

**(no-code)**

**with others using to information in familiar about self and personal worlds**

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## Elaborations

- greeting and farewelling others, introducing themselves, expressing states of wellbeing, and wishes, using informal polite appropriate for familiar people, for example, ■■■■■? , ■■ ... ■■/■■■, ■■■ ■■■■, 12■■■■■, 7■■■■■, ■■■ ■■■/■■■
- describing friends, family members or pets, for example, ... ■■■■/■■■, ■■■ ■■■■, ■■ ■■, ... ■/■ ... ■/■ ■■■, ■■■ ■■■■■■
- sharing and comparing information about self and others such as describing routines, likes/dislikes, events and leisure , for example, 6■■■ ■■■■, ■■■ ■ ■■?, ■■■■ ■■, ■■■ ■■■■?, ■■ ... ■/■ ■■■■?, ■■■■/■■■ ■■■■, ... ■/■ ■ ■■■■, ■■■/■■■ ■ ■■■■
- exchanging information through questioning and answering, for example, ■■/■■■ ■■■■?, ... ■■/■■■, ... ■/■ ■■■■, ■■■, ■■■, ■, ■■■, ■■■, ■■■
- expressing opinions using such as ■ ■■■■ ..., for example, ■ ■■■■ ■■■ ■■■, ■ ■■■■ ■ ■■■ ■■■■

Students learn to:

**interact with others using modelled language to exchange information in familiar contexts and personal worlds**

(AC9LK8EC01)

## General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

## Speaking and listening

- Interacting

## Social management

- Communication

## Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

## Social management

- Communication

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## Resources

## Work Samples

## Snapshot – Interacting

## Literacy: Speaking and listening: Interacting

## Content description

AC9LK8EC01

## Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

- critically evaluate ideas and claims made by a speaker
- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker

- initiates interactions confidently in group and whole-class discussions
- poses pertinent questions to make connections between a range of ideas
- uses open questions to prompt a speaker to provide more information
- clarifies task goals and negotiates roles in group learning
- monitors discussion to manage digression from the topic
- identifies and articulates the perspective of a speaker, to move a conversation forward
- interacts within school context or the broader community, adjusting language and responses to suit purpose and audience
- synthesises ideas from group discussion into a common theme or hypothesis
- poses problems, hypothesises and formulates questions about abstract ideas in group situations
- restates different views and makes suggestions to negotiate agreement
- poses questions to clarify assumptions made by the speaker
- questions others to evaluate accuracy of thinking or problem-solving processes
- uses language to align the listener with personal position (e.g. "of course", "as you can imagine", "obviously")
- interacts strategically and confidently with a broad range of interactional partners
- gives an extended explanation and evaluation of a complex concept, issue or process
- justifies a personal stance, after analysis of arguments on a particular issue, using evidence and elaboration in a group situation
- uses language strategically to subtly align others to own perspective as appropriate to audience and purpose

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LK8EC01

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

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### **Resource – Korean language resource**

## **Korean**

### **Language support resource**

The Korean Language support resource was developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: Korean. It is optional and includes illustrative examples of language and language use.

#### **Introduction**

The resource provides suggestions for sequential development in 2 parts:

- Part 1 – language features and structures
- Part 2 – thematic contexts for language use.

The content is presented in 3 broad levels: beginner, intermediate and advanced, and is independent of the year bands and sequences in the curriculum and the time spent on task.

Teachers can use suggestions in the resource to adapt curriculum content to meet the diverse language needs and learning backgrounds of students at different entry points into second language learning. For example, if a Year 5 student is learning Korean for the first time, a teacher can use the cognitive demand of the Years 5 and 6 curriculum achievement standards and content descriptions combined with beginner language features and structures, and/or thematic contexts.

#### **Language features and structures**

Part 1 provides language features and structures that are neither exhaustive nor mutually exclusive across the 3 different levels. Beginner, intermediate and advanced levels demonstrate how a particular feature or structure could be developed at different stages of a continuum of second language learning.

#### **Thematic contexts for language use**

Part 2 provides examples of thematic contexts for language use at beginner, intermediate and

advanced levels. They are designed to give teachers ideas about how to support a progression of learning related to contexts and concepts of language use. Teachers are encouraged to adapt these to allow for student agency and to meet the needs, abilities and interests of their students, using the approaches, methodologies and pedagogies that best suit their students' learning.

Download

## AC9LK8EC02

**develop to in , routines, tasks and responsibilities related to classroom and interests**

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### Elaborations

- following instructions and commands, for example, ■■■■■, ■■■■, ■■■, ■■■, ■ ■■■■, ■■ ■■■, ■■ ■■■, ■■■ ■■■
- in classroom routines such as responding to the teacher during roll call, for example, ... ■■■? ■, (■■) ■■■, ■■■, ■■■, ... ■/■ ■ ■■■
- by asking permission and making requests, for example, ... ■/■ ■■ ■■■, ■■■■? ■■■■, ■■■■
- participating in collaborative projects, for example, making and playing a vocabulary game, or producing and sharing a digital alphabet or number book for a younger , making choices about when to use Korean or English depending on the , topic and nature of the
- asking for advice on how to express a or concept in Korean or English, for example, ... ■/■/■/■ ■■/■■■■ ■■■?
- practising telephone etiquette, for example, ■■■■

Students learn to:

**develop language to interact in exchanges, routines, tasks and responsibilities related to classroom and interests**

(AC9LK8EC02)

### General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

#### Speaking and listening

- Interacting

#### Social management

- Communication

#### Elaborations

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

#### Social management

- Communication

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- Communication

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- Communication

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- Communication

#### Social management

- Communication

#### Resources

#### Snapshot – Interacting

#### Literacy: Speaking and listening: Interacting

#### Content description

AC9LK8EC02

#### Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

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- explains new learning from interacting with others
- appropriately presents an alternative point to the previous speaker
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#### **Snapshot – Communication**

**Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LK8EC02

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

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### **AC9LK8EC03**

**in non-verbal, spoken and written with peers to organise relating to daily life and school environment**

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#### **Elaborations**

- working with peers to produce a publicity flier for an upcoming event, for example, ■■■■, to promote Korean learning among school community members
- planning events such as a class celebration or a birthday party, with details, for example, using day, time, place, and participants, ■, ■, ■■, -■■, -■■■, ■■/■■■■ ■■■?, ■■ ■■?, ■■■■ ■■?, ■■ ■■

- negotiating real or simulated plans using structures such as –I want to... and –(I) want to..., for example, I want to go to the park, I want to go to the park, I want to go to the park, I want to go to the park.
- participating in transactions such as ordering or purchasing food, using the –I want to... or –(I) want to... form, for example, I want to go to the park, I want to go to the park, I want to go to the park, I want to go to the park.
- following procedures and instructions together, for example, participating in class or leisure such as sport/craft/dance/cooking, how to play football, I want to go to the park, I want to go to the park, I want to go to the park, I want to go to the park.

