Rationale

Through learning languages, students acquire:

- communication skills in the language being learnt
- an intercultural capability, and an understanding of the role of language and culture in communication
- a capability for reflection on language use and language learning.

Language learning provides the opportunity for students to engage with the linguistic and cultural diversity of the world and its peoples, to reflect on their understanding of experience in various aspects of social life, and on their own participation and ways of being in the world.

Learning languages broadens students' horizons in relation to the personal, social, cultural and employment opportunities that an increasingly interconnected and interdependent world presents. The interdependence of countries and communities means people in all spheres of life are required to negotiate experiences and meanings across languages and cultures. Despite its status as a world language, a capability in English only is no longer sufficient. A bilingual or plurilingual capability is the norm in most parts of the world.

Learning languages:

- extends the capability to communicate and extends literacy repertoires
- strengthens understanding of the nature of language, of culture, and of the processes of communication
- develops intercultural capability
- develops understanding of and respect for diversity and difference, and an openness to different experiences and perspectives
- develops understanding of how culture shapes worldviews and extends learners' understanding of themselves, their own heritage, values, culture and identity
- strengthens intellectual, analytical and reflective capabilities, and enhances creative and critical thinking.

Learning languages also contributes to strengthening the community's social, economic and international development capabilities. Language capabilities represent linguistic and cultural resources through which the community can engage socially, culturally and economically, in domains which include business, trade, science, law, education, tourism, diplomacy, international relations, health and communications.

Learning Aboriginal languages and Torres Strait Islander languages meets the needs and rights of young people to learn their own languages and recognises their significance in the language ecology of Australia. For Aboriginal and Torres Strait Islander students, learning their own languages is crucial to overall learning and achievements, to developing a sense of identity and recognition and understanding of language, culture, Country and Place. For all students, learning Aboriginal languages and Torres Strait Islander languages provides a distinctive means of understanding the country in which they live, including the relationship between land, the environment and people. The ongoing and necessary reclamation and revitalisation of these languages also contribute to reconciliation.

Year 7 and 8 (Year 7 Entry) Achievement Standard

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 아니예요. 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 –았/었– 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 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.

Aims

The Australian Curriculum: Languages aims to develop the knowledge, understanding and skills to ensure students:

- communicate in the target language
- understand language, culture, and learning and their relationship, and thereby develop an intercultural capability in communication
- understand themselves as communicators.

These three aims are interrelated and provide the basis for the two organising strands: Communicating and Understanding. The three aims are common to all languages.

Key Ideas

Language and culture

The interrelationship of language, culture and learning provides the foundation for the Australian Curriculum: Languages.

In the languages learning area the focus is on both language and culture, as students learn to communicate meaningfully across linguistic and cultural systems, and different contexts. This process involves reflection and analysis, as students move between the new language being learnt and their own existing language(s). It is a reciprocal and dynamic process which develops language use within intercultural dimensions of learning experiences. It is not a 'one plus one' relationship between two languages and cultures, where each language and culture stay separate and self-contained. Comparison and referencing between (at least) two languages and cultures build understanding of how languages 'work', how they relate to each other and how language and culture shape and reflect experience; that is, the experience of language using and language learning. The experience of being in two worlds at once involves noticing, questioning and developing awareness of how language and culture shape identity.

Structure

Learner background and time-on-task are two major variables that influence language learning and they provide the basis for the structure of the Australian Curriculum: Languages. These variables are addressed through the specification of content and the description of achievement standards according to pathways and learning sequences respectively.

Pathways

In the Australian Curriculum: Languages, pathways for second language learners, background language learners and first language learners have been developed as appropriate to cater for the dominant group(s) of students learning each specific language within the current Australian context. For the majority of languages, one curriculum pathway has been developed for Years F–10, catering for the dominant cohort of learners for that language in the current Australian context. For Chinese, pathways have been developed for three learner groups: first language learners, background language learners and second language learners.

The Framework for Aboriginal languages and Torres Strait Islander Languages includes three learner pathways:
- first language learner pathway
- revival language learner pathway
- second language learner pathway.

Sequences of learning

The design of the Australian Curriculum: Languages takes account of different entry points into language learning across Foundation – Year 10, which reflects current practice in languages.

For the second language learner pathway and the background language learner pathway, there are two learning sequences:
- Foundation–Year 10 sequence
- Years 7–10 (Year 7 Entry) sequence.

For the first language learner pathway, there is one learning sequence:
- Years 7–10 (Year 7 Entry) sequence.

Content and achievement standards are described initially in a three-year band for Foundation–Year 2 followed by two-year bands of learning: Years 3–4; Years 5–6, Years 7–8 and Years 9–10.

