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 9 and 10 (Year 7 Entry) Achievement Standard

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, 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 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 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 conjunctors 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.

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 9 and 10 (Year 7 Entry) Level Description

The nature of the learners

Students have prior experience of learning Korean and bring a range of capabilities, strategies and knowledge that can be applied to new learning. They are expanding the range and nature of their learning experiences and of the contexts within which they communicate with others. They have a growing awareness of the wider world, including the diversity of languages, cultures and forms of intercultural communication. They are considering future pathways and prospects, including how Korean may feature in these.

Korean language learning and use

Learners use Korean with increasing confidence to communicate and interact, within familiar and some unfamiliar contexts. They access and exchange information, express feelings and opinions, participate in imaginative and creative experiences and basic transactions relating to everyday life, and compose, interpret and analyse texts in different formats and modes, drawing on their prior knowledge, personal experience and other curriculum areas. They write texts in *Hangeul* for different audiences and purposes, using modelled and rehearsed language, gradually gaining independence. They perform tasks that involve spoken and written Korean independently and in collaboration with peers, and access and interact with the virtual community of Korean speakers and learners worldwide. They are increasingly aware of the nature of language learning as a cultural, social and linguistic process, understand that language varies and changes, and engage in and reflect on intercultural experiences. They develop a metalanguage for comparing and contrasting aspects of language and culture. They reflect on their own linguistic and cultural practices from intercultural perspectives.

Contexts of interaction

The language classroom is the main context of interaction for learning and using Korean, involving interactions with teacher, peers, a wide range of texts and resources. Learners may interact with some additional people such as teacher assistants, exchange students, visitors to school or members of the wider community or peers in Korea encountered via communication technologies including some computer-mediated communication tools. They may also have opportunities to encounter Korean in wider contexts such as media, cultural or film festivals, community events or in-country travel.

Texts and resources

Learners engage with a range of language-learning texts and support materials such as textbooks, videos, media texts and online resources including those developed for computer-supported collaborative learning. They have increasing exposure to authentic texts produced for Korean-speaking communities such as films, stories, songs, poems, newspaper articles, video clips, blogs and social media texts.

Features of Korean language use

Learners have an increasing control over Korean pronunciation, writing in *Hangeul* and using vocabulary, forms and structures, and textual features. They approximate the pronunciation at syllable boundaries applying relevant Korean pronunciation rules, and write polysyllabic words that include 받침 using correct spelling. Their vocabulary expands to some abstract and expressive words and those drawn from other learning areas. They use various grammatical forms and structures, including a range of particles and basic conjunctive suffixes, with suitable vocabulary, to suit their communicative needs, such as expressing and exchanging opinions, making transactions, or collaborating with others in different tasks. They recognise a range of more complex grammatical forms and structures used in texts and understand more complex relationships between ideas and events, using some of them as set phrases. They develop understanding of how language structures and features build up textural features in Korean texts. They become increasingly familiar with the use of honorific elements in Korean and other cultural practices accompanying language use, developing awareness of the interconnectedness of language and culture. They understand language varies according to the context, audience and purposes, recognising the importance of age and social relationship in language choice in Korean. They reflect on how language changes with social cultural changes, and on their own language use. They have increasing awareness of their identity as users of two or more languages and reflect on how their own sense of identity has developed and changed through intercultural experiences encountered while learning Korean language and culture.

Level of support

Learners need opportunities for more autonomy and responsibility in their own learning such as monitoring their own language performance, learning needs and progress. Continued support from the teacher is needed for their learning of Korean with these challenges. The teacher gives explicit instruction and explanations on complex grammar structures and culture-specific or abstract vocabulary. Scaffolding, implicit and sometimes explicit modelling and feedback are provided during interactions in task-based activities designed from form-focused approach. Learners continue to access online and print resources and dictionaries, and use online journaling, video documenting, and discussion forums for self-monitoring and reflecting.