Students learn to:

**engage in modelled non-verbal, spoken and written exchanges with peers to organise and manage their daily life and school environment**

(AC9LK8EC03)

## **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

### **Speaking and listening**

- Interacting

### **Social management**

- Communication
- Collaboration

### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

### **Social management**

- Communication
- Collaboration

### **Social management**

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### **Social management**

- Communication
- Collaboration

### **Social management**

- Communication
- Collaboration

### **Resources**

### **Snapshot – Interacting**

## **Literacy: Speaking and listening: Interacting**

### **Content description**

AC9LK8EC03

### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

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### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

##### **Content description**

AC9LK8EC03

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
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- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Collaboration**

#### **Personal and Social capability: Social management: Collaboration**

##### **Content description**

AC9LK8EC03

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

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AC9LK8EC03

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### **AC9LK8EC04**

**locate and information and ideas in familiar spoken, written and , responding in ways appropriate to cultural , and**

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- 

### **Elaborations**

- locating, classifying and summarising information using such as class surveys, notices, timetables and announcements, and presenting findings to others, for example, in a digital presentation, poster or wall chart
- and viewing a range of such as promotional brochures and signs, websites and cards, to obtain and compile information about places, lifestyles and practices, recognising features of use in
- sequencing information, collaboratively or independently, about people, times and , and using the

information in new ways, for example, creating a timeline, diary or timetable

- to, or viewing First Nations Australian stories in English and responding to them in spoken or written Korean
- , viewing and for gist, and , drawing on knowledge of types of , and to and confirm meaning, for example, the use of the imperative form –(■)■■■
- inventing a new aspect of a , such as a new , plot, object, or an alternative ending, to a story looked at in class
- expressing opinions about or settings in imaginative using structures such as ... ■■■■, for example, ■■■■? ■■■■?, ■■■■ ■■■■
- identifying and discussing patterns in use associated with gender, age, social status or

Students learn to:

**locate and process information and ideas in familiar spoken, written and multimodal**

**responding in ways appropriate to cultural context, purpose and audience**

(AC9LK8EC04)

### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

#### **Reading and viewing**

- Understanding texts

#### **Speaking and listening**

- Listening

#### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

#### **People**

- The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

#### **Inquiring**

- Identify, process and evaluate information

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

#### **Resources**

#### **Snapshot – Adapt in intercultural exchanges**

**Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural**

#### **Content description**

AC9LK8EC04

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and

understanding of, cultural diversity

- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

## **Snapshot – Understanding texts**

### **Literacy: Reading and viewing: Understanding texts**

#### **Content description**

AC9LK8EC04

#### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

#### **Comprehension**

- reads and views complex texts (see Text complexity)
- identifies the main themes or concepts in complex texts by synthesising key ideas or information
- summarises the text, identifying key details only
- draws inferences, synthesising clues and evidence across a text
- builds meaning by actively linking ideas from a number of texts or a range of digital sources
- distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)
- identifies different interpretations of the text citing evidence from a text
- evaluates language features for relevance to purpose and audience
- analyses texts that have more than one purpose and explains how parts of the text support a particular purpose
- analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)
- identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

#### **Processes**

- uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning
- uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)
- selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)
- judiciously selects texts for learning area tasks and purposes

#### **Vocabulary**

- identifies language used to create tone or atmosphere
- analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)
- applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words
- uses a range of context and grammatical cues to understand unfamiliar words
- interprets complex figurative language (e.g. euphemisms, hyperbole)

#### **Comprehension**

- reads and views complex or some highly complex texts (see Text complexity)
- interprets abstract concepts integrating complex ideas
- analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)
- draws inferences using evidence from the text and discounting possible inferences that are not supported by the text
- applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience
- evaluates the reasoning and evidence in a persuasive text
- explains how context (e.g. time, place, situation) influences interpretations of a text
- analyses the author's perspectives in complex or some highly complex texts
- analyses the techniques authors use to position readers

- recognises when ideas or evidence have been omitted from a text to position the reader

### **Processes**

- automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning
- describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")
- navigates extended texts including complex digital texts

### **Vocabulary**

- demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")
- verifies interpretations of unfamiliar words using grammatical and contextual cues

### **Comprehension**

- reads and views highly complex texts (see Text complexity)
- interprets symbolism in texts, providing evidence to justify interpretation
- judiciously selects and synthesises evidence from multiple texts to support ideas and arguments
- analyses the credibility and validity of primary and secondary sources
- evaluates the use of devices such as analogy, irony, rhetoric and satire, and how they contribute to an author's individual style
- analyses the cumulative impact of use of language features and vocabulary across texts
- explains assumptions, beliefs and implicit values in texts (e.g. "economic growth is always desirable")
- evaluates the social, moral and ethical positions taken in texts

### **Processes**

- strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts
- identifies subtle contradictions and inconsistencies in texts

### **Vocabulary**

- interprets complex, formal and impersonal language in academic texts
- uses lexical cues to interpret unfamiliar vocabulary
- demonstrates self-reliance in exploration and application of word learning strategies

## **Snapshot – Listening**

### **Literacy: Speaking and listening: Listening**

#### **Content description**

AC9LK8EC04

#### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

- responds to moderately complex texts (see Text complexity)
- responds to texts with unfamiliar content
- identifies main ideas of a spoken text using supporting details
- identifies purpose and intended audience of a spoken text
- infers layered meaning from texts (e.g. musical overlay that creates mood)
- asks relevant questions to extend understanding
- describes language and audio features of the text
- responds to complex texts (see Text complexity)
- identifies and analyses how spoken language is used for different effects
- explains the use of intonation, pausing, rhythm and phrasing to give emphasis and weight to ideas
- selects appropriate listening strategies for planned and unplanned situations (e.g. records and organises information from a text in a table or with detailed notes)
- explains how vocabulary is used for impact on the target audience
- responds to highly complex texts (see Text complexity)
- identifies and paraphrases key points of a speaker's arguments
- describes how listening skills should be applied, according to purpose
- evaluates strategies used by the speaker to elicit emotional responses
- explains any shift in direction, line of argument or purpose made by the speaker

- adopts and re-uses complex abstractions heard in texts
- explains how speakers' language can be inclusive or alienating (e.g. a speaker using language which is only readily understood by certain user groups such as teenagers or people involved in particular pastimes)

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

##### **Content description**

AC9LK8EC04

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

##### **Content description**

AC9LK8EC04

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
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- evaluate the information selected to determine bias and reliability

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

##### **Content description**

AC9LK8EC04

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

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- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Identify, process and evaluate information**

#### **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

##### **Content description**

AC9LK8EC04

## **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

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- evaluate the information selected to determine bias and reliability

### **Snapshot – Identify, process and evaluate information**

## **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

### **Content description**

AC9LK8EC04

## **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
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- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Identify, process and evaluate information**

