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 Achievement Standard

By the end of Year 10, students use written and spoken Korean to communicate with teachers, peers and others in a range of settings and for a range of purposes. They use Korean to access and exchange information on a broad range of social, cultural and environmental issues of interest to young people. They initiate, sustain and extend spoken and written exchanges in interactions and transactions by asking and responding to open-ended questions (for example, 어떻게 생각해요?; 어디에서 ...–(으)면 좋을까요?), requesting elaboration (for example, 왜 ...을/를 좋아해요?; 어떻게 그렇게 되었어요?) and providing their own opinions (for example, 저는 민수가 맞다고 생각해요; 저는 4번이라고 생각했어요) and information when requested. They use non-verbal communication strategies such as facial expressions, gestures, pausing or pitching, and give verbal feedback expressing empathy, down-toning, acknowledging or expressing indirect disagreement using reflective language (such as 그렇지요?; 좋았겠어요; 아마; 글쎄요; 아, 그럴군요; 아닌 것 같은데요; 정말 그럴까요?). They make suggestions in relation to topics of conversation (for example, 여러분도 한번 한국에 가 보세요) and consider options, using a range of suffixes and complex/idiomatic structures indicating the future in verb phrases (such as –겠–, –(으)ㄹ래요, –(으)ㄹ 계획이에요, –(으)ㄹ 거예요, –(으)면 좋을까요?). They make decisions comparing options using ...보다 더 ... and providing reasons for decisions (for example, 기차가 버스보다 더 편리하니까 기차로 가요). Students locate and evaluate information from a range of sources, and analyse, interpret and integrate information from diverse perspectives. They create informative and imaginative texts, using a range of case markers, including honorific forms, particles and verb phrases in complex structures (such as –지 않다/못하다, –(으)ㄹ 뻔하다, –(으)ㄴ/는(으)ㄹ것 같다, –러 가다), and describing two related ideas or events in different relationships by connecting two clauses in a sentence (for example, 비가 올 것 같으니까 우산을 가져 가세요; 저기에서 노래하는 사람이 누구예요?). They use a range of abstract words, selecting vocabulary suitable for the target audience, purpose and context. They maintain the cohesiveness of the text by keeping consistency in terms of speech level and style and honorific elements, and by using cohesive devices such as conjunctors (such as –(으)니까, –다가, –(으)ㄴ/는데, –(으)면서), conjunctive adverbs (such as 하지만, 그러므로, 그러니까) and ellipsis. Students translate and create bilingual texts across Korean and English, providing and comparing alternative versions, identifying ways to interpret and convey embedded meanings in culture-specific terms or expressions that are language-specific. They compare their intercultural experiences, referencing their current and past senses of identity, views and attitudes in relation to their ways of using language.

Students describe how spoken and written Korean vary and are modified according to contexts, audiences and purposes. They exemplify such adjustments (for example, changes to pitch or speed of speech, use of contractions or 반말, choice of vocabulary, and level of politeness and formality), explaining possible reasons for particular adjustments. They describe how languages change and borrow from, build on and blend with each other, giving examples in relation to Korean and languages such as English, Chinese and Japanese that share social, cultural and historical relationships. They explain how language influences ways of thinking, views of the world and human relationships. Students use metalanguage to explain aspects of the Korean language such as tense, suffix, honorification, adverb, modification, speech level (for example, 반말, 높임말), and politeness. They assess their own language use and cultural practices from multicultural perspectives and the meaning and impact of multiculturalism from various perspectives.

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 Level Description

The nature of the learners

At this level, students bring existing knowledge of Korean language and culture and a range of learning strategies to their learning. They are increasingly aware of the world beyond their own and are engaging with youth-related and social and environmental issues. They need continued guidance and mentoring, but are increasingly independent in terms of analysis, reflection and monitoring of their language learning and intercultural experiences. They are considering future pathways and options, including how Korean could be part of these.

