in Korean. They identify how politeness is expressed explicitly and systematically through grammar and vocabulary in Korean and describe how the level of politeness in speech style is determined by the age and social relationships of participants in interactions in Korean. They describe how the spoken and written forms of a language change over time for example, by differentiating between older and modern versions of Hangeul script. They demonstrate their understanding of the close relationship between language and culture by describing how Korean language reflects ways of thinking and behaving associated with Korean people and their lifestyles. They adjust their language use to suit situations and contexts and use non-verbal elements in culturally appropriate ways when using Korean.

They compare situations where it is or is not appropriate to use 반말 and other features of language such as text messaging or colloquial forms of expression in Korean, English or other known languages. They describe how languages change over time and through contact with other languages and cultures by identifying possible examples of such change in Korean and other languages. They relate grammatical elements in Korean such as case markers, particles, suffixes, and verb endings to their grammatical functions by explaining them using metalanguage (case, politeness, honorification, 반말, 높임말, native Korean/Sino-Korean). Students explain how cultural values and ideas are embedded in language use, including their own, and identify how language reflects ways of thinking, views of the world and everyday cultural routines, drawing on examples from Korean, English and other languages.