## **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

### **Content description**

AC9LK8EC04

## **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
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- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the information selected to determine bias and reliability

### **Snapshot – Identify, process and evaluate information**

## **Critical and Creative Thinking: Inquiring: Identify, process and evaluate information**

### **Content description**

AC9LK8EC04

## **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify and examine relevant information and opinion from a range of sources, including visual information and digital sources
- compare information and opinion that can be verified against claims based on personal preference
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources
- evaluate the accuracy, validity and relevance of the information and opinion to the topic of study
- identify and clarify significant information and opinion from a range of sources, including visual information and digital sources

information and digital sources

- evaluate the information selected to determine bias and reliability

## **Snapshot – Adapt in intercultural exchanges**

### **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

#### **Content description**

AC9LK8EC04

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

## **AC9LK8EC05**

### **develop and begin to apply strategies to interpret, and meaning in Korean in familiar**

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#### **Elaborations**

- translating short personal , identifying and , and noticing similarities and differences in use such as formality, for example, ■■■■■? versus ■■?
- using dictionaries and online tools to identify that do not have equivalents, such as ‘to wear’ in English, and ■■■ (wear on the body), ■■ (wear on the head), ■■■ (wear on the feet), or ‘to open’ in English, and ■■■ ■■■ (open a window), ■■ ■■■ (please open your eyes)
- to and viewing such as music video clips or extracts from films, sharing reactions with peers, noticing cultural aspects and recording similarities and differences in in similar in their own /s
- discussing how cultural concepts are expressed in non-literal use, for example, ■■ ‘our’ can be used to express inclusivity, as in ■■ ■ ‘my house’, ■■ ■■ ‘my/our school’
- designing signage, posters and flashcards, displaying items, for example, names of classroom objects, ■, ■■, ■■, ■■, ■■, ■■■, ■■

Students learn to:

### **develop and begin to apply strategies to interpret, translate and convey meaning in familiar contexts**

(AC9LK8EC05)

#### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

#### **Reading and viewing**

- Understanding texts

#### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

#### **Analysing**

- Interpret concepts and problems

#### **Managing and operating**

- Select and operate tools

#### **Navigating intercultural contexts**

- Adapt in intercultural exchanges

#### **Analysing**

- Interpret concepts and problems

#### **Resources**



## Work Samples

### Snapshot – Adapt in intercultural exchanges

#### **Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges**

##### **Content description**

AC9LK8EC05

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

### Snapshot – Understanding texts

#### **Literacy: Reading and viewing: Understanding texts**

##### **Content description**

AC9LK8EC05

##### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

##### **Comprehension**

- reads and views complex texts (see Text complexity)
- identifies the main themes or concepts in complex texts by synthesising key ideas or information
- summarises the text, identifying key details only
- draws inferences, synthesising clues and evidence across a text
- builds meaning by actively linking ideas from a number of texts or a range of digital sources
- distils information from a number of texts according to task and purpose (e.g. uses graphic organisers)
- identifies different interpretations of the text citing evidence from a text
- evaluates language features for relevance to purpose and audience
- analyses texts that have more than one purpose and explains how parts of the text support a particular purpose
- analyses the use of language appropriate to different types of texts (e.g. compare the use of pun in imaginative and persuasive texts)
- identifies techniques used to obscure author's purpose (e.g. inclusion or omission of content)

##### **Processes**

- uses processes such as predicting, confirming predictions, monitoring, and connecting relevant elements of the text to build or repair meaning
- uses knowledge of a broader range of cohesive devices to track meaning (e.g. word associations) (see Grammar)
- selects reading or viewing strategies appropriate to reading purpose (e.g. scans text for evidence)
- judiciously selects texts for learning area tasks and purposes

##### **Vocabulary**

- identifies language used to create tone or atmosphere
- analyses language and visual features in texts using metalanguage (e.g. cohesion, interpretation, figurative)
- applies knowledge of base words and word origins to understand the meaning of unfamiliar, discipline-specific words
- uses a range of context and grammatical cues to understand unfamiliar words
- interprets complex figurative language (e.g. euphemisms, hyperbole)

##### **Comprehension**

- reads and views complex or some highly complex texts (see Text complexity)

- interprets abstract concepts integrating complex ideas
- analyses how language features are used to support the point of view in a text (e.g. the strategic use of images such as a cartoon in an editorial)
- draws inferences using evidence from the text and discounting possible inferences that are not supported by the text
- applies and articulates criteria to evaluate the language structures and features for relevance to purpose and audience
- evaluates the reasoning and evidence in a persuasive text
- explains how context (e.g. time, place, situation) influences interpretations of a text
- analyses the author's perspectives in complex or some highly complex texts
- analyses the techniques authors use to position readers
- recognises when ideas or evidence have been omitted from a text to position the reader

### **Processes**

- automatically integrates a range of processes such as predicting, confirming predictions, monitoring and connecting relevant elements of the text, to build meaning
- describes how sophisticated cohesive devices establish patterns of meaning (e.g. "class" – "subclass")
- navigates extended texts including complex digital texts

### **Vocabulary**

- demonstrates an understanding of nuances and subtleties in words of similar meaning (e.g. "frustrated", "discouraged", "baffled")
- verifies interpretations of unfamiliar words using grammatical and contextual cues

### **Comprehension**

- reads and views highly complex texts (see Text complexity)
- interprets symbolism in texts, providing evidence to justify interpretation
- judiciously selects and synthesises evidence from multiple texts to support ideas and arguments
- analyses the credibility and validity of primary and secondary sources
- evaluates the use of devices such as analogy, irony, rhetoric and satire, and how they contribute to an author's individual style
- analyses the cumulative impact of use of language features and vocabulary across texts
- explains assumptions, beliefs and implicit values in texts (e.g. "economic growth is always desirable")
- evaluates the social, moral and ethical positions taken in texts

### **Processes**

- strategically adjusts the processes of reading and viewing to build meaning according to the demands of tasks and texts
- identifies subtle contradictions and inconsistencies in texts

### **Vocabulary**

- interprets complex, formal and impersonal language in academic texts
- uses lexical cues to interpret unfamiliar vocabulary
- demonstrates self-reliance in exploration and application of word learning strategies

## **Snapshot – Interpret concepts and problems**

### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

#### **Content description**

AC9LK8EC05

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

## **Snapshot – Select and operate tools**

### **Digital Literacy: Managing and operating: Select and operate tools**

## Content description

AC9LK8EC05

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- select and use the core features of digital tools to efficiently complete tasks
- troubleshoot basic problems and identify repetitive tasks to automate
- select and use the advanced or unfamiliar features of digital tools to efficiently complete tasks
- troubleshoot common problems and automate repetitive tasks
- select and operate advanced and emerging digital tools confidently
- troubleshoot common problems systematically and seek to improve efficiency by developing new skills

