

Acknowledgement



Australian Government

This work is being funded by the Australian Government Department of Education,
Employment and Workplace Relations under the School Languages Program.

Heritage Korean

Draft Course of Study

at Senior Secondary Level

October 2009



COLLABORATIVE CURRICULUM AND ASSESSMENT FRAMEWORK FOR LANGUAGES
AUSTRALIA

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Published by
Board of Studies NSW
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Sydney NSW 2001
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Fax: (02) 9367 8484
Internet: www.boardofstudies.nsw.edu.au

October 2009

2009688

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1 Background Information

The project, *Development of Chinese (Mandarin), Japanese, Indonesian and Korean Language Courses for Heritage Speakers at the Senior Secondary Level (Curriculum Framework and Courses of Study)* was proposed by the Office of the Board of Studies NSW on behalf of the Australasian Curriculum Assessment and Certification Authorities (ACACA) in October 2008 and approved by the Department of Education, Employment and Workplace Relations (DEEWR) in December 2008. It is funded as a national project through the School Languages Program (SLP).

The project is being led by the New South Wales Board of Studies in collaboration with the Victorian Curriculum and Assessment Authority and the SACE Board of South Australia on behalf of ACACA, from its commencement in December 2008 until its completion in September 2010. The Curriculum Framework and Courses of Study will be developed as part of the Collaborative Curriculum and Assessment Framework for Languages (CCAFL) Project and in keeping with a national set of curriculum statements at the senior secondary level.

The purpose of the project is to develop a national curriculum framework and courses of study in Chinese (Mandarin), Japanese, Indonesian and Korean for Heritage Speakers at the senior secondary level to cater for students whose language background and/or experiences make them ineligible for the Continuers course of study, but for whom the Background Speakers course is too advanced.

It is anticipated that the provision of courses for Heritage language learners will encourage these students to study one of the four targeted Asian languages. It will also make a significant contribution to the work of the Australian Curriculum, Assessment and Reporting Authority in the development of a national curriculum for languages.

The preparation of this draft course of study is the third step in the development of the *Heritage Korean Course of Study at Senior Secondary Level*.

The first step was a curriculum review which included findings of educational research relating to national and international practice, an evaluation of the existing provision of languages courses and responses gathered at a National Forum attended by key stakeholders from across Australia. An evaluation report highlighting broad directions for the development of a curriculum was submitted to DEEWR and subsequently endorsed in March 2009.

The second step was the development of a framework for Heritage Languages Courses at Senior Secondary Level for consultation and endorsement by the project Steering Committee. This involved:

- distribution of the draft framework and survey instrument to:
 - teachers in NSW, Victoria and South Australia
 - academic educators from the university sector
 - representatives from professional associations and community groups
 - educational organisations
- qualitative analysis of the survey responses
- submissions from the departments of education in NSW, Victoria, South Australia and Western Australia
- meetings with teachers and key interest groups.

Following consultation, the draft framework was revised to address a variety of issues raised by respondents and the amended version subsequently became the basis for the writing of draft courses of study in the four languages. The consultation report and the framework are published on the Board's website.

Consultation will continue to be of vital importance as the project to develop the courses of study proceeds towards publication of the new *Heritage Korean Course of Study at Senior Secondary Level* available for implementation with Year 11 in 2011.

1.1 Design of the Heritage Korean Draft Course of Study at Senior Secondary Level

The preparation of the draft course of study has been in accordance with the *Framework for Heritage Languages at Senior Secondary Level*. Consultation on the *Heritage Korean Draft Course of Study* will provide key stakeholders with the opportunity to comment on ways in which the requirements of the framework apply to the *Heritage Korean Course of Study at Senior Secondary Level*.

1.2 Specific issues to be considered during consultation on the draft course of study

During consultation on the draft framework and the development of the draft courses of study, the following issues were identified and addressed:

- the clarity of the description of the target group
- the need to foreground the intercultural orientation of the course
- the prescription of character lists for Chinese and Japanese
- the expected level of language skills to be acquired at the end of the course
- the interrelationships between the components of the Content
- the number and appropriateness of the Issues
- the need to articulate more clearly the concept of bilingual and bicultural identity
- the structure and requirements of the external examination.

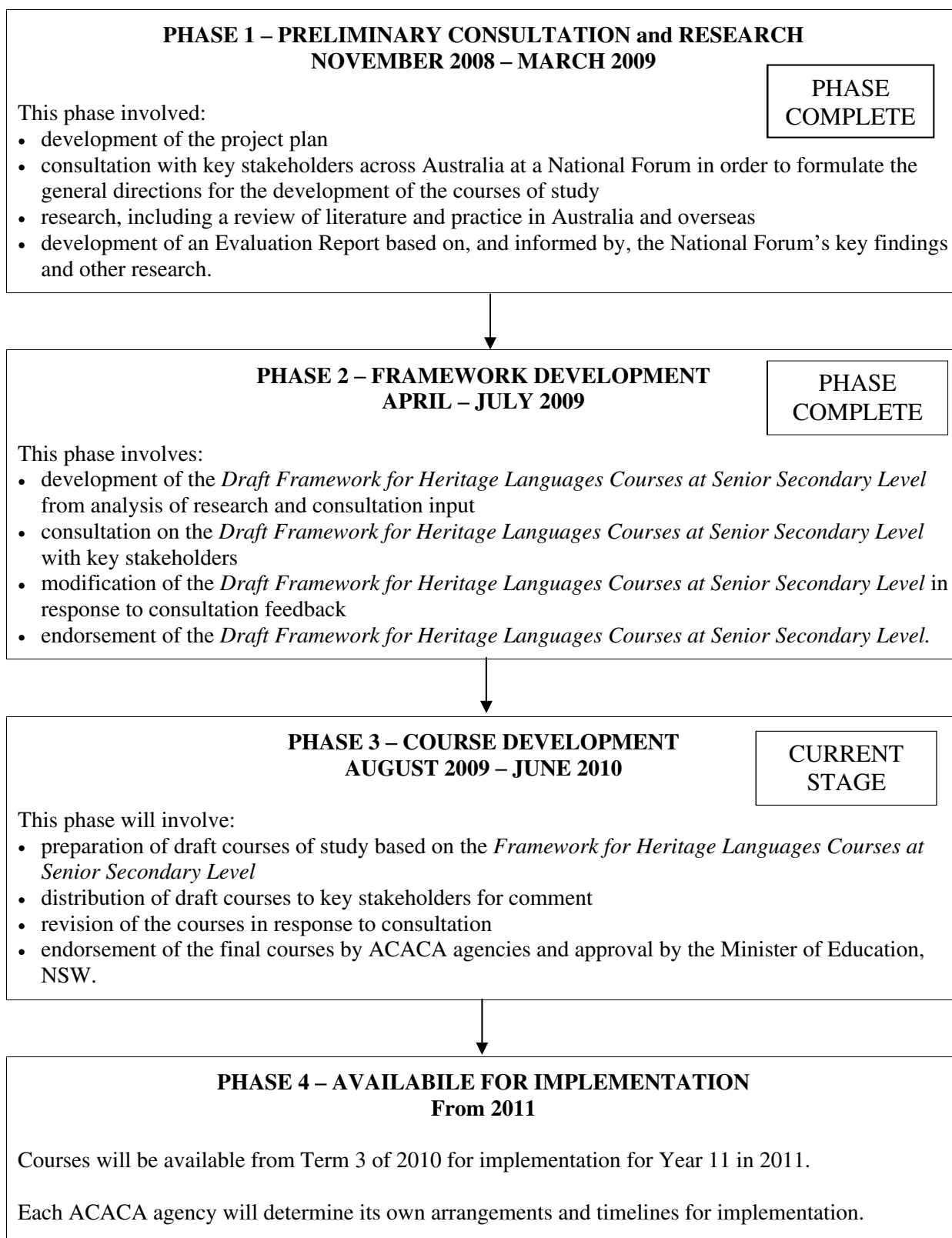
The survey that accompanies this draft course of study restates these issues and provides opportunities for key stakeholders to comment.

