

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 5 and 6 Achievement Standard

By the end of Year 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)ㄴ/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 (with/in ..., for example, 연필로 쓰세요, 한국어로 뭐예요?), accompaniment (together with ..., for example, 친구하고 쇼핑했어요) and location (at/in ..., 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 -았/었- (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.

Students differentiate between spoken and written forms of Korean by applying their understanding of rules that govern pronunciation and writing using Hangeul 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 Hangeul 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 (bibimbap), 아리랑 (arirang)). 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.

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 5 and 6 Level Description

The nature of the learners

At this level, students are widening their social networks, experiences and communication repertoires in both their first language and Korean. They continue to need guidance and participate in structured, collaborative tasks that both recycle and extend language. Students are gaining greater independence and becoming more conscious of their peers and social context. They are gaining greater awareness of the world around them. They are noticing additional similarities and differences between Korean language and culture and their own.

Korean language learning and use

Learners increasingly use Korean for a range of everyday interactions and in classroom activities to communicate with their teacher and peers. They share ideas and opinions on a range of topics related to personal interests and wellbeing and those drawn from other learning areas through collaborative and shared tasks. They make simple arrangements and transactions, organise and present information and create performances based on real or imaginative experiences with support of scaffolding and modelled language. They express, reason or elaborate on opinions using language in complex structures as set phrases. As they build their competence in Korean, learners comprehend and produce short texts such as songs, video clips, role-plays, skits and stories, using simple structures and familiar vocabulary. With increasing literacy in *Hangeul*, learners make connections between spoken and written forms of Korean and begin to read and write short texts in *Hangeul*. Students apply spacing and spelling rules to their reading and writing with increasing grammatical and phonological awareness. They develop metalinguistic knowledge of basic forms and structures and of honorification in Korean, and use it with their knowledge of grammar and vocabulary to predict meaning of unfamiliar language.

Contexts of interaction

Learners interact in Korean with each other and the teacher, and may communicate with peers in Korea using technology. Tasks at this level are typically collaborative, structured and sometimes competitive, such as games, class displays and performances. Korean traditional games such as *yunnori* that involve interactive and spontaneous language use, collaborative problem-solving procedures, collective decision-making and physical movements are integrated into tasks. Learners may notice use of Korean in the media and wider community and have access to Korean speakers and cultural resources through the use of ICT.

Texts and resources

Learners engage with a range of published texts in print and digital forms such as readers, stories, songs and computer-based language learning materials, as well as those prepared by the teacher of Korean, including language exercises, games and presentations. Learners may have extra access to Korean language and culture resources through texts created for the Korean community such as websites, television programs and music or video clips.

Features of Korean language use

Learners expand their knowledge of Korean vocabulary, grammar and honorific elements. They are aware of some patterns of sound changes at syllable boundaries such as 연음법칙, 비음화 and 구개음화 in familiar words and expressions. They express past tense and use some verb phrases in complex structures as set phrases. They are increasingly familiar with verb-final sentence structures, and basic case markers and particles, noticing the importance of grammatical elements such as particles or suffixes rather than word order in making sense of Korean sentences. They use a range of vocabulary including basic common descriptive and action verbs, number words with counters, basic adverbs and simple negations. They develop a metalanguage for describing aspects of the Korean language and how it works. Learners are increasingly aware of the relationship between language and culture, and of the dynamic nature of language. They explore the relationship between language and identity and how attitudes are shaped by cultural perspectives and revealed through language, and consider their own cultural and communicative behaviours.

Level of support

While learners are gradually gaining independence in learning, they still need ongoing support, including explicit instruction, structured modelling and scaffolding with stimulus materials. Task activities incorporate implicit form-focused language learning approaches and examples of texts. Learners start using dictionaries with teacher support and have access to word charts, vocabulary lists and electronic and print reference resources.

The role of English

Korean is the primary language for classroom routines and language learning tasks with English in a supporting role. While it is encouraged to use as much Korean for discussion, reflection and explanation and for the content drawn from other learning areas as possible, the use of English for these aspects of learning activities ensures the continued development of learners' knowledge base and intercultural capability. The language of response varies according to task demands, with Korean used primarily for communicating in structured and supported tasks and for familiar interactions, and English for open-ended, comparative tasks and discussions that develop understanding of language and culture.

Year 5 and 6 Content Descriptions

Communicating		Understanding
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] 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] 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] 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] 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]	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] 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] 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] 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] 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] 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]	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] 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] 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] 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] 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] 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] 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] 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]