The Framework for Aboriginal Languages and Torres Strait Islander Languages is written in the bands Foundation – Year 2, Years 3–6 and Years 7–10. In the absence of pedagogical evidence across the country for all these languages, the broader band distinctions provide maximum local flexibility in curriculum development.

Content structure

The content of the Australian Curriculum: Languages is organised through two interrelated strands which realise the three aims. The two strands are:
- Communicating: using language for communicative purposes in interpreting, creating and exchanging meaning
- Understanding: analysing language and culture as a resource for interpreting and creating meaning.

The strands reflect three important aspects of language learning:

1) communication

2) analysis of aspects of language and culture

3) reflection that involves
   - reflection on the experience of communicating
   - reflection on comparative dimensions of the languages available in students' repertoires (for example, the first language in relation to second language and self in relation to others).

Strands and sub-strands

A set of sub-strands has been identified within each strand, which reflects dimensions of language use and the related content to be taught and learned. The strands and sub-strands do not operate in isolation but are integrated in relation to language use for different purposes in different contexts. The relative contribution of each sub-strand differs for described languages, pathways and bands of learning. The sub-strands are further differentiated according to a set of 'threads' that support the internal organisation of content in each sub-strand. These 'threads' are designed to capture (1) range and variety in the scope of learning and (2) a means for expressing the progression of content across the learning sequences.

Year 7 and 8 (Year 7 Entry) Level Description

The nature of the learners
Students are beginning their study of Korean and typically have had little prior exposure to the language and associated cultures. Many will have learnt an additional language in primary school, some have proficiency in different home languages and bring existing language learning strategies and intercultural awareness to the new experience of learning Korean. Students' textual knowledge developed through English literacy learning supports the development of literacy in Korean. Skills in analysing, comparing and reflecting on language and culture in both languages are mutually supportive. Students may need encouragement to take risks in learning a new language at this stage of social development and to consider issues of how the experience impacts on the sense of 'norms' associated with their first language and culture.

Korean language learning and use
Learners use Korean in a range of classroom interactions and learning activities, communicating with the teacher and each other. They listen to, read, create and present texts on topics of interest including those drawn from other learning areas in different formats and modes, practising language forms and using modelled language with support from the teacher. Drawing on their literacy in their first language, learners understand that the Korean language is a linguistic and cultural system different from their own. They learn *Hangeul*, experimenting with syllable blocks and their pronunciations, and connecting sounds and letters in the Korean language. Literacy development in Korean at this stage enables learners to access and use texts in different modes and to explore and experiment with Korean with increasing independence. Students use familiar vocabulary and basic forms and structures including some honorific elements, recognising how communicating in Korean is different from communicating in their own language/s. They recognise that language use varies according to audiences, purposes and contexts, developing cultural knowledge and intercultural awareness. Through interactional routines where cultural appropriateness is embedded (for example, the teacher's consistent use of the informal polite sentence ender –어/아요 for instruction), students learn how to establish cultural appropriateness through language. Students reflect on their experience as Korean language learners and users and explore how language and culture influence each other. They develop metalanguage for discussing aspects of Korean language and culture and for comparing them with those of English.

Contexts of interaction
The Korean classroom is the primary context for language and culture experience, with some access, both face-to-face and digital, to a broader Korean-speaking network in the school and in the community such as peers, teacher assistants or community members. ICT resources such as emails, online chats or wikis provide access to extra authentic experiences of Korean language and culture, connecting learners' social worlds with those of Korean-speaking peers and the wider Korean community in Australia and worldwide. Learners may also access Korean-language events or resources in the community, such as inter-school activities, film festivals or cultural performances.

Texts and resources
Learners are engaged with a range of texts designed for language learning such as textbooks, audio recordings, teacher-generated materials and online resources including computer-based language learning materials, and authentic texts such as advertisements, greeting cards, songs, stories and notices, including those in digital form. Some authentic texts will be used for discussing and analysing cultural aspects and language use, for example, conversations, comic strips, excerpts from films (with subtitles) and television programs.

Features of Korean language use
Learners become familiar with the sounds of Korean and approximate pronunciation of Korean syllables in words and short phrases, noting meaningful sounds in Korean and their differences from English sounds. They are introduced to *Hangeul*, recognising its alphabetical nature and different shapes of vowel and consonant letters. They construct syllable blocks and combine them to write words, associating them with their corresponding spoken forms and noting the position of 받침 in syllable blocks. They become familiar with verb-final word order and use the –어/아요 ending at the end of sentence-final verbs recognising that it signals the end of a sentence with politeness embedded. They understand and apply basic elements of Korean grammar including major case markers and particles, informal polite verb endings, word order, pronouns, question words and descriptive and action verbs. They use a range of familiar vocabulary including numbers in two number systems with appropriate counters and infer meanings of some unfamiliar vocabulary from context. They recognise and use honorific elements in Korean grammar and vocabulary. They create their own texts consisting of short sentences in simple structures with some complex verb phrases introduced as set phrases. They understand meanings of culture-specific words or expressions and appropriately use basic expressions closely related to everyday life.

