

The Australian Curriculum

Subjects	Korean
Year levels	Year 5

Years 5 and 6 Content Descriptions

Communicating

Socialising

Describe people, places, objects and everyday routines relating to school and home environments; express feelings and share interests and preferences

[Key concepts: routine, interests, leisure; Key processes: describing, corresponding, interacting]

([ACLKOC153 - Scootle](#))



Elaborations

exchanging experiences of everyday life and leisure activities using **–해요/했어요** as a chunk, for example, **오늘 한국어를 공부해요 / 어제 영어를 공부했어요**

sharing experiences and feelings such as weekend activities and likes/dislikes using **나/저도 ...–어/아요** and **나/저도 ...–었/았어요** as set phrases, for example, **나/저도 좋아요/좋았어요, 나/저도 한국어를 공부해요/공부했어요**

interacting via different modes of communication including class blogs or wikis to exchange personal information and to express opinions, for example, **... 어때요/어땠어요?**

recounting experiences with family and friends in speaking and writing, for example, in conversations, diaries or blogs (**토요일에 저는 친구하고 쇼핑했어요. 제니하고 웨스트필드에 갔어요 ...**)

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

[Key concepts: **task**, organisation; Key processes: planning, organising, decision-making]

([ACLKOC154 - Scootle](#))



Elaborations

making collaborative decisions and arrangements using Korean in traditional Korean games either in online or offline mode, for example, playing **윷놀이(yunnori)** counting (**하나, 둘, ...**), ordering (**첫 번째, 두 번째, ...**), numbering (**일, 이, 삼, ...**) and using other expressions in Korean to decide on the movement of markers

creating and performing role-plays such as simulating simple transactions that involve asking for or giving prices or asking for goods or services, for example, **얼마예요?; 오천 원이에요; 아이스크림 한 개 주세요**

allocating and swapping roles in group games or simulated transactional exchanges

Interact in classroom activities such as creating and following shared class rules and procedures, expressing opinions and asking for permission or clarification

[Key concepts: interaction, politeness; Key processes: requesting, clarifying]

([ACLKOC155 - Scootle](#))



Elaborations

expressing opinions using set phrases such as 저는 ...이/가 맞는/틀린 것 같아요, for example, 저는 미나가 맞는 것 같아요

asking for permission using ...에 가도 돼요? as a set phrase, for example, 화장실에 가도 돼요?

asking for clarification, for example, ... 이/가 한국어로 뭐예요?

giving advice and reminders to peers, for example, 빨리/천천히 해요; 숙제했어요?

Informing

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

[Key concepts: lifestyle, event, environment; Key processes: collating, comparing, tabulating]

([ACLKOC156 - Scootle](#))



Elaborations

identifying information in texts such as advertisements, conversations, brochures and announcements, and sharing this information with others in another format, for example, presenting a chart of favourite television programs or computer games

reading texts and extracting key points about an issue or topic (such as weather, types of activities for young people, daily routines), and sharing information with peers, for example, 날씨가 어때요? 비가 와요; 언제 만나요? 내일 두 시에 만나요

reading, viewing and listening to texts to collect information about concepts related to other learning areas such as the arts, humanities and science

identifying and comparing perspectives represented in spoken and written informative texts, for example, 누가 썼어요/말했어요? ...이/가 맞는 것 같아요? 왜 맞아요?

Convey ideas and information in different modes to suit particular audiences and contexts on subjects of interest to young people

[Key concepts: content, audience, purpose; Key processes: describing, reporting, using digital tools]

([ACLKOC157 - Scootle](#))



Elaborations

creating a website for a contact group of Korean students, posting information on own interests and experiences, for example, 방학, 친구, 운동, 미디어, and using resources such as sound, visuals or graphics to highlight elements which may be unfamiliar to Korean students

constructing a visual, digital or narrative profile of the local community for people arriving from overseas, collecting information from public and community texts such as fliers, newsletters, advertisements and brochures

creating a video clip to present information or ideas to a particular audience, for example, a virtual tour of the school or classroom for exchange student groups

creating an interactive display or performance to inform younger children of the benefits of learning Korean

