

Korean Years 9-10 Course Overview – Year A 2022 (Year 7 entry)

Further information can be found in the Module and Lesson Plans for this language.

| Term 1 | Term 2 | Term 3 | Term 4 |
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| Module 1: WHO DO YOU THINK YOU ARE? KEY QUESTIONS: Is self-introduction universal? What do I share about myself? KEY CONCEPTS: Self, relationship, representation KEY PROCESSES: Interacting, reflecting, expressing, interpreting, comparing | Module 2: FUTURE YOU KEY QUESTIONS: What will I become? How much say do I have in this? KEY CONCEPTS: Self, career, identity KEY PROCESSES: Researching, reflecting, expressing, interpreting | Module 3: 등산 MOUNTAIN HIKING KEY QUESTIONS: What's so good about hiking? Where are some of the best places to go hiking? KEY CONCEPTS: Custom, social experience, past time KEY PROCESSES: Discussing, reflecting, expressing, interpreting, comparing, explaining | Module 4: LIVING AT SCHOOL KEY QUESTION: Can school be home? KEY CONCEPTS: Relationship, social experience, routine KEY PROCESSES: Interacting, reflecting, expressing opinions, interpreting, comparing |
| CONTENT DESCRIPTIONS SOCIALISING 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 INFORMING Convey ideas or viewpoints from different perspectives to various audiences in familiar contexts using different modes of presentation | CONTENT DESCRIPTIONS INFORMING Extract information from a range of short spoken, written, digital or multimodal texts in Korean, analysing and organising the information for particular audiences REFLECTING Reflect on own identity and on how it is affected by the experience of Korean language learning SYSTEMS OF LANGUAGE Analyse and compose different types of texts, considering issues | CONTENT DESCRIPTIONS SOCIALISING Contribute to collaborative planning, decision-making, problem-solving and transactions, providing ideas or suggestions and considering options INFORMING Extract information from a range of short spoken, written, digital or multimodal texts in Korean, analysing and organising the information for particular audiences | CONTENT DESCRIPTIONS INFORMING Convey ideas or viewpoints from different perspectives to various audiences in familiar contexts using different modes of presentation TRANSLATING 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 |

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| <p>REFLECTING</p> <p>Interact with Korean speakers and resources, recognising that intercultural communication involves shared responsibility for meaning-making</p> <p>SYSTEMS OF LANGUAGE</p> <p>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</p> | <p>such as coherence, cohesion, and the relationship between textual conventions and audiences and contexts</p> <p>LANGUAGE VARIATION AND CHANGE</p> <p>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</p> | <p>LANGUAGE VARIATION AND CHANGE</p> <p>Explore and reflect on the nature of language change in response to changing cultural and social conditions</p> | <p>REFLECTING</p> <p>Reflect on own identity and on how it is affected by the experience of Korean language learning</p> <p>SYSTEMS OF LANGUAGE</p> <p>Extend grammatical knowledge of Korean language, including the range of forms and functions of particles, suffixes, verb endings and irregular verb forms</p> |
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Korean Years 9-10 Achievement Standard

Yr. 9-10 (Yr. 7 entry)

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 as 항구거, 가치, 감사합니다, 먹꼬 and 어떡케). 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, 글썄요, 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 adjectival 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 conjunctions 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. 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.

Yr. 9-10 (F-10 sequence)

By the end of Year 10, students use written and spoken Korean to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use Korean to access and exchange information on a broad range of social, cultural and environmental issues of interest to young people. They initiate, sustain and extend spoken and written exchanges in interactions and transactions by asking and responding to open-ended questions, eliciting opinions (for example, 어떻게 생각해요?; 어디에서 ...-(으)면 좋을까요?), requesting elaboration (for example, 왜 ...을/를 좋아해요?; 어떻게 그렇게 되었어요?) and providing their own opinions (for example, 저는 민수가 맞다고 생각해요; 저는 4 번이라고 생각했어요) and information when requested. They use non-verbal communication strategies such as facial expressions, gestures, pausing or pitching, and give verbal feedback expressing empathy, down-toning, acknowledging or expressing indirect disagreement using reflective language (such as 그렇지요?; 좋았겠어요; 아마; 글썄요; 아, 그렇군요; 아닌 것 같은데요; 정말 그럴까요?). They make suggestions in relation to topics of conversation (for example, 여러분도 한번 한국에 가 보세요) and consider options, using a range of suffixes and complex/idiomatic structures indicating the future in verb phrases (such as -겠 -, -(으)려면요, -(으)르 계획이에요, -(으)르 거예요, -(으)면 좋을까요?). They make decisions comparing options using ...보다 더 ... and providing reasons for decisions (for example, 기차가 버스보다 더 편리하니까 기차로 가요). Students locate and evaluate information from a range of sources, and analyse, interpret and integrate information from diverse perspectives. They create informative and imaginative texts, using a range of case markers, including honorific forms, particles and verb phrases in complex structures (such as -지 않다/못하다, -(으)르 뻔하다, -(으)ㄴ/는/(으)ㄴ 것 같다, -러 가다), and describing two related ideas or events in different relationships by connecting two clauses in a sentence (for example, 비가 올 것 같으니까 우산을 가져 가세요; 거기에서 노래하는 사람이 누구예요?). They use a range of abstract words, selecting vocabulary suitable for the target audience, purpose and context. They maintain the cohesiveness of the text by keeping consistency in terms of speech level and style and honorific elements, and by using cohesive devices such as conjunctors (such as -(으)니까, -다가, -(으)ㄴ/는데, -(으)면서), conjunctive adverbs

(such as 하지만, 그러므로, 그러니까) and ellipsis. Students translate and create bilingual texts across Korean and English, providing and comparing alternative versions, identifying ways to interpret and convey embedded meanings in culture-specific terms or expressions that are language-specific. They compare their intercultural experiences, referencing their current and past senses of identity, views and attitudes in relation to their ways of using language.

Students describe how spoken and written Korean vary and are modified according to contexts, audiences and purposes. They exemplify such adjustments (for example, changes to pitch or speed of speech, use of contractions or 반말, choice of vocabulary, and level of politeness and formality), explaining possible reasons for particular adjustments. They describe how languages change and borrow from, build on and blend with each other, giving examples in relation to Korean and languages such as English, Chinese and Japanese that share social, cultural and historical relationships. They explain how language influences ways of thinking, views of the world and human relationships. Students use metalanguage to explain aspects of the Korean language such as tense, suffix, honorification, adverb, modification, speech level (for example, 반말, 높임말), and politeness. They assess their own language use and cultural practices from multicultural perspectives and the meaning and impact of multiculturalism from various perspectives.

Please note: This Course Overview may change to accommodate students' prior knowledge and/or combined year levels.