1.3 The Development Process

The development process uses a project management approach and involves four phases. It provides opportunities for wide consultation with teachers and other interest groups in order to receive the highest quality advice from across the education community.



The process and timelines for the development of the courses of study are provided below.

1.4 Timeline for the development of Heritage Languages Courses at Senior Secondary Level



1.5 Assisting Respondents

The following icons are used to assist respondents:

 For your information	<i>This icon indicates general explanatory information that assists in understanding the information contained in the framework.</i>
 Please comment	<i>This icon indicates material for which responses and views are sought.</i>

1.6 Consultation

The *Heritage Korean Draft Course of Study* is accompanied by a consultation survey. The purpose of the consultation is to obtain detailed comments from individuals and systems/organisations on the *Heritage Korean Draft Course of Study at Senior Secondary Level for Chinese (Mandarin), Japanese, Indonesian and Korean*. Please comment on both the strengths and weaknesses of the draft course of study and make suggestions as appropriate. Comments will be taken into account when the draft syllabuses are modified. This is an opportunity to contribute directly to the design of high quality courses of study.

You can respond to the draft course of study by either:

Forwarding your responses to the focus questions to:

The Administrative Officer, Languages
Heritage Languages Project
Office of the Board of Studies NSW
GPO Box 5300
SYDNEY 2001

OR

Sending your responses by email to:

lyn.sully@bos.nsw.edu.au or marjory.ellsmore@bos.nsw.edu.au

OR

Completing the online survey on the Board's website.

2 Structure of the Draft Course of Study

The draft course of study has the following elements:

Introduction

- The Language
- Description of Target Group

Rationale

Aims, Objectives and Outcomes

- Aims
- Objectives
- Outcomes
- Table of Objectives and Outcomes

Content

- Content
- Issues, Perspectives and Contexts
- Personal Investigation
- Texts
- Tasks
- Grammar

Other considerations

- The place of English
- The role of digital technologies
- Dictionaries

Assessment

- External Examination

List of suggested Resources

Appendix (NSW)

- Continuum of Learning
- Assessment in Stage 6

3 Introduction to Heritage Korean at the Senior Secondary Level

3.1 The Language



**For your
information**

The language to be studied and assessed is the modern standard or official version of Korean.



**Please
comment**

The language to be studied and assessed is the modern standard version of Korean.

Students will need to be aware of the spoken and written forms of Korean. Students should be familiar with the different levels of language use, such as formal, informal and honorific forms. In writing, only the *Hangeul* script will be used.

3.2 Description of Target Group



**Please
comment**

Heritage language students are typically those who have been brought up in a home where the Korean language is used and have a cultural connection to the target language. They have some degree of understanding and knowledge of Korean, although their oral proficiency is typically more highly developed than their proficiency in the written language. These students have received all or most of their formal education in schools where English (or a language different from the target language) is the medium of instruction and are therefore to some extent bilingual.

This course recognises the varying degrees of affinity with the culture of the target language and the diversity of knowledge and skills in the target language that students will have acquired prior to enrolling in the Heritage language course. However, at entry level to the course, students will have typically undertaken formal study of Korean:

- in a community, primary and/or secondary school in Australia and/or
- in a school where the target language was the medium of instruction up to the age of ten.

Eligibility criteria will apply. These will be advised by each state and territory.

4 Rationale

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For your information

The **rationale** describes the nature of the subject in broad terms and outlines its relationship to the contemporary world and current practice. It explains the place and purpose of the subject in the curriculum.



Please comment

The study of Korean contributes to the overall education of students, particularly in the areas of communication, intercultural understanding, literacy, cognitive and social development and general knowledge. The study promotes understanding of different attitudes and values within the wider Australian community and beyond, recognising multilingualism and multiculturalism as an integral part of Australian society.

The study of Korean in this language course will develop in students a strengthened sense of personal, linguistic and cultural identity that will serve to enhance a mature and positive bilingual and bicultural identity.

The Heritage language course will allow students to build on and further develop language skills already acquired, through engagement with the Korean-speaking community, locally and overseas, and through the study of contemporary texts and issues. These experiences will provide students with a level of language proficiency that will enable them to undertake further study and operate effectively in a range of local, regional and global contexts.

As a result of globalisation and migration, a dynamic Korean-speaking community has emerged in Australia. This has led to a growth in demand for opportunities to maintain and develop Korean language skills.

Students studying the Heritage Korean course will gain a variety of skills vital to participating in the expanding economic activities between Australia and Korea that reach beyond community and national boundaries.

Through the study of the Heritage Korean course students can gain access to the rich cultural heritage of both traditional and contemporary Korea allowing them to relate to young people with whom they share a common heritage. The significant role that Korean film, music and the arts play within contemporary Asian societies provides a highly relevant area of interest for young people.

The cultural, intellectual and social benefits of language learning reach beyond the individual to society as a whole. Languages are a national resource that serve communities within Australia and enable the nation to engage effectively with the global community.

The Australian Government has placed a high priority on Australians ‘becoming Asia literate’ (*Melbourne Declaration of Educational Goals for Young Australians*, 2008). The government has also recognised the importance of developing political, social and cultural links with close and influential neighbours and the strategic importance of learning the Korean language in relation to the economic future of Australia. The study of the Heritage language course will make a significant contribution to these priorities for the future of Australia.

5 Aims*, Objectives* and Outcomes*

* Use of these terms will be determined by the relevant agency.