Creating

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

[Key concepts: fact, fiction; Key process: expressing, describing, explaining]

([ACLKOC158 - Scootle](#))



Elaborations

listening to and viewing texts in various modes including those in digital mode (for example, performances, game shows and artwork), sharing opinions or feelings about them using expressions such as ... 어때요?; 좋아요/좋았어요; 재미있어요/재미있었어요

producing storyboards to represent key events in different types of imaginative texts, including captions or word bubbles to capture moods or feelings, for example, 무서워요; 행복해요; 이상해요

asking about and providing reasons for feelings and opinions using 왜요? and 왜냐하면 ... as set phrases

responding to questions about characters, events or effects in different types of imaginative texts such as puppet shows, stories and films, using modelled language to express reactions, for example, 용감해요, 예뻐요, 슬퍼요, 아파요

comparing favourite characters in stories, plays or cartoons, listing words or expressions associated with their personality (...은/는 착해요, 예뻐요, 멋있어요, 무서워요, 이상해요, ...) and explaining how they can relate to them (저는 ...이가 좋아요, 싫어요, ...)

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

[Key concepts: imagination, expression; Key processes: performing, creating]

([ACLKOC159 - Scootle](#))



Elaborations

composing texts for own and others' enjoyment and interest, for example, a description of an imaginary character, animal or event

creating texts to share with others face-to-face or online, for example, a commercial for a new product, a short film, video clip or rap, or a poster for an imagined event

creating and performing alternative versions of known songs or raps by creating lyrics with support of language model or scaffolding

creating a poem, rap or song, experimenting with rhyme and rhythm, for example, writing a shape poem, an acrostic poem or 삼행시

Translating

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

[Key concepts: correspondence, interpretation; Key processes: selecting, interpreting, translating]

([ACLKOC160 - Scootle](#))



Elaborations

creating Korean versions of Australian school signs and notices, considering why some words or expressions require freer translation than others, for example, the sports oval, the tuckshop, the office

identifying words in Korean and English that cannot be readily translated, clarifying meanings for such words by providing examples, explanations or extra information, for example, 벼 ('rice as a crop'), 쌀 ('rice as raw grains'), 밥 ('cooked rice/meals')

interpreting Korean expressions in familiar texts such as greeting cards or story titles that do not translate easily into English, for example, 생신 축하합니다, considering how these expressions reflect aspects of Korean language or culture

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

[Key concepts: bilingualism; Key processes: translating, comparing, modifying]

([ACLKOC161 - Scootle](#))



Elaborations

creating bilingual texts for digital or multimodal resources for the community, for example, a virtual tour for school with signs, notices, labels and short comments in Korean and English, for example, 조용히 하세요 ('Be quiet'), 도서관 ('Library')

creating parallel lists of informal Korean and English expressions for everyday interactions with friends and family in print and digital modes

composing bilingual texts such as posters for class or school assembly performances, events or displays, for example, 10 월 3일 개천절

constructing and co-maintaining a bilingual website with a sister- school or contact group of young learners of English in a Korean- speaking community

Reflecting

Examine their perceptions of and reactions to Korean culture embedded in the language, and reflect on the relationship between language and culture

[Key concepts: etiquette, reaction, assumption; Key processes: comparing, describing, reflecting]

([ACLKOC162 - Scootle](#))



Elaborations

finding examples of the significance of gestures across cultures, for example, (not) making eye contact when talking to older people, and reflecting on these

comparing interactions between Korean speakers and interactions in similar Australian contexts by observing them in their immediate environments or from resources such as video clips or films (for example, students and teachers, or people interacting on the street or in shops, identifying who bows at the beginning and end of the interaction, who uses –요 at the end of sentences or how they shake hands)

recognising and exploring cultural aspects embedded in or accompanying language use, for example, the use of honorifics and different terms of address

noticing the impact of their own assumptions about Korean people and culture when engaging with texts, and considering what assumptions Koreans might hold about Australian people and culture



