

Communicating		
Socialising		
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
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
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
Informing		
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
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
Creating		
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
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
Translating		
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
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
Reflecting		
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
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
Understanding		
Systems of language		
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
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
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
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
Language variation and change		
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
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
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
Role of language and culture		
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

Foundation – Level 2

Levels 3 and 4

Levels 5 and 6

Achievement Standard		
<p>By the end of Level 2, students interact with peers and teachers through play- and action-related talk, exchanging greetings and introducing themselves (for example, 안녕하세요?; 안녕?; 저는 ...이에요/예요 used as a set phrase) with gestures. They respond to question cues (such as 뭐예요?) by naming objects with single words (for example, 눈! 코! 입! 고양이!) or using short, simple sentences as set phrases (for example, 눈이에요, 고양이에요). They respond to teacher instructions such as 따라 하세요, 일어나세요 by imitating the teacher’s actions or speech, and to the teacher’s simple closed-ended questions by giving short answers such as 있어요/없어요 or 네/아니요. They make simple requests using ... 주세요 and thank each other or the teacher using 고맙습니다 with appropriate gestures. They mimic and approximate Korean pronunciation of simple words, and locate and read specific words such as names of people or objects provided in familiar types of short texts. Students present simple information relating to themselves, their friends or everyday objects, using simple words and set phrases. They create and perform their own simple texts using modelled examples and formulaic language. Students use vocabulary related to their class and home environments. They use the personal pronoun 저, basic particles -은/는, -이/가 and -을/를 as part of formulaic chunks ending with -어/아요 or -이에요/예요 (for example, 저는 고양이가 없어요). They match simple Korean and English texts written in <i>Hangeul</i> and English such as 로버트 and <i>Robert</i>, and identify familiar objects in both languages. Students explain aspects of Korean language and culture in everyday language use, such as ways of greeting and thanking, identify differences or similarities to their own language/s and culture/s, and discuss the experience of learning and using the Korean language.</p> <p>Students discriminate Korean sounds and script from those of English and other languages. They identify the syllable block as the unit of writing and associate individual syllable blocks with their pronunciations. They identify their own names written in Korean using syllable blocks (for example, 로버트, 마크) and pronounce them using Korean sounds. Students identify -요 at the end of a sentence as indicating some polite meaning. They identify 저 as referring to self and 저는 as an equivalent to 'I' in a sentence. They choose between -이에요 and -예요 when they construct a sentence using a copula (for example, 재키예요; 마이클이에요). They identify Korean language as the language of Korea and as one of the many languages used in Australia and in the world. Students identify some loan words from other languages and Korean words used in Australia and other countries. Students identify differences and similarities between their own and others' languages and cultures.</p>	<p>By the end of Level 4, students use Korean to interact in classroom routines, action-related talk and play with teachers and peers. They exchange personal information relating to aspects such as age or interests, using simple questions and short statements as set phrases (for example, 몇 살이에요? 아홉 살이에요; ...이/가 좋아요? 네, 좋아요). They use formulaic language to express rapport with others (for example, 아, 그래요? 나도 좋아요). Students respond to instructions for familiar classroom routines and activities taking required actions (for example, 해 보세요, 들으세요, 읽으세요) and to simple questions (for example, 이게 뭐예요? 누구예요? 몇이에요? 오늘 뭐 해요?) with set phrases ending in -이에요/예요 or -어/아요 (for example, 책상이에요; 벤이에요; 구예요; 학교에 가요). They ask for repetition (for example, 다시 해 주세요) and for a turn to ask a question (for example, 질문 있어요) and negotiate requests using simple language (for example, ... 있어요? 네, 있어요/아니요, 없어요; 빌려 주세요; 여기 있어요). Students identify key words or topics from simple oral, visual and written texts, using cues such as context, graphics, familiar vocabulary and language features to support understanding. They present simple information in texts in different formats and create and perform their own texts with the support of modelled language and other resources. Students approximate the sounds, rhythms and intonations of spoken Korean and write familiar words in <i>Hangeul</i> with some accuracy. They create simple sentences in their speech and writing, using basic case markers (such as -은/는, -이/가, -을/를, -에) and a particle -도 as an inseparable part of a formulaic structure: a noun/pronoun + a case marker/particle (for example, 저는 ..., 집에 ..., 나도 ...). They use common action verbs and descriptive verbs (such as 가다, 일어나다, 듣다, 좋다) as part of formulaic expressions ending in -어/아요 or its honorific form -(으)세요, varying intonation contours for statements, questions (with or without a question word), requests or commands. They ask simple questions about people, objects or numbers, using question words such as 누구/누가, 무엇/뭐 and 몇. They use contractions of demonstrative pronouns and -이 (for example, 이게, 저게 and 그게), as formulaic chunks, and vocabulary related to school (such as 학교, 책, 지우개), home (such as 집, 엄마, 아빠) and sports and leisure activities (such as 방학, 수영, 크리켓). They use vocabulary for major colours (such as 빨간색, 파란색, ...) and number expressions, choosing between native Korean and Sino-Korean number systems up to 10 as appropriate, using counters to describe ages (for example, 아홉 살), school years (for example, 사 학년) and numbers of objects (for example, 한 개), animals (for example, 두 마리) or people (for example, 세 명). Students match known Korean words or expressions with their English equivalents and create simple bilingual texts of familiar objects with support. They understand that meaning may change through translation across languages and exemplify words that could be translated differently according to context (such as 집: house/home; ... 