## Snapshot – Adapt in intercultural exchanges

### Intercultural Understanding: Navigating intercultural contexts: Adapt in intercultural exchanges

#### Content description

AC9LK8EC05

#### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- modify interactions in unfamiliar intercultural exchanges, demonstrating respect for, and understanding of, cultural diversity
- modify responses to unfamiliar intercultural exchanges to negotiate and sustain interactions that develop mutual understanding
- apply learning to the challenges and benefits of interacting in a culturally diverse society, adapting thinking and behaviour to develop mutual understanding

## Snapshot – Interpret concepts and problems

### Critical and Creative Thinking: Analysing: Interpret concepts and problems

#### Content description

AC9LK8EC05

#### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

## AC9LK8EC06

spoken, written and , informative and imaginative , for familiar and , using appropriate vocabulary, expressions, grammatical structures and some textual , using hangeul with support

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### Elaborations

- reporting orally or in on events in their immediate environments or personal worlds, such as a school or community event, celebration, excursion, or the arrival of a new student, for example, ■■■ ■■■, ■■ ■■ ■■■■■■■■ ■■■ ■■
- using presentation to report on Korean-speaking regions such as creating a presentation about an area in Korea and incorporating graphs or tables representing important information about the region, for example, popular foods, leisure , industries and transport
- compiling a list of and conducting an interview, for example, interviewing a Korean-speaking person visiting the school or in a secure online , about family, home, interests and abilities, and presenting the responses in a podcast or newsletter
- creating a print or digital poster in Korean to promote travel to a significant cultural location on a First Nations , including what to see and do
- creating to present information or ideas to a particular , for example, to advertise an event, a virtual tour of the school or report on a favourite band or type of music

- describing and classifying aspects of Australian for a Korean , for example, cuisine, daily life, significant places or cultural practices
- developing and using for specific , for example, a big book or game for young learners of Korean, invitations to a class event or posters for a , noticing how meanings need to be tailored to take into account intended and cultural
- creating stories in different modes such as video clips or digital photo stories, based on real or imaginary , places and events
- and participating in dialogues and imagined , and explaining the relationships between and in a short drama or song, for example, ■■■■, ■■■■, ■ ■■■? / ■■■■, ■■■■, ■ ■■■?
- labelling pictures of Korean and Australian classrooms and homes, and highlighting differences in the arrangement of items such as furniture and wall displays

Students learn to:

**create spoken, written and multimodal, informative and imaginative texts, for familiar purposes, using appropriate vocabulary, expressions, grammatical structures and conventions, using hangeul with support**

(AC9LK8EC06)

### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

#### **Creating and exchanging**

- Create, communicate and collaborate

#### **Speaking and listening**

- Speaking

#### **Writing**

- Creating texts
- Creating texts

#### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

#### **Social management**

- Communication

#### **Creating and exchanging**

- Create, communicate and collaborate

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Country/Place**

- First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Creating and exchanging**

- Create, communicate and collaborate

#### **Social management**

- Communication

#### **Social management**

- Communication

#### **Social management**

- Communication

## Resources

## Work Samples

### WS01 - ■■ ■■ (Family booklet)

#### Snapshot – Create, communicate and collaborate

#### Digital Literacy: Creating and exchanging: Create, communicate and collaborate

##### Content description

AC9LK8EC06

##### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
- select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

#### Snapshot – Speaking

#### Literacy: Speaking and listening: Speaking

##### Content description

AC9LK8EC06

##### Learning progression extract

The following learning progression extract shows the alignment of the learning progression with this content.

##### Crafting ideas

- creates spoken texts responsive to audience and a broad range of learning area topics, clearly articulating words and ideas
- organises more complex ideas or concepts logically, selecting details to accentuate key points
- speaks audibly and coherently to a less familiar audience for a sustained period
- shows increasing awareness of audience by moderating length, content and delivery of spoken texts
- adjusts register according to purpose and audience
- does research to prepare spoken texts
- uses a range of technology, and audio and visual resources to engage audience and enhance content

##### Vocabulary

- varies vocabulary to add interest and to describe with greater precision (e.g. uses topic-specific noun groups/phrases such as "exploitation of resources") (see Grammar)
- uses language creatively (e.g. "the moon shines bravely")
- uses sensory vocabulary to engage the audience (e.g. "a gasp of dismay")
- uses technical vocabulary to demonstrate topic knowledge (e.g. "deforestation")
- consistently uses a range of synonyms to add variety and precision to spoken text
- uses abstractions (e.g. "freedom", "fairness")

##### Crafting ideas

- creates spoken texts which explore and interpret concepts drawn from research or learning area content
- selects voice appropriate to purpose (e.g. third person to create distance and authority or first person to achieve personal connection)
- develops complex ideas or a central theme across a spoken text
- uses language features according to purpose, to impact the audience ( e.g. uses more complex connectives such as "consequently", "accordingly" to explain)
- rephrases or clarifies to repair or refine meaning
- uses language structures and features appropriate to learning area content
- uses technologies and visual and audio resources to enhance meaning and effect in presentations

##### Vocabulary

- selects vocabulary to intensify and sharpen the focus (e.g. "scarcely", "absolutely", "real", "simply")
- uses a range of evaluative language to express opinions or convey emotion (e.g. "significant benefits", "devastating consequences")
- uses a range of emotive language appropriate to topic, purpose and audience
- uses rich, evocative, descriptive language
- uses figurative language (e.g. "hungry for success")

### **Crafting ideas**

- creates complex and creative spoken texts which analyse and evaluate issues drawn from research or learning area content
- includes a range of alternative viewpoints in spoken texts, where appropriate
- controls and manipulates a sophisticated range of language features to affect the audience
- uses a range of rhetorical devices and humour to engage an audience
- references and quotes authorities or statistics to add authority (e.g. "according to a recent OECD report")
- delivers spoken text flexibly, allowing for questions and maintaining the flow of ideas

## **Snapshot – Creating texts**

### **Literacy: Writing: Creating texts**

#### **Content description**

AC9LK8EC06

#### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

#### **Crafting ideas**

- creates informative texts that describe, explain and document (e.g. describe an artwork, document the materials and explain why it was created)
- selects structural elements to comprehensively and accurately represent the information (e.g. a fact sheet includes an opening statement, labelled diagrams and text boxes)
- orients the reader to the topic or concept using a definition or classification
- develops ideas with details and examples
- uses ideas derived from research
- uses written and visual supporting evidence

#### **Text forms and features**

- uses cohesive devices to link concepts across texts (e.g. uses lexical cohesion such as word associations and synonyms)
- uses cohesive devices to express cause and effect (e.g. uses text connectives such as "therefore", "subsequently")
- includes salient visual and audio features to expand on written information (e.g. creates graphs and other technical diagrams from authentic data)
- uses language to compare (e.g. "alternatively", "whereas")
- uses formatting appropriately to reference and label graphics

#### **Vocabulary**

- uses a range of learnt, technical and discipline-specific terms (e.g. "adapt", "survive")
- uses more sophisticated words to express cause and effect (e.g. "therefore", "subsequently")