The role of English

Learners use Korean for daily interaction, discussion and exchanges with the teacher and peers. English is used as the medium of some instruction, discussion, comparison, analysis and reflection on complex and abstract ideas. While Korean is encouraged to be increasingly used wherever possible in these domains, English is used as the medium where in-depth and detailed delivery appropriate to learners' age and the level of cognitive demand are beyond their linguistic scope in Korean.

Year 9 and 10 (Year 7 Entry) Content Descriptions

Communicating		Understanding
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. [Key concepts: youth, relationship; Key processes: communicating, explaining, using communication strategies] Contribute to collaborative planning, decision-making, problem-solving and transactions, providing ideas or suggestions and considering options. [Key concepts: contribution, prioritisation, alternatives; Key processes: discussing, negotiating, comparing] Use classroom language to participate in shared activities and everyday routines, such as asking for clarification and responding to others' requests and questions. [Key concepts: mutual respect, task, participation; Key processes: discussing, clarifying] **Informing** Extract information from a range of short spoken, written, digital or multimodal texts in Korean, analysing and organising the information for particular audiences. [Key concepts: perspective, representation, concepts from other learning areas; Key processes: extracting, analysing, summarising, using computer-mediated communication tools] Convey ideas or viewpoints from different perspectives to various audiences in familiar contexts using different modes of presentation. [Key concepts: content, audience, mode; Key processes: selecting, constructing, presenting]	**Creating** Respond to imaginative texts such as stories, films or illustrations, explaining messages and key ideas, stating views on themes, events and values, and making connections with own experiences. [Key concepts: themes, relationship, imagination; Key processes: comparing, interpreting, explaining] Create imaginative texts that draw on past experiences or future possibilities for the purpose of self-expression and performance for others. [Key concepts: culture, narrative, creativity, imagination; Key processes: creating, performing, entertaining] **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. [Key concepts: equivalence, representation, perspectives; Key processes: translating, interpreting, comparing, evaluating] Create bilingual texts for the wider community, such as notices, instructions, promotional material, performances or announcements, considering cultural aspects of each language. [Key concepts: interpretation, bilingualism; Key processes: interpreting, composing, explaining] **Reflecting** Interact with Korean speakers and resources, recognising that intercultural communication involves shared responsibility for meaning-making. [Key concepts: norms, commitment, reciprocity; Key processes: questioning assumptions, adjusting, reflecting] Reflect on own identity and on how it is affected by the experience of Korean language learning. [Key concepts: identity, values, judgment; Key processes: observing, reflecting, explaining]	**Systems of Language** Understand and use key features of Korean sound and writing systems, including pronunciation, intonation and print conventions, applying this understanding to own speech and writing. [Key concepts: pronunciation, spelling, punctuation, correspondence; Key processes: recognising, analysing, relating, experimenting] Extend grammatical knowledge of Korean language, including the range of forms and functions of particles, suffixes, verb endings and irregular verb forms. [Key concepts: grammatical structures, modality, irregularity; Key processes: analysing, classifying, applying, explaining] 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. [Key concepts: honorification, idioms, terminology, culture; Key processes: specifying, predicting, applying] Analyse and compose different types of texts, considering issues such as coherence, cohesion, and the relationship between textual conventions and audiences and contexts. [Key concepts: coherence, cohesion, textual conventions; Key processes: analysing, explaining, composing] **Language variation and change** 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. [Key concepts: formality, register, language modes; Key processes: observing, analysing, relating, comparing] Explore and reflect on the nature of language change in response to changing cultural and social conditions. [Key concepts: globalisation, social conditions, intercultural contact, popular culture; Key processes: reflecting, discussing, explaining] Understand the symbolic nature and power of language in local and global contexts. [Key concepts: culture, power, symbolism; Key processes: exploring issues, analysing, discussing] **Role of language and culture** Analyse and comment on cultural and linguistic practices in different contexts and reflect on own and others' communicative practices. [Key concepts: norm, value system, intercultural understanding; Key processes: analysing, reflecting, critical thinking]