5.1 Aims



**For your
information**

The **aims** provide a succinct statement of the overall purpose of the course. They indicate the general educational benefits that are to accrue for students from programs based on the course of study.



**Please
comment**

The Korean Heritage language course aims to develop and enhance the bilingual and bicultural background of Heritage language learners by improving their linguistic and intercultural knowledge, understanding and skills. It aims to develop in them the ability to:

- use Korean to communicate in a range of contexts
- understand how language works as a system
- appreciate their Korean linguistic and cultural heritage
- understand how culture and identity are created and expressed through language
- make connections between Korean and English
- apply Korean to work, further study, training or leisure.

These aims assist students to live and work successfully as linguistically and culturally aware citizens of the world.

5.2 Objectives



For your information

Objectives provide statements of the intent of the course. They amplify the aims and provide directions to teachers on the teaching and learning process requirements of the course. They define, in broad terms, the skills, knowledge, understanding and values to be developed through study in the subject. They act as organisers for the intended outcomes.



Please comment

In a Heritage language course students develop the capability to communicate effectively and appropriately in a variety of contexts for a range of purposes within and across languages and cultures. Developing intercultural understanding involves the integration of language, culture and learning. For learners who study their heritage language, it provides a strengthened sense of identity.¹

Students will be able to achieve the following objectives:

1. interact with others to exchange meaning in spoken Korean
2. create texts to express meaning in written Korean
3. analyse spoken and written texts in Korean to interpret meaning.

Through this learning, students make connections between Korean and English and between their heritage culture and other cultures. Students learn about the nature of language, how language works as a system and about the cultural contexts in which languages are used.

Meeting the objectives will involve the skills of listening, speaking, reading and writing, either individually or in combination.

¹ Ministerial Council on Education, Employment, Training and Youth Affairs 2005, *National Statement and Plan for Languages in Australian Schools 2005–2008*, South Australia.

5.3 Outcomes



For your information

Course **outcomes** express the specific intended results of learning. They provide clear, specific statements of the knowledge, understanding, skills and values that each student is expected to achieve as a result of effective teaching and learning in Korean. They are derived from the objectives.



Please comment

OBJECTIVE	OUTCOMES
Students will: 1. interact with others to exchange meaning in spoken Korean	A student: 1.1 uses strategies to maintain communication 1.2 exchanges information and justifies opinions and ideas 1.3 expresses personal opinions, emotions and feelings 1.4 presents information and ideas appropriate to context, purpose and audience 1.5 recognises and uses language appropriate to different cultural contexts 1.6 constructs bilingual and bicultural identity through interacting with others
2. create texts to express meaning in written Korean	2.1 sequences and structures information and ideas 2.2 uses appropriate linguistic features and structures to convey information, ideas, emotions and opinions 2.3 creates texts in a variety of forms appropriate to a range of contexts, purposes and audiences 2.4 applies knowledge of cultural concepts and perspectives to the creation of texts 2.5 expresses ideas and opinions from a bilingual and bicultural perspective
3. analyse spoken and written texts in Korean to interpret meaning	3.1 summarises information and ideas from texts 3.2 synthesises information and ideas from texts 3.3 infers points of view, opinions and attitudes expressed in texts 3.4 responds to texts personally and critically 3.5 analyses the way in which culture and identity are expressed through language 3.6 reflects on values, beliefs, practices and ideas expressed in texts

6 Content

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For your information

Course **content** reflects a balance between the acquisition of knowledge and the processes of learning so that students are encouraged to engage in, take responsibility for, and continue their own learning. It includes statements of **knowledge, understanding and skills** that are derived from the outcomes and describe the substance of the subject matter that is to be studied.



Please comment

The course content is to be studied through the through a set of **issues** that will allow students to focus on broad areas of interest related to their own personal world, and the world in which they will live, work and study in the future. Students will develop communicative capabilities and intercultural understanding by expressing ideas and interpreting texts drawn from **contexts** of language use viewed from three **perspectives**.

Study of Korean through a **personal investigation** of a particular aspect of one of the **issues** in an area of personal interest, individual strength or cross-curricular expertise will allow students to extend their linguistic and intercultural knowledge and understanding.

Content provides the basis for planning programs of study and units of work.

Objective 1. Interact with others to exchange meaning in spoken Korean.

Outcomes

A student:

- 1.1 uses strategies to maintain communication
- 1.2 exchanges information and justifies opinions and ideas
- 1.3 express personal opinions, emotions and feelings
- 1.4 presents information and ideas appropriate to context, purpose and audience
- 1.5 recognises and uses language appropriate to different cultural contexts
- 1.6 constructs bilingual and bicultural identity through interacting with others.

Key knowledge, understanding and skills

At the completion of this course students will be able to:

- use vocabulary and expressions accurately and appropriately
- manipulate Korean to communicate effectively in a range of contexts, such as conversations, speeches, reports, discussions, debates, presentations and interviews

- express personal opinions, give reasons for actions or emotions to justify or elaborate on a point of view
- understand and apply knowledge of complex linguistic structures to expand and/or qualify a message or imply meaning
- apply knowledge of register to interact with reference to context, purpose and audience
- apply knowledge of sociolinguistic conventions to select language appropriate to a variety of social situations
- understand the nature of culture and identity in interpersonal interactions.

Additional language-specific knowledge, understanding and skills

- apply knowledge of honorifics and speech levels when interacting in different social contexts.

Objective 2. Create texts to express meaning in written Korean.

Outcomes

A student:

- 2.1 sequences and structures information and ideas
- 2.2 uses appropriate linguistic features and structures to convey information, ideas and opinions
- 2.3 creates texts in a variety of forms appropriate to a range of contexts, purposes and audiences
- 2.4 applies knowledge of cultural concepts and perspectives to the creation of texts
- 2.5 express ideas and convey a position from a bilingual and bicultural perspective.

Key knowledge, understanding and skills

At the completion of this course students will be able to:

- understand the principles of text organisation and structure to develop ideas coherently and logically when constructing texts
- sequence thoughts and structure ideas in a logical manner using complex language
- manipulate Korean to communicate effectively in a range of contexts such as informal and formal letters, articles, reports, applications, emails, blogs, essays, short stories and multimedia presentations
- apply a range of vocabulary and grammatical structures across a variety of contexts to develop ideas and share information and opinions
- extend knowledge of grammatical structures by accessing resources such as dictionaries
- vary the structure and format of texts appropriate to context, purpose and audience
- use culturally appropriate language when creating and presenting texts
- express insights from a personal point of view and in comparison with those of others

- use resources to build vocabulary and check spelling and grammar.

Additional language-specific knowledge, understanding and skills

- apply knowledge of spacing to convey meaning
- apply word processing skills in the use of input methods for Korean to create texts.