#### **Crafting ideas**

- creates informative texts to explain and analyse (e.g. analyses how artists use visual conventions in artworks)
- creates texts to compare and contrast phenomena (e.g. identify the similarities and differences between species of animals)
- orients the reader clearly to the topic or concept (e.g. using a definition or classification in the opening paragraph)
- intentionally selects structural elements for effect (e.g. includes an effective conclusion that synthesises complex ideas)
- uses evidence and research including digital resources to expand upon information and elaborate concepts

### **Text forms and features**

- varies sentence structure for effect (see Grammar)
- judiciously uses language, visual and audio features to emotionally or intellectually affect the reader
- uses more elaborate noun groups/phrases that include classifying adjectives and specific nouns (e.g. "mineral component of sedimentary rocks")
- creates cohesive flow by condensing previous information into a summarising noun (e.g. "A series of tumultuous events culminated in the outbreak of WWI - modern history's turning point.")
- uses passive voice and nominalisation to write succinctly (e.g. "the results were analysed") (see Grammar)

### **Vocabulary**

- uses discipline-specific terminology to provide accurate and explicit information (e.g. "discipline metalanguage")
- uses a range of synonyms for frequently occurring words, in a longer text (e.g. "repair", "fix", "remedy")
- uses vocabulary to indicate and describe relationships (e.g. "additionally", "similarly")

### **Crafting ideas**

- creates sustained, informative texts that precisely explain, analyse and evaluate concepts or abstract entities
- uses structural features flexibly to organise ideas strategically (e.g. includes a defined, cogent conclusion or summation)
- creates texts with forms and features combined strategically for purpose (e.g. describes a historical event from the perspective of a secondary source)
- uses evidence and references
- creates succinct short-answer explanatory texts as well as complex, multi-staged extended texts

### **Text forms and features**

- maintains tone appropriate to the audience
- uses extended noun groups/phrases including adjectival phrases (e.g. "a sturdy construction with modern design features") (see Grammar)

### **Vocabulary**

- uses complex abstractions (e.g. "economic", "sociocultural")

## **Snapshot – Creating texts**

### **Literacy: Writing: Creating texts**

#### **Content description**

AC9LK8EC06

#### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

#### **Crafting ideas**

- creates imaginative texts that experiment with textual features (e.g. reinterprets or creates alternative versions of songs or stories)
- selects structural elements to suit the purpose (e.g. uses a series of events to build a complication, includes an ending that resolves the complication)
- uses ideas that support a less familiar underpinning theme or concept (e.g. survival or heroism)
- uses actions and events to develop the character
- orients the reader to the imaginary premise (e.g. character/s and situation and may pre-empt the conclusion)
- creates a cohesive text by integrating narrative elements (e.g. character, setting and events)

#### **Text forms and features**

- uses cohesive devices to develop ideas across the text (e.g. uses lexical cohesion such as word associations and synonyms)
- includes salient visual and audio features to enhance the text
- intentionally tightens a text by leaving out words that can be readily inferred from the context (e.g. "Kokou must be hungry. But he was not [hungry].")
- selects a point of view appropriate to the purpose and audience

- uses figurative devices such as personification and metaphor (e.g. "the fairy lights danced along the street")

### **Vocabulary**

- uses vivid and less predictable vocabulary to affect the reader (e.g. "stroll", "prowl" for "walk")
- uses words to create imagery (e.g. "the wind whistled and swirled around her")
- uses vocabulary to evoke humour (e.g. pun)

### **Crafting ideas**

- creates imaginative texts with less predictable features to emotionally and intellectually engage the reader (e.g. writes to convey character perspective)
- includes relevant, rich, evocative description
- uses literary techniques such as dialogue and vivid description, to carry the plot, develop character and create a sense of place and atmosphere
- intentionally selects structural features (e.g. includes an unpredictable ending or circular plot)
- generates, selects and crafts ideas to support a theme
- selects text form or type to effectively support ideas (e.g. adventure story, short video which provides a fictional representation of a real event)

### **Text forms and features**

- uses language features to engage reader (e.g. uses sensory imagery to build atmosphere)
- uses a range of figurative devices to effectively impact the reader (e.g. well-crafted metaphor)
- includes visual and audio resources to evoke mood or atmosphere of text
- varies sentence structure for effect (see Grammar)

### **Vocabulary**

- uses words that create connotations (e.g. "startled", "dismayed")
- uses language that evokes an emotional response (e.g. "a piercing scream echoed through the valley")

### **Crafting ideas**

- creates sustained texts that develop more abstract themes or concepts in imaginative ways
- uses structural features flexibly to organise ideas strategically (e.g. deliberate repetition to reinforce a point or create a rhythmic flow)
- develops an imaginative text around a theme or social issue

### **Text forms and features**

- uses stylistic features for effect (e.g. narrates from an omniscient point of view)
- uses recurring imagery for cohesion
- uses language to create humour (e.g. irony, satire)
- uses complementary noun and verb groups (e.g. "Through narrowed eyes she scrutinised the haggard face.") (see Grammar)

### **Vocabulary**

- uses vocabulary for precision (e.g. "shrouded" for "covered")
- uses figurative language to create subtle and complex meaning (e.g. "offering a silent prayer to the deaf sky")

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LK8EC06

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

## **Snapshot – Create, communicate and collaborate**

### **Digital Literacy: Creating and exchanging: Create, communicate and collaborate**

#### **Content description**



AC9LK8EC06

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
- select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

### **Snapshot – Communication**

**Personal and Social capability: Social management: Communication**

### **Content description**

AC9LK8EC06

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- apply skills to address factors that influence verbal and non-verbal communication
- demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non-verbal communication
- devise strategies that apply effective verbal and non-verbal communication in response to feedback

### **Snapshot – Communication**

**Personal and Social capability: Social management: Communication**

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### **Snapshot – Create, communicate and collaborate**

#### **Digital Literacy: Creating and exchanging: Create, communicate and collaborate**

### **Content description**

AC9LK8EC06

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- select and control a variety of features in appropriate digital tools to create content and communicate and collaborate with trusted groups
- select and control advanced features of appropriate digital tools to independently create content and effectively communicate and collaborate with wider groups
- select and control the features of digital tools to purposefully create content and effectively communicate and collaborate, inclusive of diverse groups

### **Snapshot – Communication**

#### **Personal and Social capability: Social management: Communication**

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AC9LK8EC06

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### **Resource – WS01 - ■■■ ■■■ (Family booklet)**

By the end of Year 8, students use Korean language to interact and collaborate with others, and to

share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Korean or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts in hangeul, with support.

Students approximate pronunciation and intonation in spoken Korean. They recognise the function of hangeul and demonstrate understanding that Korean has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of Korean and English language structures and features, using metalanguage. They demonstrate awareness that the Korean language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.