Korean language learning and use

Learners engage with more complex language with greater control of language. They use a range of forms and structures, and richer and more sophisticated vocabulary to perform tasks individually and collaboratively, to access and exchange information on broader topics and abstract concepts, and to create, interpret and analyse a wider range of texts. They express feelings, emotions and opinions more precisely using a variety of expressive and descriptive language in imaginative and creative experiences. They are more confident in communicating in Korean in familiar and some unfamiliar contexts with a greater understanding of the variability of language use, making appropriate language choices and adjustments. With an increasing command of *Hangeul*, learners interact with members of the virtual community of Korean speakers and learners worldwide, sharing their understanding of Korean culture and language as well as of their own. They understand that language varies and changes, and engage in and reflect on intercultural experiences.

Contexts of interaction

Learners interact with the teacher and peers, and may have access to members of Korean-speaking communities via online technologies including some computer-mediated communication tools. They may also encounter Korean in the wider community, such as in the media, film or cultural festivals, community events, guest speakers, exchange teachers/assistants or in-country travel.

Texts and resources

Learners use an extensive range of texts designed for Korean language learning such as textbooks, teacher-generated materials and online resources. Learning is enriched by exposure to authentic materials designed for or generated by young Korean speakers, such as video clips, songs, stories, articles, magazine features, television programs or advertisements. Authentic Korean community resources provide opportunities to extend learners' experience of learning the language and culture. Texts may include additional materials that students have sourced on their own to support their learning or to pursue personal interests in Korean language and culture.

Features of Korean language use

Learners extend their grammatical knowledge to a range of particles, conjunctive suffixes (clausal connectives) and complex phrasal and sentential structures. Their vocabulary range expands to abstract words and some specialised vocabulary drawn from other learning areas or areas of interest in the wider context. With an increasing knowledge and control of language structures and features and vocabulary, including those with honorific elements, students recognise, analyse and construct different types of texts for different audiences and purposes. They interpret, create, evaluate and perform in individual and collaborative tasks that involve planning, problem-solving, decision-making, or informing or entertaining others. They make inferences from their knowledge of the Korean language and culture to understand unfamiliar content and consolidate their awareness of language variation and its connection with identity. They move between Korean and English, translating, discussing, analysing and comparing the languages using a metalanguage, applying metalinguistic knowledge and taking intercultural perspectives as a user of two (or more) languages. Learners have an increasing understanding of language learning as a cultural, social and linguistic process. They examine their own and others' communicative practices and understand the concept of mutual responsibility for intercultural exchanges.

Level of support

While learners are increasingly less reliant on the teacher for support during communicative interactions, continued support and provision of rich language input from the teacher is needed for their sustained learning of Korean. The teacher provides implicit and sometimes explicit modelling and scaffolding in meaningful contexts. Learners need explicit instruction and explanation to understand highly complex structures and functions of grammatical items and meanings of highly abstract and/or culture-specific vocabulary. Provision of opportunities to discuss, clarify, practise and apply their knowledge is critical in consolidating their acquired knowledge and skills and in enhancing learner autonomy. Students may self-monitor their learning by keeping record of critical and constructive teacher feedback, peer support and self-review (for example, through portfolios, peer reviews, e–journaling, online discussion forums). They continue to access word lists, graphic organisers and modelled texts, and the teacher gives precise guidance for using dictionaries, particularly with dictionary forms of verbs.

The role of English

Learners and teachers use Korean as the primary medium of interaction in language-oriented and most content-oriented tasks. English is used for substantive discussion, explanation and analysis requiring students to deal with a conceptual demand which is too far beyond their level of competence in Korean, for example, analysing highly abstract and complex concepts embedded in linguistic structures/cultural practices.