있어요: I have .../there is (are) ...). They identify different social networks they belong to such as clubs or language-speaking communities and compare their past and current intercultural capability with reference to the experience of learning Korean.</p> <p>Students discriminate between meaningful sounds in Korean which are not distinguished in English or other languages such as /ㄱ/ versus /ㅋ/ versus /ㄲ/ or / ㅈ / versus / ㅉ /, and associate the pronunciation of simple words with their script. Students differentiate statements from questions according to intonation. They identify simple consonant and vowel letters in <i>Hangeul</i> and combine them to construct a syllable block. They create short texts using syllable blocks combined together to form a word. They apply their understanding of Korean and English having different grammatical systems by using appropriate word order (subject-object-verb) and case-marked formulaic chunks (for example, 저는, 사과를) in simple Korean sentences. They identify differences between Korean and English in some aspects of language use such as naming conventions or ways of addressing people. They apply their understanding of the importance of politeness in using Korean and select the appropriate form of language to acknowledge age and social relationships when greeting (for example, 안녕? versus 안녕하세요?; 안녕히 가세요/안녕히 계세요 versus 잘 가/잘 있어). They identify aspects of language use in both Korean and English that people from other cultures might or might not regard as appropriate, such as ways of greeting or (not) making eye contact during interactions.</p>	<p>By the end of Level 6, students engage in classroom interactions to carry out collaborative tasks, to exchange information and to express feelings and ideas related to specific contexts, personal interests and daily routines at home and school. They ask and answer questions with appropriate intonation and gestures, changing sounds on syllable boundaries in a word as appropriate (for example, pronouncing words such as 한국어, 같이 and 감사합니다 as 항구거, 가치 and 감사함니다). They use simple structures for a range of functions, including making simple arrangements and conducting simple transactions (for example, 아이스크림 한 개 주세요. 얼마예요? 오천 원이에요), and some complex structures such as -도 되다 and -(으)ㄹ/는 것 같다 as set phrases to ask for permission (for example, 화장실에 가도 돼요?) and to offer their own opinions (for example, 저는 ...이/가 맞는/틀린 것 같아요). They use particles such as -(으)로, -하고 and -에서 as part of a set phrase (a noun/pronoun + particle) to indicate instrument (<i>with/in</i> ..., for example, 연필로 쓰세요, 한국어로 뭐예요?), accompaniment (<i>together with</i> ..., for example, 친구하고 쇼핑했어요) and location (<i>at/in</i> ..., for example, 학교에서 공부해요). They describe two events occurring in sequence, such as daily routines, using two sentences with a 그리고 at the beginning of the second sentence or the -고 coordination (for example, 밥을 먹어요. 그리고 운동해요; 밥을 먹고 운동해요), and past experiences using a suffix -었/았-(for example, 캔버라에 살았어요). They negate statements (for example, 안 가요, 못 먹었어요) and construct questions about reasons, prices and opinions/feelings, using set phrases such as 왜요? 얼마예요? and 어때요?/어땠어요? (for example, 영화가 어땠어요?). They use descriptive language (such as 예뻐요, 멋있어요) and manner and time adverbs (such as 빨리, 천천히, 어제, 오늘, 내일). Students describe amounts of familiar items, including currency and time, using number words from either the pure Korean or the Sino-Korean number system in their appropriate forms, with a range of counters (such as 장, 잔, 권, 그루, 송이, 원, and 시) and in appropriate word order (for example, 책 세 권). They pronounce Arabic numerals appropriately according to the accompanying counters (for example, 10살, 6학년). Students locate specific information in a range of familiar spoken, written and digital texts, identifying familiar vocabulary and grammatical features to support understanding. They use simple and formulaic language with the support of structured models and scaffolding to create short texts with familiar structures and features, in various modes and formats. Students translate texts between Korean and English in familiar formats, and create their own simple bilingual texts, using known words and expressions. They provide extra information or explanations for words or expressions that have no equivalents in the other language or cannot be readily translated, such as 벼 versus 'rice as a crop', 쌀 versus 'rice as raw grains' and 밥 versus 'cooked rice or meals'. They identify aspects of Korean language in which Korean culture is embedded, such as politeness embedded in -(으)세요.</p> <p>Students differentiate between spoken and written forms of Korean by applying their understanding of rules that govern pronunciation and writing using <i>Hangeul</i> syllable blocks, and by associating spoken forms of known words with their written forms. They change verb forms using suffixes such as -었/았- and -고 by applying their understanding of grammatical elements that affect different grammatical meanings and functions. They identify the topic/subject and the object in simple sentences and explain how word order in Korean is different to English using basic metalinguistic terms such as word order, subject, object and verb. Students identify distinctive features of familiar spoken and written texts in different genres, such as language used at the beginning or closing (for example, ...에게/께; ... (으)로부터/올림), and relate them to distinctive purposes, intended audiences and social contexts of texts. Students apply their understanding of the importance of context, age and social relationships in language use during interaction, and identify age as particularly important in determining the level of politeness and formality in using Korean (for example, 미안합니다 versus 미안해요 versus 미안해). Students provide examples of how spoken and written forms of language change over time, and explain how <i>Hangeul</i> was initially created and continues to change. They explain how languages borrow words with culture-specific meanings from each other and provide such examples from Korean words borrowed from English and other languages (for example, 피아노, 케밥) and Korean words used in Australia (for example, 비빔밥 (<i>bibimbap</i>), 아리랑 (<i>arirang</i>)). Students provide relevant comments on how language is used to influence people’s perceptions (such as in advertisements or campaigns), and identify their own ways of thinking about Korean associations such as brand names or names of cultural items. They compare gestures or body languages involved in communication using Korean and other languages and identify similarities and differences across cultures. They provide examples where direct translation is not possible, such as terms or expressions that reflect cultural practices (for example, 잘 먹겠습니다/잘 먹었습니다, 식은 죽 먹기), and determine whether their equivalents exist in their own language/s.</p>