Objective 3. Analyse spoken and written texts in Korean to interpret meaning.

Outcomes

A student:

- 3.1 summarises information and ideas from texts
- 3.2 synthesises information and ideas from texts
- 3.3 infers points of view, opinions and attitudes expressed in texts
- 3.4 responds to texts personally and critically
- 3.5 analyses the way in which culture and identity are expressed through language
- 3.6 reflects on values, beliefs, customs and ideas expressed in texts.

Key knowledge, understanding and skills

At the completion of this course students will be able to:

- understand a range of complex representations of ideas, information and opinions in texts through listening, reading and viewing
- compare and contrast aspects of texts on a similar topic and integrate ideas and information to make a response
- understand the relationships between ideas in texts to, for example, discriminate between fact and fiction and between cause and consequence
- use textual cues and their understanding of text structure to interpret meaning
- apply knowledge of linguistic and stylistic features to infer meaning in texts
- express a point of view when responding to texts
- adapt linguistic features to persuade, convince or discuss when responding to texts
- compare and contrast diverse cultural perspectives as they are expressed in texts
- analyse ways in which language and texts reflect and influence values and behaviours
- reflect on and discuss diverse ideas, viewpoints and practices to deepen understanding of self and others.

6.1 Issues, Perspectives and Contexts



**Please
comment**

6.1.1 Issues

The study of **Issues** will be undertaken through a range of texts and interactions viewed from the **Perspectives** and drawn from the **Contexts**. Students will develop the ability to reflect on and respond to aspects of the language and culture of Korean-speaking communities locally, regionally and globally.

- **Young people and their relationships**
In studying this issue, students will be expected to consider their relationships with family and friends, both locally and internationally.
- **Traditions and values in a contemporary society**
In studying this issue, students will be expected to consider values and consider how they are maintained in multicultural environments and in a changing society.
- **Pop culture**
In studying this issue, students will be expected to examine pop culture and its influence on young people.
- **Living in two worlds**
In studying this issue, students will be expected to consider how cultural background influences the development of personal identity.
- **Korean identity and the wider world**
In studying this issue, students will be expected to consider outside influences on Korea and the place of Korea in the world.
- **The environment**
In studying this issue, students will be expected to consider human impact on the environment in Australia and abroad.
- **Working in a changing society**
In studying this issue, students will be expected to consider how changes in technology, education, careers and aspirations affect employment.

6.1.2 Perspectives



**Please
comment**

The issues should be studied through three interdependent **Perspectives**:

Personal – individual identity

Community – connections with the target community locally, regionally and worldwide

International – connections with the world as a global citizen.

Engaging with the issues from the three perspectives provides students with opportunities to understand how language is created for particular purposes and how it can be understood differently by different audiences. In responding to texts, through discussion, interaction, enquiry and reflection, students develop their own understanding of the issues. As a result, students develop the ability to express, in speech and in writing, their own insights and reflections in comparison with others.

These perspectives provide a means through which the students' personal identity and that of others can be explored.

6.1.3 Contexts



**Please
comment**

The way language is used varies according to contexts of language use. **Contexts** provide opportunities for students to explore and convey personal understandings, in print and in interpersonal interactions, in particular circumstances and for particular audiences.

The contexts of language use listed below are those that Heritage languages learners are likely to have experienced and are likely to encounter in the future. In investigating issues through the perspectives, these are the sorts of contexts that teachers should draw from in providing authentic examples of how language is used.

- **Social and Community** settings (such as discussions, interviews, letters, job applications, social networking websites)
- **Contemporary Literature and the Arts** (such as film, literature, song)
- **Media** (such as television, newspapers, radio, the internet).

6.2 Personal Investigation



**Please
comment**

Students come to this course with a variety of levels of language experience and a wide range of aspirations. The **Personal Investigation** will allow students to reflect on their own learning and their own personal and cultural identity in Korean by making links with their heritage. The language skills and intercultural understanding developed through the Personal Investigation will complement and be integrated with those developed in the whole of the course.

Students investigate their area of interest from one of the **Issues**. The **Perspectives** will provide a focus for the investigation of language either from one of three perspectives in depth, or more broadly across two or three perspectives. Texts drawn from the **Contexts** form the basis of this study and could include, for example, film, newspaper article, song, documentary, short story, extended interview, extracts from works of fiction and non-fiction, electronic texts or oral history, either in their original form or adapted.

In order for students to be able to explore their area of personal interest in depth, a range of different texts in Korean are to be selected. Teachers will support and guide students in their choice of texts and research. The number of chosen texts depends on their nature. They should be sophisticated enough to enable students to demonstrate high-order skills in engaging with their chosen area of investigation.

The nature and scope of the Personal Investigation is outlined in the school assessment requirements and external examination specifications.

Key knowledge, understanding and skills

At the completion of the Personal Investigation students will be able to:

- use their personal understandings and experiences to examine topics of personal interest
- summarise and synthesise information from a variety of sources and forms, such as oral, print, visual and multimodal texts
- evaluate information for accuracy, currency and relevancy
- organise information and ideas in a presentation for a particular context, purpose and audience
- use strategies developed throughout the course and resources to access and build on vocabulary and language structures
- make connections between their own values, beliefs, ideas and experiences and those of others represented in texts
- reflect on ways in which texts inform their own understandings of or perspectives on issues
- appraise their own effective communication skills and those of others
- use a variety of modes of presentation to convey personal opinions and ideas.

*The parameters of the **Personal Investigation**, its role in assessment and when it will be introduced in the course will be elaborated by states and territories.*

6.3 Texts



For your information

The term ‘text’ refers to any form of communication – spoken, written or visual. Students should be made aware of the defining characteristics of different texts.

Students will read, listen to and view a range of authentic texts, either in their original or adapted form, in Korean relevant to the content of the course. English language texts may also provide opportunities to engage with the course content.

By engaging with these texts, students will also develop skills which will allow them to reflect on their own and other cultures, and to make connections between Korean and English, and/or other languages. Students will also create a range of texts relevant to the content of the course appropriate to a variety of contexts, purposes and audiences.

6.4 Tasks



For your information

This course recognises the importance of tasks as an organising principle in structuring a program that allows students to work towards meeting the [objectives] and [outcomes].

Tasks, which are broadly defined as opportunities for the purposeful use of language, must be selected and designed so that students can develop and demonstrate knowledge, skills, and understanding at increasingly sophisticated levels.

Tasks can be described as having five elements:

- a purpose (a reason for undertaking the task that goes beyond the practice of the language for its own sake)
- a context (this may be real, simulated or imagined, and may include aspects such as where, when, who is involved)
- an audience (the person or people at whom the task is directed)
- a process (thinking, problem-solving, creating)
- a product (a result that can be described in terms of achievement of the purpose of the task).

6.5 Grammar

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For your
information

Grammar

Grammar can be described as the organisation and relationship of all the elements that constitute a language as it functions.



Please
comment

Students typically may already have acquired a significant understanding of the function of grammar in Korean through prior knowledge, experience or study of Korean. Developing students' ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending students' awareness of the system of structures that underpin the language, as well as their ability to apply and adapt this knowledge.

Students studying Korean are expected to recognise and use the following grammatical structures by the end of the course. They should be read in conjunction with the content of the course of study.

Grammatical item	Sub-elements	Example(s)
Words 단어		
	Noun 명사	학교, 오페라하우스, 도시락, 사람
	Pronoun 대명사	나, 너, 이것, 그곳
	Numerals 수사	하나, 둘, 일, 이, 첫째, 둘째
	Particles 조사	은, 는, 이, 가, 을, 를, 의, 와, 과, 에서, 이다, 로서, 처럼,
	Verbs 동사	먹다, 가다, 자다
	Adjectives 형용사	예쁘다, 기쁘다, 깨끗하다
	Determiners 관형사	이, 그, 아무, 모든, 몇

	Adverbs 부사	빨리, 매일, 항상
	Exclamation 감탄사	아, 흥, 하하
Sentence Elements 문장 성분		
	Subject 주어	영희는 예쁘다.
	Object 목적어	나는 밥을 먹는다.
	Complement 보어	영수가 선생님이 되었다. 토마토는 과일이 아니다.
	Predicative verb/adjective 서술어	영화를 본다. 꽃이 아름답다.
	Adnominals 관형어	새 옷이 크다. 소라가 유미의 책을 갖고 있다.
	Adverbials 부사어	나는 학교에 간다.
	Interjections 독립어	아휴, 어려워. 희정아, 놀자.
Sentence Types 문장 종류	Simple sentence 홀문장	하늘이 푸르다.
	Complex sentence 겹문장	사과는 달고 레몬은 시다. 나는 학교에 가서 공부를 했다.
Verbs 동사		
	Conjugative endings 어미 활용	학교에 가다. 학교에 가니? 학교에 가자. 학교에 가거라. 학교에 가는구나! 집에 가다가 친구를 만났다. 집에 가서 숙제를 했다. 책을 읽기가 재미있다. 아기가 울음을 그쳤다. 저기 가는 친구가 영희다.

	Regular verbs 규칙 동사	책을 읽다. 불고기를 먹다.
	Irregular verbs 불규칙 동사	쓰레기를 줍다. 길을 건다.
	Tense 시제	노래를 부른다. 노래를 불렀다. 노래를 부르고 있다. 노래를 부를 것이다.
	Honorific forms 높임말	할아버지께서 주무신다. 안녕히 가십시오.
	Negation 부정	수영을 안 한다. 수영을 하지 않는다. 수영을 못한다. 수영을 하지 못한다.
Phonological Rule 음운규칙		
	Consonant assimilation 자음동화	밥물→[밤물], 종로→[종노], 섬리→[섬니], 신라→[실라], 듣는→[든는], 잡는→[잠는], 달나라→[달라라], 먹는→[멍는], 믿는→[민는]
	Syllable-final neutralization 끝소리 규칙	부엌 →[부역], 닭 →[닥], 꽃 →[꼇], 삶→[삼], 값 →[갑], 짧다→[짤다],
Functional Usage		
	Conjunctives between nouns	밥과 김치를 먹는다. 소와 말은 동물이다. 나하고 동생은 닮았다.
	Conjunctives to compare nouns	바나나보다 딸기가 맛있다. 여름은 겨울보다 덥다. 버스나 자동차를 탄다.
	Conjunctives	옷을 샀다. 그리고 목걸이도 샀다. 뛰어갔다. 그러나 버스를 놓쳤다.
	Classifiers	사과 한 개, 학생 두 명, 물 한 잔, 강아지 세 마리, 책 네 권

	Location	책상 위에 연필이 있다. 의자 옆에 고양이가 있다. 냉장고 안에 수박이 있다. 다리 건너편에 마을이 있다. 창문 밖에 꽃이 보인다.
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Sentence Structure

The basic sentence types in Korean can be represented by simple combinations of a subject and a predicate. Sentences types are determined by the verb used in the sentences. Unlike the ‘Subject + Verb + Object’ word order pattern of English, Korean word order is ‘Subject + Object + Verb’.

In the basic structure, there exists only one verb. Nouns are usually followed by *particles*-postpositional words which function as auxiliary to the main world.

Verbs in Korean are the predicates in the sentence. Various meanings are given to verbs by conjugation. Korean verbs may be divided into action verbs and adjectival (descriptive) verbs. The selection and use of *terminative endings* vary according to the verb type, the sentence type, or the term of respect used in honorific forms of speech.

Sentence Structure Example

철수가 책을 읽는다.

철수	+	가	책	+	을	읽	+	는다
noun		subject particle	noun		objective particle	verb stem		terminative ending
<u>Subject</u>			<u>Object</u>			<u>Predicate</u>		

Verb Conjugation Example

선생님께서 교실에 들어가셨다.

선생님께서	교실에	들어가	+	시	+	었	+	다
		<u>verb stem</u>		<u>honorific</u>		<u>tense</u>		<u>terminative ending</u>

7 Other considerations

7.1 The place of English



**Please
comment**

Heritage learners live in the Australian context with considerable socialisation into the Australian community culture and the English language, particularly through schooling. While recognising that these learners may operate in two or more languages, the primary purpose of the course is to provide learners with opportunities to become more proficient and literate in Korean in an expanding range of contexts. Using the target language as the primary medium of instruction will maximise these learning opportunities in the classroom.

As bilingual individuals, Heritage learners regularly move between the target language and English depending on the context of language use. This capacity to mediate meanings between users of both English and Korean is a valuable skill and developing this skill should be an integral part of a balanced curriculum for Heritage learners. The use of English has a role in learning and in assessment in allowing students, for example, to interpret cultural and contextual meanings in texts, including analysis of linguistic structures and cultural and stylistic features.

7.2 The role of digital technologies



**Please
comment**

The incorporation of information and communication technologies (ICT) is an important consideration in the teaching and learning of languages. Although it is not a mandatory requirement of this course, when students can access diverse authentic contexts with ease and speed the boundaries of the classroom are extended.

ICT can be used to appropriately access, manage and evaluate information, develop new understanding and communicate with others in order to participate effectively in the language and culture being studied.

The internet and other digital technologies offer numerous opportunities for students to access ways of interacting with communities around the world, bringing them into contact with the lives and cultures of people in their own and other localities and countries. It is the medium with which 21st century students are most comfortable.

Students and teachers have access to a wide range of authentic resources in Korean available online, including interactive materials which can bring all four languages skills into the classroom. Establishing networks and partnerships, such as sister-school relationships online will also provide opportunities for students to interact in Korean, enhancing their linguistic and intercultural knowledge, understanding and skills.

The work of students can be captured, monitored, stored and assessed through digital technologies such as blogs, wikis, podcasts, email and video conferencing.

7.3 Dictionaries



**Please
comment**

Students should be encouraged to use dictionaries to support their learning. In classroom settings, these can include, print, electronic and on-line dictionaries. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively.

Advice on the use of monolingual and/or bilingual print dictionaries in external examinations will be provided by state and territory authorities.

8 Assessment

8.1 School Assessment

This section will be determined by the relevant agency.

8.2 External Examination



**Please
comment**

The external examination will consist of an oral examination worth 20 marks and a written examination worth 80 marks.

The external written examination will be the same examination in all states and territories.

Oral Examination (20 marks)

The overall weighting for the oral examination will be the same for all states and territories. The length of time allocated and the nature of the examination may vary from state to state.

Purpose

The oral examination is designed primarily to assess the candidate's knowledge and skill in interacting in Korean. It relates to [Objective] 1.

Specifications

The examination will consist of a 10-minute interview between the candidate and the examiner.

In the interview, the student will be expected to explore with the examiner the subject of his/her **Personal Investigation** which will include reflections on his/her findings and references to texts and resources used.

Before the examination the candidate will present to the examiner a copy of the *Interview Outline Summary Sheet* which provides details of his/her area of personal investigation.

Written Examination (80 marks)

Time allowed: 2½ hours, plus 10 minutes' reading time.

The stimulus texts and the writing tasks will relate to the issues, perspectives and contexts as listed in the [course].

Monolingual and/or bilingual printed dictionaries may be used in the written examination.

The written examination will consist of two sections.

Section 1: Responding to texts

(55 marks)

Purpose

Section 1 of the written examination is designed primarily to assess the candidate's ability to respond to texts. Texts will include spoken, written and audiovisual texts, such as television advertisements and extracts from a film/TV program, in Korean. It relates to [Objectives] 2 and 3.

The candidate will be required to demonstrate an understanding of texts by interpreting, summarising, extracting and synthesising information and reflecting on language and culture in use.

Specifications

- There will be approximately six questions phrased in Korean and English.
- Questions will be graded in difficulty.
- Questions may involve spoken, audiovisual and written texts.
- Each question will involve either one or two stimulus texts and may integrate the skills of listening, viewing, reading and writing.
- There will be approximately eight texts.
- The texts will include a range of text types.
- Spoken/audiovisual texts:
 - There will be approximately three texts.
 - The texts will vary in length, ranging from approximately 1 to 2 minutes.
 - The total time for one reading/playing of all texts will be approximately 5 minutes.
 - The texts will be read/played twice. There will be a pause between the readings/playing and a longer pause after the second reading/playing to allow candidates to answer the question.
- Written texts:
 - The total length of the written texts in Korean will be approximately 800 words.
- At least one question will require a response in English.
- The length of the responses in Korean will depend on the nature of the stimulus text and the question asked and will range from approximately 50–200 words for Korean.

Section 2: Creating texts in Korean

(25 marks)

Purpose

Section 2 of the written examination is designed primarily to assess the candidate's ability to express ideas through the creation of original text in Korean. It relates to [Objective] 2.

Specifications

- The candidate will be expected to write either an evaluative, persuasive, reflective or critical text in Korean.
- The candidate will be required to answer one question from a choice of two.
- Each question will specify a context, purpose and audience.
- The questions will relate to the issues, perspectives and contexts of the [course].
- The questions will be phrased in Korean and English, for a response in Korean. The length of the response will be approximately 300 words.

Attachment 1 List of suggested resources



Please
comment

General Resources

Dictionaries

- 옛센스 국어사전 – 제6판 2009, Essence Korean Dictionary, 민중서림, 2006, ISBN 9788938701428
프라임 한영사전 – 콘사이스판2009, Prime Korean English Dictionary, 두산동아, 2008, ISBN 9788900202373
옛센스 영한사전 – 제11판 2009, Essence English Korean Dictionary, 민중서림, 2008, ISBN 9788938704788

Course Books /Reference Books

- 재미있는 한국어읽기 2 급, 연세대학교 언어연구교육원 한국어학당, 연세대학교 출판부, 1999, ISBN 89-7141-466-9 93710
최인호, 가족 2 - 견습 부부, ‘미국에서 온 조카 녀석’, 샘터사, 1987, ISBN 89-464-0572-4
이원복, 이원복 교수의 현대문명 진단1, 조선일보사, 1993, ISBN 89-7365-024-6 07300
이원복, 이원복 교수의 현대문명 진단2, 조선일보사, 1993, ISBN 89-7365-025-4 07300
이원복, 이원복 교수의 현대문명 진단3, 조선일보사, 1996, ISBN 89-7365-087-4 07300
박미화, 춤추는 아이, 위즈덤북, 2003, ISBN 89-89767-26-1 77810
주강현, 100 가지 민족문화 상징사전, 한겨레 출판(주), 2007, ISBN 978-89-8431-229-6 73380
신경애, 특별! 우리 문화의 비밀을 찾아라, (주)한솔교육, 2006, ISBN 978-89-535-3414-8 74030
고정욱, 국민 화가 박수근에게 배우는 창조적 열정, 뜨인돌 어린이, 2008, ISBN 978-89-92130-96-7 73810
우리누리, 그래서 이런 말이 생겼대요 1-우리말, 길벗스쿨, 2008, ISBN 978-89-92279-93-2 74710
우리누리, 그래서 이런 말이 생겼대요 2-한자어 외래어, 길벗스쿨, 2008, ISBN 978-89-92279-94-9 74710
박인식 KBS 한국방송, TV 동화 행복한 세상 5, (주)샘터사, 2003, ISBN 89-464-1397-2
박인식 KBS 한국방송, TV 동화 행복한 세상 세상에서 가장 아름다운 이름 가족, (주)샘터사, 2005, ISBN 89-464-1508-8
배수원, 문화재에 얽힌 8 가지 재미있는 이야기, 작가정신, 2004, ISBN 978-89-7288-831-4 73900
유재현, 허정림, 재미있는 환경 이야기, (주)가나출판, 2007, ISBN 978-89-5736-389-8 74530
조정욱, 어린이를 위한 우리나라 대표 그림, (주)대교출판, 2005, ISBN 89-395-1818-7
허은실, 국어 교과서도 탐내는 맛있는 속담, (주)웅진씽크빅, 2007, ISBN 978-89-01-06876-3

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김경화, *레디, 액션! 우리같이 영화 찍자*, (주)창비, 2008, ISBN 978-89-364-45577-5 73680
한상근, *10 살에 떠나는 미래 직업 대탐험*, 중북스, 2007, ISBN 978-89-92731-24-9 73300
김보일, *14 살 철학소년*, (주)도서출판 북멘토, 2008, ISBN 978-89-6319-000-643100

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아보리진의 마을, 시집 *캥거루의 집*, 김오, 시평사, 2005, ISBN 89-984131-5-8 03810
블루마운틴, 시집 *캥거루의 집*, 김오, 시평사, 2005, ISBN 89-984131-5-8 03810
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선생님과 함께 읽는 우리소설2, 권승근, 실천문학사, 2000, ISBN -10 8939201329
소나기, 황순원 단편집, 황순원, 다림, 2002, ISBN-10 8987721116
시드니에는 시인이 없다, 윤필립, (주)고려원, 1995, ISBN 89-12-12178-2 03810
소음공해, 교과서 한국 단편소설2, 오정희, 효리원, 2005, ISBN-10 8983395680
설날 아침에, 김종길
풀잎에도 상처가 있다, 정호승
꽃씨를 닮은 마침표처럼, 이해인

Audio-Visual Materials

붉은 바다, 95 내일은 늦으리(환경보존 슈퍼앨범), 1995
거위의 꿈, 김동률, 2008 Concert, Monologue
가족, 이승환, 이승환 5 집
화개장터, 조영남, 세월속에서 건져올린 조영남의 오리지널 Vol.2, 1996
연, 라이더스
탈춤, 활주로
라구요, 강산에
비둘기집, 이석
아들(My son), 장진 감독, 2007
맨발의 기봉이(Barefoot Gi Bong), 권수경 감독, 2006
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Korean Arts & Lifestyle 1-3 – The dynamic culture of contemporary Korea, Korea Foundation
한국 국제 교류 재단
한글, 위대한 문자의 탄생(Hangeul, MBC 한글날 특집 다큐멘터리), MBC 프로덕션,
(주)다큐코리아

Websites:

Search engines

야후 <http://www.yahoo.co.kr>

네이버 <http://www.naver.com>

다음 <http://www.daum.net>

구글 <http://www.google.com.au>

General

재외동포재단 Overseas Koreans Foundation <http://www.korean.net>

한국관광공사 Korean Tourism Organisation <http://korean.visitkorea.or.kr>

한글학회 Hangeul <http://www.hangeul.or.kr>

국립국어원 The National Institute of the Korean Language <http://www.korean.go.kr>

문화체육관광부 Ministry of Culture, Sports and Tourism <http://www.mcst.go.kr>

국립중앙박물관 National Museum of Korea <http://www.museum.go.kr>

국립민속박물관 National Folk Museum <http://www.nfm.go.kr>

Media

조선일보 Chosun Ilbo, <http://www.chosun.com>

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호주동아 Hojudonga, <http://www.hojudonga.com>

동아일보 Donga Ilbo, <http://www.donga.com>

한국일보 Hankook Ilbo, <http://www.hankooki.com>

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<http://www.koreanet.org.au/>

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Tel: (06) 270 4100, Fax: (06) 273 4839, <http://aus-act.mofat.go.kr>

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Tel: (02) 9252 4147 Fax: (02) 9281 2104

호한 재단

(Australia–Korea Foundation) PO Box E79, Kingston ACT 2600, Tel: (06) 261 3831,
Fax: (06) 261 1571

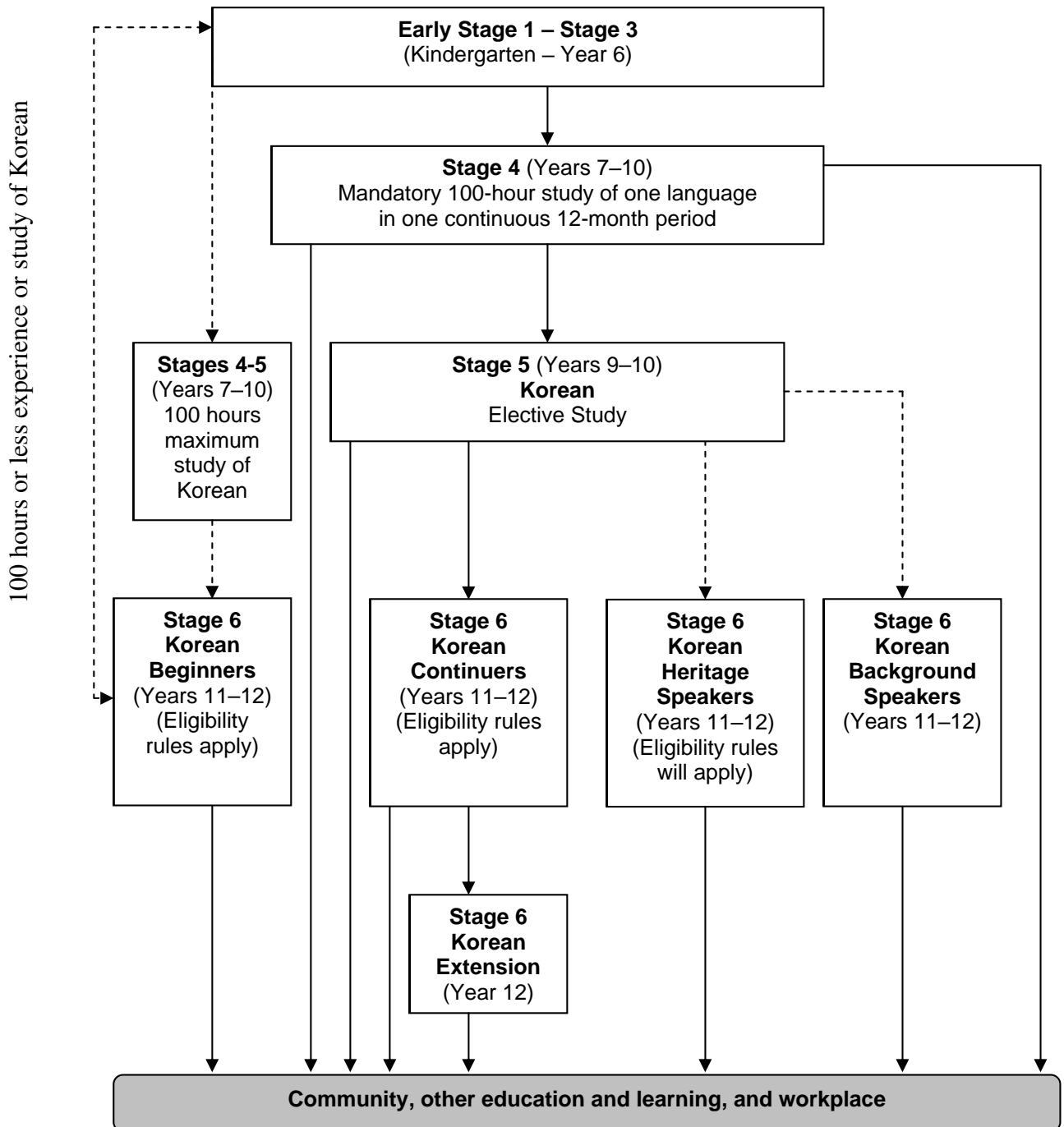
Appendix

1 Continuum of Learning (NSW)



Please
comment

This diagram places the syllabus in the context of the K-12 Korean curriculum.



2 Assessment in Stage 6 (NSW)

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For your information

Assessment is the process of gathering information and making judgements about student achievement for a variety of purposes. In the Preliminary and HSC courses those purposes include:

- assisting student learning
- evaluating and improving teaching and learning programs
- providing evidence of satisfactory achievement and completion in the Preliminary course
- providing the Higher School Certificate results.

Assessment for Learning provides a useful approach for the delivery of the <Course> Preliminary and HSC courses. It provides opportunities in the context of everyday class activities for students to demonstrate their learning.

The approach is most effective when students:

- are involved in setting learning goals
- know and understand standards and expectations about what is expected and the standards of work
- receive feedback that helps them understand the next steps in their learning and plan how to undertake the next steps.

Reporting achievement at the HSC

The Higher School Certificate credentials received by students are used by the Board to report both the internal and external measures of achievement. Higher School Certificate results in <Course> comprise:

- **an assessment mark** derived from the mark submitted by the school and produced in accordance with the Board's requirements for the internal assessment program
- **an examination mark** derived from the HSC external examination
- **an HSC mark**, which is the average of the assessment mark and the examination mark
- **a performance band**, determined by the HSC mark.

Student performance in an HSC course is reported against standards on a course report. The course report contains a performance scale for the course describing levels (bands) of achievement, an HSC mark located on the performance scale, an assessment mark and an examination mark. The course report also shows graphically the statewide distribution of HSC marks of all students in the course.

The distribution of marks is determined by students' performances against the standards and not scaled to a predetermined pattern of marks.

The use of both internal assessment and external examinations of student achievement allows measurements and observations to be made at several points and in different ways throughout the HSC course. Taken together, the external examination and internal assessment provide a valid and reliable assessment of the achievement of the knowledge, understanding and skills described for each course.

The Board of Studies uses a standards-referenced approach to reporting student achievement in the Higher School Certificate. The standards in the HSC are:

- the knowledge, skills and understanding expected to be learnt by students – the syllabus standards
- the levels of achievement of the knowledge, skills and understanding – the performance standards.

Both the syllabus standards and the performance standards are based on the aims, objectives, outcomes and content of the course. Together they specify what is to be learnt and how well it is to be achieved. Teacher understanding of the standards comes from the aims, objectives, outcomes and content in the syllabus together with:

- the performance descriptions that summarise the different levels of performance
- HSC examination papers and marking guidelines
- samples of students' achievement, collected in the standards packages and published on the Board's Assessment Resource Centre website.

Internal Assessment

i

For your information

This section should be read in conjunction with advice on internal assessment in the Board's [Assessment Certification and Examination \(ACE\) Manual](#).

Preliminary course

The suggested components and weightings are designed to give guidance for the school's assessment of student achievement in the Preliminary course. They may be varied to suit school needs.

HSC course

The Board requires schools to submit an assessment mark for each HSC candidate in <Course>. The internal assessment mark submitted by the school provides a summation of each student's achievements measured at several points throughout the course. The marks submitted for each course group at a school should reflect the rank order of students, and must be on a scale sufficiently wide to reflect adequately the relative differences in student performances.

Internal assessment provides a measure of a student's achievement based on a wider range of syllabus content and outcomes than may be covered by the external examination alone. The assessment components and weightings to be applied ensure a common focus for internal assessment in the course across schools, while allowing for flexibility in the design of tasks. A variety of types of task should be used to give students the opportunity to demonstrate outcomes in different ways and to improve the validity and reliability of the assessment.

The standards-referenced approach to assessment for the HSC involves schools ensuring that:

- assessment tasks reflect the weightings and components specified in this document
- tasks are designed to focus on objectives and outcomes
- the types of assessment task are appropriate for the outcomes being assessed

- students are given the opportunity to demonstrate their level of achievement of the outcomes in a range of different task types
- the assessment criteria for each task are such that higher marks are gained by demonstration of better achievement in relation to the syllabus outcomes
- students know the assessment criteria before they begin a task
- marks earned on individual tasks are expressed on a scale sufficiently wide to reflect the relative differences in student performances.

Students should receive meaningful feedback about what they are able to do, and what they need to do in order to improve their level of performance.

The HSC examination

The external HSC examination provides a measure of student achievement in a range of syllabus outcomes that can be reliably measured in an examination setting. The external examination and its marking relate to syllabus standards by:

- providing clear links to syllabus outcomes
- enabling students to demonstrate the levels of achievement outlined in the course performance scale
- applying marking guidelines based on criteria that relate to the quality of the response
- aligning performance in the examination each year to the standards established for the course.

Board requirements for the HSC internal assessment mark

The Board requires that the assessment tasks used to determine the HSC internal assessment mark must comply with the components and weightings specified. The collection of information for the HSC internal assessment mark must not begin before the completion of the Preliminary course.

Schools are required to develop an HSC internal assessment program that:

- specifies the various assessment tasks and the weightings allocated to each task
- provides a schedule of the tasks designed for the whole course.

Note that school-based assessment marks submitted to the Board must NOT include:

- measures of objectives and outcomes that address values and attitudes. (However, as these objectives are important elements of any course, schools may decide to report on them separately to students and parents, perhaps using some form of descriptive statements.)
- measures that reflect student conduct.

See the Board's *ACE Manual* for further information.

Assessment components and weightings



Please
comment

Preliminary course

The suggested components and weightings for the Preliminary course are set out below.

Preliminary Course

Component	Weighting
Oral Interacting (Objectives 1 and 3)	30
Responding to texts (Objectives 2 and 3)	50
Creating texts (Objective 2)	20
	100

HSC course

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only. a range of outcomes. One task may be used to assess several components.

HSC Course

Component	Weighting
Oral Interacting (Objectives 1 and 3)	20
Responding to texts (Objectives 2 and 3)	40
Creating texts (Objective 2)	20
Personal Investigation Research (Objectives 1, 2 and 3)	20
	100