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

[Key concepts: sense of belonging, [identity](#); Key processes: comparing, relating, reflecting]

([ACLKOC163 - Scootle](#))



Elaborations

experiencing aspects of traditional Korean culture, for example, trying on traditional costumes (한복) or carrying out traditional performances (for example, 사물놀이), and commenting on the experience, for example, 한복이 멋있어요; 한복을 입어 보세요; 사물놀이가재미있어요, comparing their experiences of Korean culture with their own culture/s, making connections between them

reflecting on their individual cultural experiences and relating these to the enrichment of their sense of identity

considering whether learning and using Korean impacts on their sense of identity either in or out of the classroom

Understanding

Systems of language

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

[Key concepts: [pronunciation](#), spelling, punctuation, correspondence; Key processes: recognising, analysing, relating, predicting]

([ACLKOU164 - Scootle](#))



Elaborations

pronouncing words following basic pronunciation rules, for example, pronouncing 한국어, 같이 and 감사합니다 as 항구거, 가치 and 감사합니다

using basic punctuation in writing, including a question mark (?) for questions and a full stop (.) for other types of sentences

recognising spacing and spelling rules in reading and writing, for example, 소라가 방에 있어요 versus 소라 가방에 있어요

comparing spacing and spelling rules in Korean with such rules in English and other known languages

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

[Key concepts: grammatical rules, grammatical terminology, forms, functions, speech levels; Key processes: classifying, applying, explaining, distinguishing]

([ACLKOU165 - Scootle](#))



Elaborations

expressing simple events occurring in the past using **-었/았-**, for example, 캔버라에 살았어요

making simple negation using **안** and **못**, for example, 비가 안 와요, 김치를 못먹었어요

expressing events occurring in sequence by using:

- conjunctive adverbs such as **그리고** at the beginning of the second of two sentences, for example, 밥을 먹어요. 그리고 운동해요
- a conjunctive suffix (clausal connective) in a coordinative structure **-고**, for example, 밥을 먹고 운동해요

using particles **-하고** (as a meaning of 'together with') and **-에서**, for example, 친구하고 쇼핑했어요, 학교에서 공부해요

using a structure, a noun + **-(으)로**, as a set phrase and understanding the meaning of the particle **-(으)로**, for example, 펜으로 쓰세요. 한국어로 뭐예요?

using the complex structures **-(으)ㄴ/는 것 같다** and **-도 되다** in the informal polite style ending **-어/아요** to express opinions and give/request permission, for example, 맞는 것 같아요; 가도 돼요?

using question words to ask about reasons and prices in set phrases **왜요?** and **얼마예요?** and asking about states, feelings or opinions using **어때요**, for example, 영화가 어땠어요?

recognising the formal polite ending **-ㅂ/습니다** and the intimate ending **-어/아, 해**, and understanding the different contexts where different levels of politeness and formality are indicated by verb endings, for example, 미안합니다/미안해요/미안해

recognising how word orders are different and syntactic functions are realised differently in simple sentences in Korean and English, for example, '저는 (subject) 사과를 (object) 먹어요 (verb)' versus 'I (subject) eat (verb) an apple (object)'

Identify and use appropriate terms and expressions, such as [honorific](#) and qualifying words and counters for specific purposes and contexts

[Key concepts: honorification, time, descriptive/action verbs, [context](#); Key processes: predicting, applying, relating]

([ACLKOU166 - Scootle](#))



Elaborations

using vocabulary to describe basic activities in school and home environments including leisure activities using common verbs such as 공부해요, 쇼핑해요, 운동해요, 먹어요, 살아요, ..., and nouns such as names of basic facilities (방, 교실, 화장실, ...) and of the days of the week (월요일, 화요일, ...)