## AC9LK8EC06

create spoken, written and multimodal, informative and imaginative texts, for familiar contexts and purposes, using appropriate vocabulary, expressions, grammatical structures and some textual conventions, using hangeul with support

## AC9LK8EU02

develop knowledge of, and use structures and features of, the Korean grammatical and hangeul writing systems to understand and create spoken, written and multimodal texts

## AC9LK8EU01

**recognise and use features of the Korean sound system, including , , , and , and demonstrate understanding of how these are represented in familiar**

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### Elaborations

- to and reproducing the sounds of Korean, noticing sound–symbol correspondence, for example, in , ■ versus ■, ■ versus ■, in transcribed as combinations of letters ■■■■, ■■, ■, ■■, ■■, and in transcribed by double-consonant letters, ■ versus ■, ■■ versus ■■, ■■ versus ■■, ■ versus ■
- recognising the differences in between statements, , requests and commands, for example, ■■, ■■? ■■!
- showing understanding of the correct placement of letters in written form, as opposed to in spoken form, through dictation practice, for example, ■■■■ ■■■■■■ [■■■■■ ■■■■■■], ■■ ■■ [■■ ■■■], ■■ ■■■ [■■ ■■■]
- constructing in different shapes, where a and a vertical are positioned side by side, for example, ■, a horizontal is positioned underneath a , for example, ■, or a or a is added as a syllable-final , ■■, under the first 2 types of , for example, ■, ■, ■
- recognising and using the rules for syllable-final , for example, that any can be syllable-final, but there are only 7 syllable-final sounds
- knowing that for syllable-final double , in most only the first final is pronounced, except for ■ and ■

Students learn to:

**recognise and use features of the Korean sound system, including pitch, rhythm, stress, pronunciation and intonation, and demonstrate understanding of how these are represented in familiar contexts**

(AC9LK8EU01)

### General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

#### Speaking and listening

- Speaking

#### Social management

- Communication

## **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

## **Social management**

- Communication

## **Social management**

- Communication

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- Communication

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- Communication

## **Social management**

- Communication

## **Social management**

- Communication

## **Resources**

## **Work Samples**

## **Snapshot – Speaking**

### **Literacy: Speaking and listening: Speaking**

#### **Content description**

AC9LK8EU01

#### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

#### **Crafting ideas**

- creates spoken texts responsive to audience and a broad range of learning area topics, clearly articulating words and ideas
- organises more complex ideas or concepts logically, selecting details to accentuate key points
- speaks audibly and coherently to a less familiar audience for a sustained period
- shows increasing awareness of audience by moderating length, content and delivery of spoken texts
- adjusts register according to purpose and audience
- does research to prepare spoken texts
- uses a range of technology, and audio and visual resources to engage audience and enhance content

#### **Vocabulary**

- varies vocabulary to add interest and to describe with greater precision (e.g. uses topic-specific noun groups/phrases such as "exploitation of resources") (see Grammar)
- uses language creatively (e.g. "the moon shines bravely")
- uses sensory vocabulary to engage the audience (e.g. "a gasp of dismay")
- uses technical vocabulary to demonstrate topic knowledge (e.g. "deforestation")
- consistently uses a range of synonyms to add variety and precision to spoken text
- uses abstractions (e.g. "freedom", "fairness")

#### **Crafting ideas**

- creates spoken texts which explore and interpret concepts drawn from research or learning area content
- selects voice appropriate to purpose (e.g. third person to create distance and authority or first person to achieve personal connection)
- develops complex ideas or a central theme across a spoken text
- uses language features according to purpose, to impact the audience ( e.g. uses more complex connectives such as "consequently", "accordingly" to explain)
- rephrases or clarifies to repair or refine meaning
- uses language structures and features appropriate to learning area content
- uses technologies and visual and audio resources to enhance meaning and effect in presentations

## **Vocabulary**

- selects vocabulary to intensify and sharpen the focus (e.g. "scarcely", "absolutely", "real", "simply")
- uses a range of evaluative language to express opinions or convey emotion (e.g. "significant benefits", "devastating consequences")
- uses a range of emotive language appropriate to topic, purpose and audience
- uses rich, evocative, descriptive language
- uses figurative language (e.g. "hungry for success")

## **Crafting ideas**

- creates complex and creative spoken texts which analyse and evaluate issues drawn from research or learning area content
- includes a range of alternative viewpoints in spoken texts, where appropriate
- controls and manipulates a sophisticated range of language features to affect the audience
- uses a range of rhetorical devices and humour to engage an audience
- references and quotes authorities or statistics to add authority (e.g. "according to a recent OECD report")
- delivers spoken text flexibly, allowing for questions and maintaining the flow of ideas

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LK8EU01

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

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### **Resource – Korean language resource**

## **Korean**

### **Language support resource**

The Korean Language support resource was developed to support teachers as they plan teaching and learning programs to implement the Australian Curriculum: Korean. It is optional and includes illustrative examples of language and language use.

#### **Introduction**

The resource provides suggestions for sequential development in 2 parts:

- Part 1 – language features and structures
- Part 2 – thematic contexts for language use.

The content is presented in 3 broad levels: beginner, intermediate and advanced, and is independent of the year bands and sequences in the curriculum and the time spent on task.

Teachers can use suggestions in the resource to adapt curriculum content to meet the diverse language needs and learning backgrounds of students at different entry points into second language learning. For example, if a Year 5 student is learning Korean for the first time, a teacher can use the cognitive demand of the Years 5 and 6 curriculum achievement standards and content descriptions combined with beginner language features and structures, and/or thematic contexts.

## Language features and structures

Part 1 provides language features and structures that are neither exhaustive nor mutually exclusive across the 3 different levels. Beginner, intermediate and advanced levels demonstrate how a particular feature or structure could be developed at different stages of a continuum of second language learning.

## Thematic contexts for language use

Part 2 provides examples of thematic contexts for language use at beginner, intermediate and advanced levels. They are designed to give teachers ideas about how to support a progression of learning related to contexts and concepts of language use. Teachers are encouraged to adapt these to allow for student agency and to meet the needs, abilities and interests of their students, using the approaches, methodologies and pedagogies that best suit their students' learning.