Level of support
Learning Korean as a new language at this level is supported by the provision of rich and varied language input in meaningful context. As the main source of target language input, the teacher of Korean provides a language- and culture-rich environment by giving ample language models and examples. Tasks are designed to be challenging but achievable independently or through pair or group work and to give students structured opportunities for practising and understanding the new language. Learners will need explicit instruction and explanation of the grammatical system and features in order to be able to discuss, clarify and analyse the language and to compare it with English. Continuous scaffolding and feedback from focus-on-form approach during interaction support learners to revise and monitor their language. Support material and resources include word lists, visual organisers, images, audio recordings and dictionaries (used with teacher support). Learners need regular opportunities to monitor and evaluate their language and culture learning.

The role of English
Learners are encouraged to use as much Korean as possible for classroom routines and interactions, structured learning tasks and language experimentation and practice. English is the main medium for instruction, discussion, explanation, comparison, analysis and reflection, but Korean may be used wherever it is possible to integrate language components students have acquired, for example, to get students' attention, to signal transition of topics or to check understanding. Learners develop a metalanguage for thinking and talking about language, culture and identity, and about their experience of learning and using Korean.

Year 7 and 8 (Year 7 Entry) Content Descriptions

Communicating		Understanding

Socialising

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.
[Key concepts: self, family, friendship, pastimes; Key processes: interacting, describing, expressing]

Participate in collaborative activities that involve planning, making arrangements, negotiating and transacting, using different modes of communication.
[Key concepts: activity, politeness, cooperation; Key processes: planning and managing tasks, role-playing]

Engage in routine classroom interactions and activities, developing language for a range of basic classroom functions and processes.
[Key concepts: instructions, roles, routines; Key processes: participating, interacting, responding]

Informing

Identify and classify factual information obtained from a range of spoken, written, digital and multimodal texts encountered in the media and in public spaces.
[Key concepts: information, leisure, special occasions; Key processes: classifying, sequencing, comprehending]

Present ideas and information obtained from different sources in a variety of ways for different audiences such as listing, tabulating, sequencing or charting information.
[Key concepts: community, lifestyle, event; Key processes: describing, composing, informing, using multimedia presentation technology]

Creating

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.
[Key concepts: plot, character, message; Key processes: identifying, relating, describing]

Create and perform a range of texts that express imagined experiences or events.
[Key concepts: imagination, mode, genre; Key processes: creating, experimenting, presenting]

Translating

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.
[Key concepts: equivalence; Key processes: translating, comparing, explaining]

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.
[Key concepts: audience, comprehensibility; Key processes: interpreting, comparing, explaining]

Reflecting

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.
[Key concepts: intercultural exchange, language, culture; Key processes: identifying, relating, describing]

Reflect on own identity, including identity as a user and learner of Korean, comparing observations made about experiences over time.
[Key concepts: self, profile, identity; Key processes: noticing, comparing, discussing]

Systems of Language

Recognise features of the Korean sound and writing systems including Hangeul, making connections between spoken and written Korean texts.
[Key concepts: sound discrimination, alphabetic system, syllable, syllable block, 받침; Key processes: identifying, distinguishing, relating]

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.
[Key concepts: grammatical rules, grammatical terminology, forms, functions, syntactic relationship, honorifics; Key processes: understanding, applying, comparing, explaining]

Recognise and use vocabulary relating to familiar environments and activities such as home, school, daily routines, leisure activities and cultural celebrations.
[Key concepts: meaning, function, number systems, descriptive/ action verbs; Key processes: identifying, naming, describing, qualifying]

Recognise textual structures and features characteristic of familiar personal, informative and imaginative texts, noticing how they contribute to the making of particular meaning.
[Key concepts: genre, audience, structure; Key processes: identifying, sequencing, comparing]

Language variation and change

Recognise that Korean language use varies according to contexts, situations and relationships.
[Key concepts: context, variation; Key processes: recognising, collecting, analysing]

Understand the dynamic nature of Korean and other languages.
[Key concepts: language contact, word- borrowing, globalisation; Key processes: observing, identifying, classifying]

Explore how language use and communicative practices can influence people's lives, thoughts and perceptions.
[Key concepts: perceptions, influence; Key processes: mapping, distinguishing, comparing]

Role of language and culture

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.
[Key concepts: culture, language, interdependence; Key processes: identifying, analysing, making connections]