describing emotions, feelings or viewpoints using basic descriptive verbs, for example, 재미있어요, 무서워요, 행복해요, 이상해요, 용감해요, 예뻐요, 슬퍼요, 맞아요, 틀러요, 싫어요, 아파요, 멋있어요

describing the weather using 날씨가 좋아요/나빠요 or 비가 와요 as set phrases

using basic words specifically related to everyday life of Koreans, for example, 밥, 김치

using basic adverbs to describe ways in which a certain action takes place, for example, 빨리, 천천히, 조용히 (빨리 하세요, 천천히 가세요, 조용히 하세요) and to indicate time using 어제, 오늘 and 내일

using basic honorific/humble words appropriately for peers or adults, for example, 생신, 계세요, 저

using counters with numbers in two systems (장, 잔, 권, 그루, 송이, 원, 시, 분, 번째, ...) and Arabic numerals with appropriate pronunciations, for example, 책 세 권, 10살, 6학년, 7시

Identify and use distinctive features of different types of spoken and written texts in Korean such as salutations in different contexts

[Key concepts: [genre](#), structure, [audience](#); Key processes: comparing, connecting, applying]

([ACLKOU167 - Scootle](#))



Elaborations

identifying the functions of parts of simple discourse such as letters/cards of invitation, for example, ... 에게/께 ('to' in salutation) and ... (으)로부터/올림 ('from' in closing), and comparing them with English

identifying the purpose, context and intended audience of a range of familiar texts, for example, phone messages, sports reports, take-away food orders

recognising differences between spoken and written texts, noting that some types of text such as emails or text messages combine elements of each

Language variation and change

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

[Key concepts: social distance/affinity, cross-cultural differences; Key processes: identifying, analysing, reflecting]

([ACLKOU168 - Scootle](#))



Elaborations

recognising social relationships between participants in interactions through their language use, for example, 미안합니다/미안해요/미안해

reflecting on how such differences are expressed in own and other cultures and languages

analysing how the language of texts such as invitations and greeting cards can vary depending on the occasion and the degree of closeness of the relationship between people

Recognise the dynamic nature of languages and cultures, and the changing and influential relationships that exist between languages

[Key concepts: language contact, change; Key processes: collecting data, identifying, connecting, reflecting]

([ACLKOU169 - Scootle](#))



Elaborations

listening to and viewing stories on the creation of *Hangeul* and reflecting on the background/rationale for its creation, for example, stories about 세종대왕, 홍익인간, • (천), — (지), | (인)

sharing knowledge of some historical aspects of own languages, including Australian English and Aboriginal languages, for example, koala/gula, kangaroo/gangurru



identifying Korean words used in Australia and sharing own experience of using/encountering them, for example, 비빔밥 (*bibimbap*), 아리랑 (*arirang*)

matching Korean loan words from English and other languages, and exploring their origins, for example, 피아노 (piano), 피자 (pizza), 케밥 (kebab)



Investigate how language can be used to influence people, ideas and the understanding of cultures

[Key concepts: perceptions, influence; Key processes: comparing, explaining, predicting, reflecting]

([ACLKOU170 - Scootle](#))



Elaborations

exploring various ways language is used to influence perceptions of people, through verbal interactions, for example, using polite language or slang, or other means of communicating, for example, fashion or graphic design

experimenting with spoken and written Korean to enhance and explore others' perceptions of Korea and Korean, for example, by designing art work using Korean letters/expressions and by predicting and reflecting on responses

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Role of language and culture

Explore how beliefs and value systems are reflected in everyday language use

[Key concepts: diversity, beliefs, attitudes; Key processes: examining connections, comparing, describing, reflecting]

([ACLKOU171 - Scootle](#))



Elaborations

understanding the significance of social conventions and cultural concepts, for example, 잘 먹겠습니다, 잘 먹었습니다

reflecting on diverse interpretations of everyday language use in Korean, for example, possible interpretations of such phrases as 어디 가요? and 밥 먹었어요? as either greetings or genuine questions depending on the context

reflecting on and comparing culturally embedded meanings of equivalent proverbs in Korean and English, providing possible reasons for the differences in expression of the same meaning, for example, 식은 죽 먹기 versus 'piece of cake'