Download

## AC9LK8EU02

### develop knowledge of, and use structures and features of, the Korean grammatical and hangeul systems to understand and spoken, written and

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#### Elaborations

- recognising and using simple structures in the +object+ order to make statements or ask , and inferring missing or objects based on , for example, ■■■ ■■■■ ■■■? is missing a , and ■■■■ is missing both a and an object
- combining to a and applying spacing rules and basic phonological rules when and , for example, ■■■■ ■■■ ■■■■
- referring to self and things appropriately using first-person ■, ■, ■, ■, ■■■, demonstrative ■, ■, ■, ■■■, ■■■, or place ■■■, ■■■, ■■■, for example, ■ ■■■■ ■■■■, ■■■ ■■■■ ■■■■?, ■■■ ■■■ ■■■■
- using basic particles to mark and other basic functions of in a , for example, -■/■, -■/■, -■/■, -■, -■■, -■■
- using present and past with the informal polite style ending -■/■, for example, ■■■, ■■■■, ■■■■■, ■■■■■■, ■■■, ■■■■, including some set with such as -■ ■■■, -■ ■■■, or -(■)■ ■■■■
- using some and such as ■■■, ■■■, ■■■■■ and humble , for example, ■/■ as part of expressions
- using simple negation by placing ■ or ■ before a , for example, ■ ■■, ■ ■■, and replacing copula -■/■■■ with its negative form -■/■ ■■■■
- understanding and responding to teacher feedback on how to textual , using elements such as to sequence and link ideas and maintain the flow of expression, for example, ■■■, ■■■■
- using the two numbering systems of Korean appropriately for , for example, ■■, ■, ■, ... and ■, ■, ■, ...
- using basic counters and Arabic numerals with appropriate , for example, ■■ 1■ is read as ■■ ■■, ■■ 3■ is read as ■■ ■■, 11■ is read as ■■ ■, 7 ■■ is read as ■ ■■, and comparing differences in order between Korean and English when counting objects, for example, ■■ ■ ■ versus 'one apple'
- using to make , for example, ■■, ■■, ■■, ■■, ■■■, ■, ■, ■■, ■■
- discriminating between content and function , for example, in ■■■■ ■■■■, ■■ and ■■■■ are content , and ■ is a function
- using idiomatic expressions for greeting, farewelling and some learning and everyday , for example, ■■■■■? ■■■ ■■■■, ■■■■■/■■■, ■■■■■, ■■■■■, ■■■■■, ■■ ■■■■■, ... ■■■, ...■ ... ■■ as in ■■■■ ... ■■■■■

Students learn to:

### develop knowledge of, and use structures and features of, the Korean grammatical systems to understand and create spoken, written and multimodal texts

(AC9LK8EU02)

#### General capabilities and cross-curriculum priorities

This content description connects to the following general capabilities and cross-curriculum priorities.

#### Writing

- Grammar

#### Social management

- Communication

## **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

## **Social management**

- Communication

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## **Resources**

## **Work Samples**

## **WS01 - ■■ ■■ (Family booklet)**

## **Snapshot – Grammar**

### **Literacy: Writing: Grammar**

#### **Content description**

AC9LK8EU02

#### **Learning progression extract**

The following learning progression extract shows the alignment of the learning progression with this content.

#### **Grammatical accuracy**

- makes few grammatical errors, such as inappropriate tense selections or lack of agreement between subject and verb

#### **Group and word level**

- uses an extended range of verbs and verb groups for a particular effect (e.g. characterisation - "howls", "was trembling"; and expressing causality – "results in")
- adjusts tense in a text if required (e.g. uses simple present tense to represent "timeless" happenings (e.g. "bears hibernate in winter") and uses continuous present tense when referring to an ongoing event (e.g. "bears are becoming extinct")
- creates elaborated noun groups to build richer description by extending the noun group/phrase (e.g. "that naughty, little cattle dog, with the crooked tail, that ran away last week")



- uses possessive pronouns (e.g. "his", "hers", "theirs") and relative pronouns (e.g. "who", "which", "whom")
- uses adverbials to represent a greater range of circumstances (e.g. time – "subsequently"; place – "in their environment"; manner – "excitedly"; reason – "due to several factors")

### **Sentence level**

- selects simple, compound and complex sentences to express and connect ideas, occasionally manipulating the structure for emphasis, clarity or effect
- uses subordinating conjunctions (e.g. "even though" in "Even though a storm was predicted, the search and rescue mission still went ahead.")

### **Whole text level**

- uses cohesive devices to alert the reader about how the text is unfolding (e.g. foreshadowing the key points at the beginning, reinforcing the key points with topic sentences, and linking back to key points in the conclusion)

### **Grammatical accuracy**

- writes well-structured texts, rarely making grammatical errors

### **Group and word level**

- presents elaborated verb groups that capture nuances and complex expressions of time and probability (e.g. "he was thought to have been arriving late"; "the errors could be attributed to faulty equipment")
- selects from succinct noun groups/phrases through to highly elaborated noun groups/phrases for effect, clarity or complexity of description
- uses nominalisations to create concise noun groups/phrases
- intentionally uses a wide array of adverbials to represent a greater variety of circumstances (e.g. "with whom?" "to what extent?" "how much?" "in what role?" "by what means?" "in what manner?" "compared to what?")
- maintains subject-verb agreement in complex sentences

### **Sentence level**

- crafts both compact and lengthy sentences with challenging structures, such as embedded/relative clauses, non-finite clauses, interrupting clauses, nominalisations, passive voice
- makes more sophisticated connections between ideas by creating complex sentences expressing relationships of cause, reason, concession

### **Whole text level**

- uses a wide range of cohesive devices such as text connectives that link sentences and paragraphs, and patterns of meaning (e.g. part-whole, class-subclass, compare-contrast, cause and effect)

## **Snapshot – Communication**

### **Personal and Social capability: Social management: Communication**

#### **Content description**

AC9LK8EU02

#### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

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## Resource – WS01 - ■■■ ■■■ (Family booklet)

By the end of Year 8, students use Korean language to interact and collaborate with others, and to share information and plan activities in familiar contexts. They respond to others' contributions, and recognise familiar gestures, questions and instructions in exchanges. They recognise relationships between spoken and written forms. They locate and respond to information in texts and use non-verbal, visual and contextual cues to help make meaning. They respond in Korean or English, and demonstrate understanding of context, purpose and audience in texts. They use familiar language, and modelled sentence and grammatical structures to create texts in hangeul, with support.

Students approximate pronunciation and intonation in spoken Korean. They recognise the function of hangeul and demonstrate understanding that Korean has conventions and rules for non-verbal, spoken and written communication. They comment on aspects of Korean and English language structures and features, using metalanguage. They demonstrate awareness that the Korean language is connected with culture and identity, and that this is reflected in their own language(s), culture(s) and identity.

## AC9LK8EC06

create spoken, written and multimodal, informative and imaginative texts, for familiar contexts and purposes, using appropriate vocabulary, expressions, grammatical structures and some textual conventions, using hangeul with support

## AC9LK8EU02

develop knowledge of, and use structures and features of, the Korean grammatical and hangeul writing systems to understand and create spoken, written and multimodal texts

## AC9LK8EU03

### compare Korean and features with English, using familiar

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#### Elaborations

- identifying the , intended and key of short such as road signs or instructions, and comparing these with English versions of similar , for example, ■■■■ versus 'drive slowly', ■■■■/■■■■ versus 'push'/'pull'
- identifying of familiar such as letters, emails or greeting/invitation cards, and comparing them with English, for example, salutations, the order of elements in an , and format of the date, ... ■■■, ... ■■■■, 4■ 3■ ■■■■
- recognising the similarities in key features of Korean and English such as stories, songs and conversation

- observing how differently abbreviated forms in multimedia and social media are accepted in Korean and English, for example, ■, ■■, ■■■
- collecting and analysing samples of from to explore differences in communicative style and expression between social groups in Korean and Australian , for example, ■■ ■■■■ to mean “Welcome”, and ■ ■■■■? to mean “How are you?”