Year 9 and 10 Content Descriptions

Communicating		Understanding

Communicating

Socialising

Initiate, sustain and extend interactions with each other and with other familiar and less familiar people, for example, by seeking and giving advice, discussing aspirations, relationships and social and cultural issues, exchanging and reflecting on different ideas.
[Key concepts: youth, diversity, perspectives; Key processes: developing relationships, proposing, discussing]

Arrange and manage shared activities such as problem-solving and different types of transactions, adopting different roles to present diverse views and perspectives.
[Key concepts: roles, perspectives, shared responsibility; Key processes: persuading, commenting, evaluating]

Use interactional language to elicit, offer, negotiate, report, and reflect and elaborate on opinions and ideas.
[Key concepts: opinions, reflection, metalanguage; Key processes: justifying, elaborating, reflecting]

Informing

Analyse, interpret and integrate information gathered from diverse sources relating to areas of interest to adolescents or young adults, making connections with own and each other's experience and with other learning areas.
[Key concepts: representation, cultural literacy; Key processes: analysing, synthesising, evaluating]

Construct and present texts in different formats for different audiences, taking into account own perspectives and intended purpose.
[Key concepts: society, environment, media; Key processes: constructing, persuading, interconnecting, using computer-mediated communication tools]

Creating

Creating

Review and respond to different types of creative texts in different modes, identifying aspects of the language and culture that help to create effects such as emotion.
[Key concepts: emotions, moral, values; Key processes: interpreting, reflecting, discussing]

Create and present imaginative texts that express ideas through characters, events or settings, making connections between past, present and future, and between reality and imagination.
[Key concepts: creativity, entertainment; Key processes: expressing, projecting, entertaining]

Translating

Translate texts for different audiences and contexts, and reflect on how cultural values, attitudes, assumptions and world views are differently encoded in languages.
[Key concepts: equivalence, values, representation; Key processes: reflecting, interpreting, comparing]

Create bilingual texts that reflect aspects of Australian culture (for example, Christmas celebrations) for Korean-speaking audiences in the school and wider community including virtual communities, reflecting on how meaning can be conveyed effectively.
[Key concepts: representation, critical and cultural literacy; Key processes: adjusting, referencing, reflecting]

Reflecting

Examine and modify own cultural assumptions and practices, taking responsibility for language use and choices, and recognising the significance of shared responsibility and mutual effort in intercultural communication.
[Key concepts: reciprocity, reflective literacy; Key processes: reflecting, adapting, taking responsibility]

Investigate different aspects of their personal sense of identity, considering how learning and experiencing Korean language and culture have(or have not) changed own sense of identity, views or attitudes.
[Key concepts: identity, values, attitudes; Key processes: analysing, evaluating, reflecting]

Understanding

Systems of Language

Apply features and rules of Korean pronunciation and Hangeul to understanding and producing a range of texts for different audiences and purposes.
[Key concepts: phonological rules, fluency, accuracy; Key processes: applying, analysing, synthesising]

Understand how grammatical elements, such as particles and suffixes, impact on higher levels of grammar, such as tense, mood, honorification, speech level and formality, and on meaning-making from the phrasal level to that of the entire text.
[Key concepts: complex structures, modality, irregularity, topicality; Key processes: applying rules, analysing, manipulating]

Understand and use vocabulary that conveys abstract ideas and establishes register and style for specific audiences. [Key concepts: vocabulary choice, register, style; Key processes: predicting, applying, inferring]

Analyse and compose different types of texts in spoken and written modes for different purposes such as information exchange, social and cultural interaction or sharing imaginative experiences, using appropriate linguistic, textual and cultural elements.
[Key concepts: style, register, perspectives; Key processes: analysing, correlating, composing]

Language variation and change

Examine variations and expectations reflected in Korean language that relate to roles, relationships and contexts of interactions, considering how and why these differ from interactions in English or in other languages represented in the classroom.
[Key concepts: cultural expectations, intercultural literacy; Key processes: examining, reflecting, explaining]

Reflect on the dynamic and ecological nature of language that interacts with constantly changing environments such as contact with different languages and cultures and changing sociocultural circumstances in local and global contexts, identifying and illustrating examples from Korean language forms and uses.
[Key concepts: exchange, change, variation, integration; Key processes: comparing, analysing, reflecting]

Explore how language shapes thoughts and world views and mobilises action.
[Key concepts: world views, thoughts, conceptualisation, perspectives; Key processes: analysing, reflecting, explaining]

Role of language and culture

Understand that language and culture are interrelated and reflect on how they shape and are shaped by each other.
[Key concepts: intercultural understanding, reciprocity, intercultural literacy; Key processes: critiquing, evaluating, reflecting]