Students learn to:

**compare Korean language structures and features with English, using familiar meta**

(AC9LK8EU03)

### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

#### **Analysing**

- Interpret concepts and problems

#### **Engaging with cultural and linguistic diversity**

- Communicate responsively

#### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

#### **Analysing**

- Interpret concepts and problems

#### **Analysing**

- Interpret concepts and problems

#### **Engaging with cultural and linguistic diversity**

- Communicate responsively

#### **Resources**

### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

##### **Content description**

AC9LK8EU03

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

### **Snapshot – Communicate responsively**

#### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively**

##### **Content description**

AC9LK8EU03

##### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

### **Snapshot – Interpret concepts and problems**

#### **Critical and Creative Thinking: Analysing: Interpret concepts and problems**

## Content description

AC9LK8EU03

### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

## Snapshot – Interpret concepts and problems

### Critical and Creative Thinking: Analysing: Interpret concepts and problems

#### Content description

AC9LK8EU03

#### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- identify the relevant and significant aspects of a concept or problem, understanding that approaches may change depending on the subject or learning area
- identify the relevant aspects of a concept or problem, recognising gaps or missing elements necessary for understanding by using approaches and strategies suitable for the context
- identify the objective and subjective aspects of a complex concept or problem, with sensitivity to context

## Snapshot – Communicate responsively

### Intercultural Understanding: Engaging with cultural and linguistic diversity: Communicate responsively

#### Content description

AC9LK8EU03

#### Continuum extract

The following continuum extract shows the alignment of the continuum with this content.

- select strategies for open, flexible and focused communication in unfamiliar settings, considering their effect on building understanding
- select and use strategies for open, flexible and focused communication, including understanding how cultural perspectives and world views affect communication within, between and across cultural and linguistic groups
- apply communication strategies in culturally and linguistically diverse contexts, understanding how language and culture are interrelated or connected

## AC9LK8EU04

### recognise how is shaped by (s), (s), , and

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#### Elaborations

- participating in guided discussion of the roles of and relationships between and , with reference to Korean, English and other known
- viewing in Korean between peers or in such as a movie segment, noticing and recording cultural similarities and differences between in Korean and in their own (s), for example, comparing similarities and differences between using a Venn diagram
- identifying which have similar meanings and across different , reflecting on the possible origins and cultural associations of such , for example, ■■■, 'mum', 'mama ...'
- examining, in Korean or English, how First Nations Australians' have strong connections to locations and how these can be compared with variations across Korean-speaking communities
- identifying non-verbal expressions taken for granted in in different , for example, making or avoiding eye contact depending on the social , bowing to an older person, nodding to show agreement, pointing and beckoning with appropriate hand
- reflecting on the cultural associations of individual Korean which may be interpreted differently

by people who do not know Korean , for example, ■■ ‘our’ can be used for ■■ ■■■ ‘my teacher’, ■■ ■■ ‘my country’, and terms such as ■, ■■, ■■, ■■ are often used to other people

- discussing, questioning and explaining understanding of other , including Korean , without stereotyping
- understanding the significance of social and cultural concepts, for example, using ■■■ ■■■■? as a greeting
- exploring how politeness is expressed differently in Korean and English , for example, the importance of age and levels of formality

Students learn to:

**recognise how identity is shaped by language(s), culture(s), attitudes, beliefs and values**

(AC9LK8EU04)

### **General capabilities and cross-curriculum priorities**

This content description connects to the following general capabilities and cross-curriculum priorities.

#### **Engaging with cultural and linguistic diversity**

- Develop multiple perspectives

#### **Reflecting on culture and cultural diversity**

- Reflect on the relationship between cultures and identities

#### **Social awareness**

- Empathy

#### **Elaborations**

Content elaborations provide suggestions of ways to teach the content description and connect it to general capabilities and cross-curriculum priorities. Content elaborations are optional .

#### **Engaging with cultural and linguistic diversity**

- Develop multiple perspectives

#### **Country/Place**

- First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.

#### **Engaging with cultural and linguistic diversity**

- Develop multiple perspectives

#### **Knowing Asia and its diversity**

- People of the Asia region are diverse in backgrounds, experiences, stories, religions, beliefs and perspectives.

#### **Navigating intercultural contexts**

- Respond to biases, stereotypes, prejudices and discrimination

#### **Social awareness**

- Empathy

#### **Resources**

### **Snapshot – Develop multiple perspectives**

## **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives**

### **Content description**

AC9LK8EU04

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics
- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

### **Snapshot – Reflect on the relationship between cultures and identities**

## **Intercultural Understanding: Reflecting on culture and cultural diversity: Reflect on the relationship between cultures and identities**

### **Content description**

AC9LK8EU04

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- examine how beliefs, values and cultural practices convey meaning and influence people's sense of identity and belonging
- identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups
- evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own

### **Snapshot – Empathy**

#### **Personal and Social capability: Social awareness: Empathy**

### **Content description**

AC9LK8EU04

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- explain how the ability to appreciate others' needs, emotions, cultures and backgrounds assists in the development of social awareness
- acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own
- evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness

### **Snapshot – Develop multiple perspectives**

#### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives**

### **Content description**

AC9LK8EU04

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics
- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

### **Snapshot – Develop multiple perspectives**

#### **Intercultural Understanding: Engaging with cultural and linguistic diversity: Develop multiple perspectives**

### **Content description**

AC9LK8EU04

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- examine how cultural beliefs or practices influence their own perspectives, and those of others, when discussing unfamiliar topics
- consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
- analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives

### **Snapshot – Respond to biases, stereotypes, prejudices and discrimination**

#### **Intercultural Understanding: Navigating intercultural contexts: Respond to biases and discrimination**



## **prejudices and discrimination**

### **Content description**

AC9LK8EU04

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- examine how biases and stereotypes affect familiar intercultural exchanges, identifying actions that demonstrate understanding and respect
- analyse the origins of biases, stereotypes and prejudices affecting interactions and the representation of groups, proposing actions to build awareness of experiences or impacts
- apply learning to promote the wellbeing of people within unfamiliar intercultural exchanges, proposing actions to challenge biases, stereotypes, prejudices and discrimination

### **Snapshot – Empathy**

### **Personal and Social capability: Social awareness: Empathy**

### **Content description**

AC9LK8EU04

### **Continuum extract**

The following continuum extract shows the alignment of the continuum with this content.

- explain how the ability to appreciate others' needs, emotions, cultures and backgrounds assists in the development of social awareness
- acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own
- evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness