



Korean Background Speakers

Stage 6 Syllabus

Original published version updated:

Updated July 2008 – Official Notice 30/08, Vol 17 No 3

June 2009 – Assessment and Reporting information updated (*job 2009384*)

February 2012 – Content section amended (see *Board Bulletin 27* February 2012)

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Published by
Board of Studies NSW
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Sydney NSW 2001
Australia

Phone: (02) 9367 8111
Fax: (02) 9367 8484
Internet: www.boardofstudies.nsw.edu.au

ISBN 0 7313 4414 6

20111087

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1 The Higher School Certificate Program of Study

The purpose of the Higher School Certificate program of study is to:

- provide a curriculum structure which encourages students to complete secondary education;
- foster the intellectual, social and moral development of students, in particular developing their:
 - knowledge, skills, understanding and attitudes in the fields of study they choose
 - capacity to manage their own learning
 - desire to continue learning in formal or informal settings after school
 - capacity to work together with others
 - respect for the cultural diversity of Australian society;
- provide a flexible structure within which students can prepare for:
 - further education and training
 - employment
 - full and active participation as citizens;
- provide formal assessment and certification of students' achievements;
- provide a context within which schools also have the opportunity to foster students' physical and spiritual development.

2 Introduction for Korean in the Stage 6 Curriculum

2.1 The Language

The language to be studied is the modern standard/official version of Korean.

Students will need to be aware of:

- the differences between spoken and written forms of Korean;
- the different levels of language use (eg honorifics, formal and informal);
- current language use (eg spelling);
- Hangeul script.

2.2 Description of Target Group

The *Korean Background Speakers Syllabus* is designed for students with a cultural and linguistic background in Korean.

Eligibility criteria exist for courses in Korean. See the Assessment, Certification and Examination (ACE) manual for details.

2.3 Rationale

The study of Korean contributes to the overall education of students, particularly in the areas of communication, cross-cultural understanding, literacy, cognitive development and general knowledge.

The study develops an understanding of how attitudes and values are shaped within both Korean-speaking and Australian communities.

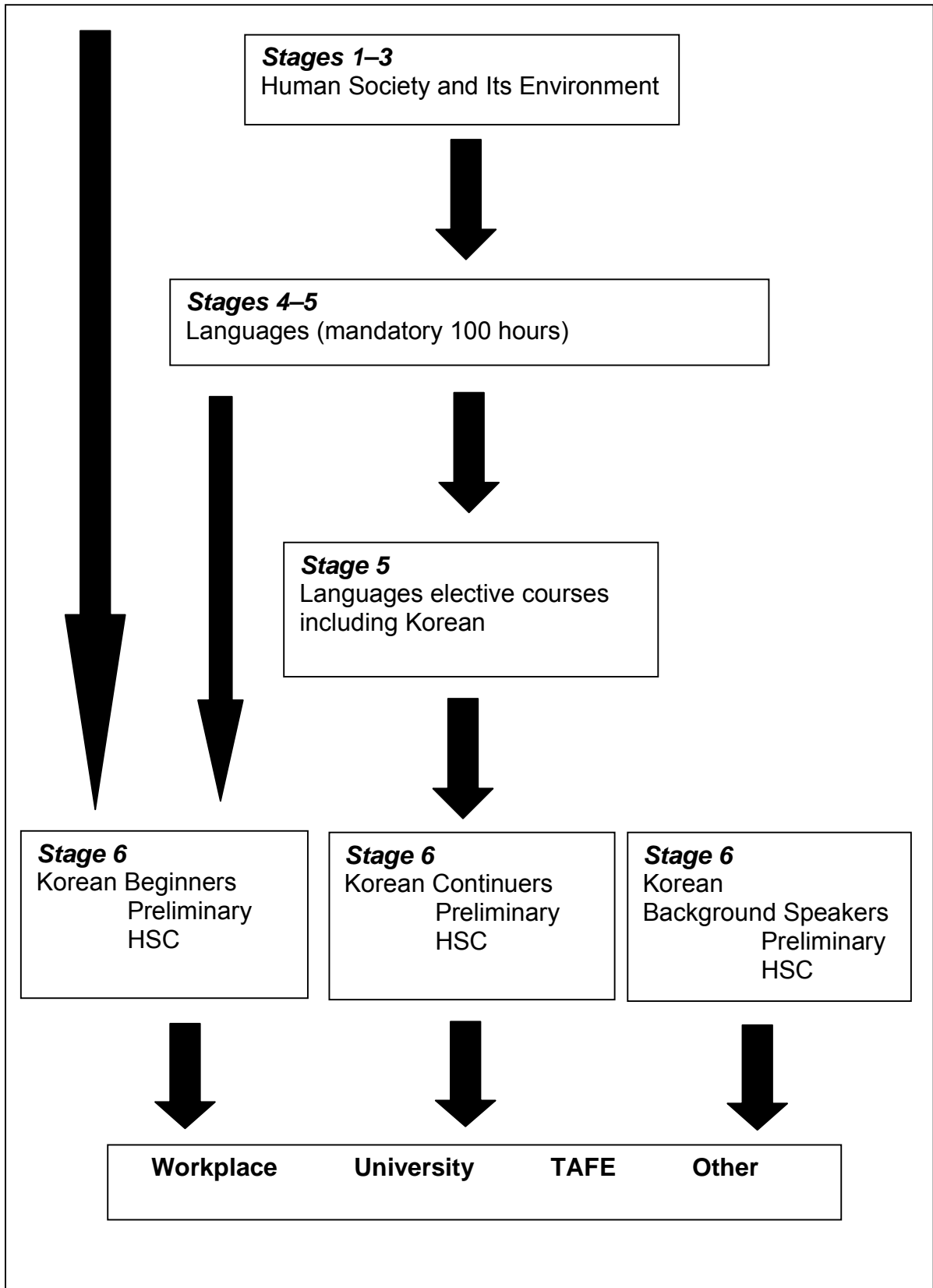
Korean is one of the priority languages of the Asian region to be taught in Australian schools, reflecting the fact that Korea has emerged as one of Australia's major trading partners. The study of the Korean language is of particular importance in equipping students with a variety of skills useful in the expanding economic activities between Korea and Australia. It can provide enhanced vocational opportunities in such fields as trade, commerce, tourism, banking, international relations, technology and education.

Korean culture can be traced back at least 5000 years. There exists a very rich tradition of art, literature and music which is enthusiastically preserved and handed on from generation to generation. Through the study of Korean language and culture, students can gain access to an important part of the rich cultural tradition of Korea and develop intercultural understanding.

Australia now contains a significant Korean-speaking community, incorporating student and business exchanges and a rapid growth in the number of inbound tourists into Australia from Korea. Therefore Korean is one of the significant community languages within our multicultural Australian society, and a knowledge of Korean will contribute to closer relations between Korea and Australia.

A number of universities and tertiary institutions offer Korean language and Asian Studies courses.

3 Continuum of Learning for Korean Stage 6 Students



The New South Wales curriculum provides opportunities for students to study a language or languages from Stage 1 through to Stage 6.

In the K–6 (Stages 1–3) Human Society and Its Environment key learning area, students develop an awareness of languages and may learn about the world through the study of a language such as Korean.

In Years 7–10, a language is a mandatory component of the School Certificate, with students being required to complete 100 hours of language study. Elective study in Stages 4–5 in Korean builds upon the mandatory study.

Stage 6 offers the opportunity to continue the study of Korean at Continuers or Background Speakers level as appropriate. Students may also begin the study of Korean in Stage 6.

4 Aims

The aims of the syllabus are to develop students’:

- ability to use Korean to communicate with others
- understanding and appreciation of the cultural contexts in which Korean is used
- ability to reflect on their own and other cultures
- understanding of language as a system
- opportunities to make connections between Korean and English and/or other languages
- cognitive, learning and social skills
- potential to apply Korean to work, further study, training or leisure.

5 Objectives

Students will achieve the following objectives:

Objective 1 — exchange information, opinions and ideas in Korean

Objective 2 — express ideas through the production of original texts in Korean

Objective 3 — analyse, evaluate and respond to a range of texts that are in Korean

Objective 4 — understand aspects of the language and culture of Korean-speaking communities.

Meeting these objectives will involve using the skills of listening, speaking, reading and writing, either individually or in combination, and being able to move between Korean and English.

6 Course Structure

The Preliminary Course (120 indicative hours)

The Preliminary course is intended to provide students with opportunities to develop their communication skills, knowledge and understanding of the language through the study of a range of authentic Korean texts. In the Preliminary course, a number of prescribed themes and contemporary issues will be studied. Through these, students will develop the skills needed to study the prescribed texts for the HSC course.

The HSC Course (120 indicative hours)

In addition to the development of language and communication skills, the HSC course is structured to provide students with opportunities to explore the prescribed themes and contemporary issues further by analysing, evaluating and responding to prescribed texts.

7 Objectives and Outcomes

7.1 Listing of Objectives and Outcomes

The outcomes listed below represent the knowledge, skills and understanding that students will achieve by the end of the HSC course based on this syllabus. The outcomes have been linked to one objective but may derive from more than one. The degree to which students achieve these outcomes will be reported in the performance scale.

Objectives	Outcomes
Students will: 1. exchange information, opinions and ideas in Korean	The student: 1.1 conveys information, opinions and ideas appropriate to context, purpose and audience 1.2 exchanges and justifies opinions and ideas 1.3 uses appropriate features of language in a variety of contexts
2. express ideas through the production of original texts in Korean	2.1 sequences and structures information and ideas 2.2 uses a variety of features to convey meaning 2.3 produces texts appropriate to context, purpose and audience 2.4 produces texts which are persuasive, creative and discursive

<p>3. analyse, evaluate and respond to a range of texts that are in Korean</p>	<p>3.1 identifies main points and detailed items of specific information</p> <p>3.2 summarises and interprets information and ideas</p> <p>3.3 infers points of view, values, attitudes and emotions from features of language in texts</p> <p>3.4 compares and contrasts aspects of texts</p> <p>3.5 presents information in a different form and/or for a different audience</p> <p>3.6 explains the influence of context in conveying meaning</p> <p>3.7 recognises, analyses and evaluates the effectiveness of a variety of features in texts</p> <p>3.8 responds to texts personally and critically</p>
<p>4. understand aspects of the language and culture of Korean-speaking communities</p>	<p>4.1 examines and discusses sociocultural elements in texts</p> <p>4.2 recognises and employs language appropriate to different sociocultural contexts</p> <p>4.3 compares and contrasts Australian and Korean communities</p>

7.2 Key Competencies

Korean Stage 6 provides a powerful context within which to develop general competencies considered essential for the acquisition of effective, higher-order thinking skills necessary for further education, work and everyday life.

Key competencies are embedded in the Korean Background Speakers syllabus to enhance student learning. The key competencies of **communicating ideas and information** and **collecting, analysing and organising information** reflect core skills in language learning and are explicit in the objectives and outcomes of the syllabus. The other key competencies are developed through classroom pedagogy. Students interact with one another, and through this interaction, the key competencies, **planning and organising activities** and **working with others and in teams**, are developed. In interacting with others via communications technology, students will develop the key competency of **using technology**. The skills associated with the analysis of texts, such as the ability to comprehend meaning from context and using a dictionary, contribute towards students' development of the key competency **solving problems**.

8 Content

The content will be described through themes and contemporary issues, texts and text types, tasks and grammar. Both the Preliminary and HSC courses will focus on the study of language and ideas through prescribed themes and contemporary issues, which will be studied through a range of texts. For the HSC course, texts will be prescribed.

8.1 Themes

Themes provide a context and organisational focus within which students will develop their knowledge of Korean.

The study of themes and contemporary issues, presented through a range of texts, will enable students to reflect on and respond to aspects of the language and culture of Korean-speaking communities. Students will develop skills in exchanging, analysing and evaluating information, opinions and ideas.

8.1.1 Prescribed themes and contemporary issues

There are four prescribed themes.

In their study of Korean, students will engage with a number of contemporary issues that are linked to each theme. The contemporary issues are intended to provide a particular perspective or perspectives for each of the themes.

The prescribed themes and contemporary issues, and the list of prescribed HSC texts, can be found on the Board of Studies website:

www.boardofstudies.nsw.edu.au/syllabus_hsc/korean-bs-course-prescriptions.html.

The following themes and contemporary issues are prescribed for both the Preliminary and HSC courses.

Themes	Contemporary Issues
<ul style="list-style-type: none"> • the individual and the communities 	<ul style="list-style-type: none"> • the impact of a changing society on the individual • gender in today's society • the family in contemporary society
<ul style="list-style-type: none"> • youth culture 	<ul style="list-style-type: none"> • pressures on young people today • the influence of leisure on the young person's world • the place of education in young people's lives
<ul style="list-style-type: none"> • cultural identity 	<ul style="list-style-type: none"> • reconciling traditional and contemporary Korean culture • North and South Korean relations • Australian and Korean perspectives on lifestyle and culture
<ul style="list-style-type: none"> • global issues 	<ul style="list-style-type: none"> • the global impact of mass media • environmental concerns • the impact of information and technology

8.1.2 Texts and text types

The term 'text' refers to any form of communication – spoken, written or visual, or combinations of these. Texts are sometimes usefully grouped as 'text types'. For example, texts such as a letter, or an interview, or a report, share a certain generic structure that is not arbitrary, but reflects the purpose for which the text has been produced. Each text type has defining characteristics of which students should be made aware.

Students will read, listen to and view a range of texts and text types in Korean relevant to the prescribed themes and contemporary issues. Texts may be authentic or modified to allow students with differing linguistic backgrounds to engage with the contemporary issues at a level appropriate to their needs and interests. English language texts may also provide a perspective on the themes and contemporary issues being explored. In addition, students will be expected to construct a range of texts appropriate to a variety of contexts, purposes and audiences.

Students will analyse and evaluate texts from linguistic perspectives (language forms, features and structure), and cultural perspectives (thematic, contextual, social and political), and consider the relationships between linguistic and cultural perspectives. Students will analyse and evaluate the ways in which texts convey their message and have an impact on their audience. Students will examine the ways different text types use different devices to convey meaning.

Students will develop skills in listening, speaking, reading and writing. They will also develop skills in critical literacy by reflecting on their own and other cultures, and by making connections between Korean and English and/or other languages.

Students are expected to become familiar with the general shape and structure of a range of text types. Text types indicated below are those which students may be expected to produce in the external examination. However, teachers will introduce students to a wider range of text types in the course of their teaching and learning programs.

advertisements	interviews	recounts
announcements	journal entries	reports
articles	letters	reviews
descriptions	narrative accounts	speeches/talks (scripted)
essays	personal profiles	

Through wide reading, listening and viewing of texts, students will gain a general perspective on the themes and contemporary issues. Exposure to a variety of texts will allow students to have a broad and informed perspective. Close analysis of the prescribed texts for the HSC course will complement students' understanding of the themes and afford an in-depth understanding of the contemporary issues which arise from them. Prescribed texts will be linked to a theme and at least one contemporary issue within the theme.

8.2 Grammar

Grammar can be referred to as the organisation of, and relationship between, all the elements that constitute a language as it functions.

There are many different theories of grammar, and a number of different approaches towards its teaching and learning. The categories used below are not intended to promote any particular theory of grammar, or to favour one methodology over another.

It is recognised that students will already have acquired a significant understanding of the function of grammar in Korean through prior knowledge or study of Korean.

However, developing students' ability to convey meaning effectively in a range of contexts will necessarily involve extending their awareness of the system of structures underlying the language, as well as their ability both to apply and adapt this knowledge.

The following grammatical structures are those that students studying Korean for Background Speakers are expected to recognise and use.

Grammatical item	Sub-elements	Example(s)
Nouns	independent nouns	-모양, -일, -길, -셈, 때 -관계로, -끝에, -날에는, -대신, -도중에, -마당에, -바람에, -반면에 -사이에, 정도로, -편(이다), -한, -후 -님, -쯤, 경, -여, 씩, -어치
	dependent (bound) nouns	-수, -것, -적, -줄, -지, -중, -뿐, -지경, -리, -참, -터, -바, -채, -무렵, -겸, -탓, -만큼, -김, -따름, -대로, -동안, -듯, -동, -체
Pronouns	personal pronouns	plain (나, 너, 이, 그, 내, 네) self-effacing (저, 제, 저희) honorific (선생, 이/그/저분)
	demonstrative pronouns	material (이것, 그것, 저것) place (여기, 저기, 저기, 이곳, 그곳, 저곳)
	interrogative pronouns	누구, 어디, 얼마, 무엇, 어떤, 어느, 무슨, 몇, 언제, 왜
Numbers	cardinal numbers	Native Korean / 하나, 둘, 셋, -아흔 아홉, 서너, 예닐곱 / 하루, 이틀, 사흘... Sino-Korean / 일, 이, 삼...백, 천, 만...억
	ordinal numbers	Native Korean 첫(번)째, 두(번)째...열(번)째... Sino-Korean 제 일, 제 이...제 십...
Particles	case particles	nominative / -이,가, -께서 objective / -을, -를 adverbial - dative (-에, -에게, -한테, 께) objective (-에서, -에게서, 한테서) instrumental (-으로)

Grammatical item	Sub-elements	Example(s)
Particles (cont)	auxiliary particles	-은, -는, -만, -도, -부터, -까지, -조차, -마저, -마다, -(이)나, -(이)야, 보다, -처럼
	connective particles	conjunctive (-와, -과, -하고, -랑) adnominal (-의)
	special usages	-기래나, -든, -든지, -밖에, -에다가, -데다가, -커녕, -(이)나마, -(이)라서,
Adverbials	time adverbial	어제, 오늘, 내일, 모레, 지름, 이제, 요즈음, 벌써, 이미, 일찍 ...
	frequency adverbials	가끔, 다시, 자주, 늘, 또, 때때로, 항상...
	common adverbials	서로, 함께, 모두, 좀, 잘, 겨우, 어서, 그리 전혀, 별로, 결코, 여간, 절대로, 다, 같이, 오히려, 마침, 차라리
	degree adverbials	아주, 훨씬, 더 퍽, 꽤, 매우, 더욱, 상당히, 굉장히, 너무...
Verbs		
	action verbs	아이가 유치원에 갑니다
	adjectival (descriptive) verbs	아이가 매우 귀엽습니다.
	'이다' verbs	나는 학생이다.
	'있다' verbs	동생은 집에 있다.
	compound verbs	regular (오다 + 가다 = 오가다) irregular (열다 + 달다 = 여닫다)
	Conjugative Endings of Verbs	terminative endings declarative Vst + ㅁ / 습 / 읍 니다 interrogative Vst + ㅁ / 습 / 읍 니까 imperative Vst + (으) 십시오 propositive Vst + ㅁ / 읍 시다 special usage - (으)ㄴ / ㄴ / (으)ㄴ 걸, - (으)리라, -ㄴ / ㄴ 답

Grammatical item	Sub-elements	Example(s)
Conjugative Endings of Verbs (cont)	conjunctive endings	-고, -(으)니까, -는(은)데, -아(어, 여)도, -(으)려고, -(으)러, -(으)면, -도록, -(으)면서, -(으)며, -지만, -다가, -(으)르 수록, -자, -거든, -거나, -거늘, -거니, -거니와, -건대, -거끔, -고자, -느니, -느라고, -다시피, -더니, -더라도, --던데, -던들, -되, -든지, -듯, --(으)느 즉, -(으)나마, -(으)르락말락, -(으)르 망정, -(으)르 뿐더러, -(으)르지라도, -(으)르지언정, -(으)러니와, -자마자,
	adnominal endings	present -는, -(으)ㄴ, -ㄴ, past (completion) -(으)ㄴ past (reminiscence) -던 future -(으)ㄹ, -을, -르
	nominal endings	-(으)ㄹ / -(으)ㄹ이, -(으)ㄹ을, -(으)으로, -(으)ㄹ에 -기 / -기가, -기를, -기는, -기만, -기에, -기로, -기야, -길래, -기로(서니)
Irregular Verbs	verbs ending with ㄹ ㅂ ㅈ ㄷ ㅎ ㅅ	알다 - 압니다. 아세요 꼽다 - 곱와요 걸다 - 걸어요 오르다 - 올라요 그렇다 - 그런, 그럴까요?, 그러면, 그러세요. 짓다 - 지어요
Auxiliary Verbs	continuation	-아(어,여) 가다/오다 (그 일이 잘 되어 갑니다) -(으)러 가다 /오다 (병원에 치료 받으러 오는 사람이 않습니다)
	completion	-아(어,여)내다 /버리다 (과자를 다 먹어 버렸어요) -고 말다 (너무 슬퍼서 울고 말았습니다)

Grammatical item	Sub-elements	Example(s)
Auxiliary Verbs (cont)	(providing) service	-아(어,여) 주다/드리다 (나는 동생의 숙제를 도와 주었습니다)
	attempt	-아(어, 여)보다 (그 사람의 말을 들어 봅시다)
	repetition	-아(어, 여) 대다 ((왜 그렇게 떠들어 대니?))
	holding	-아 (어, 여) 놓다/두다/가지다 (제 말을 잘 들어 두십시오)
	hoping	-고 싶다 (나는 그림을 그리고 싶다)
	existence	-아 (어,여) 있다 (학생이 의자에 앉아 있습니다)
	special auxiliary verb '하다'	-아 (어,여)하다, -기는 하다. -는(은)체하다. -는(은,을) 듯하다, -(으)르 뻔하다, -(으)르 만하다, -(으)려고 하다, -고자 하다, -곤 하다. -는(은)가 하다, -(으)르까 하다, -도록 하다.
Conjunctives		그리고, 그러나, 그러면, 그래서, 그런데, 그래도, 그러니까, 그러면서
Tenses	present	some action verbs + 는(ㄴ)
	past	-았 (었, 였), -더(라), -더(군)
	future	-겠, -(으)르 것, -(으)르 거
	progression	-고 있다, -고 계시다.
Passive & Causative	passive verbs	short form / -이-, -히-, -리-, -기- long form / -아 (어,여)지다
	causative verbs	short form / -이-, -히-, -리-, -기-, -우-, -구-, -추- long form / - 께

Grammatical item	Sub-elements	Example(s)
Honorific Forms of Speech	subject elevation	Vst + '시'
	hearer elevation	formal /high form ((으) 받니다, -(으) 받니까, -(으)십시오, -(으) 받시다.) /neutral form (-네, -나, -게, -세) /low form (-는/니다, -니, -아(어,여)라, -자) informal /high form (-아(어,여)요) /low form (-아(어,여))
	elevation by special vocabulary	말 - 말씀, 나이 - 연세, 밥 - 진지, 집 - 댁 주다 - 드리다, 자다 - 주무시다, 있다 - 계시다.
Negation	for declarative and interrogative sentences	'안' + verb, '못' verb -지 많(아니하)-, -지 못하-
	for imperative and propositive sentences	-지 말-
	by vocabulary change	-이다 - -이 아니다, 있다 - 없다, 알다 - 모르다
Narratives	direct narrative	subject + address + 'quoted sentence' + (이)라고 /하고 + predicate
	indirect narrative	subject + address + quoted sentence + 고 + predicate terminative endings of quoted sentence declarative / -는, -니다, -(이)라 interrogative / -(느)냐, -(으)냐, -(으)냐, -(이)냐 imperative / -(으)라 propositive / -자

8.3 Tasks

This syllabus recognises the importance of tasks as an organising principle in the structuring of a program that allows students to work towards meeting the objectives and learning outcomes. Tasks provide opportunities for using language in a meaningful context. They should be designed to challenge students at increasingly complex levels.

Tasks can be described as having four 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 imaginary, and include aspects such as where, when, who is involved)
- a process (thinking, problem-solving, creating)
- a product (a result that can be described in terms of achievement of the purpose of the task and in students' overall cognitive development).

8.4 Dictionaries

Students should be encouraged to use dictionaries. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively. Students are able to use monolingual and/or bilingual print dictionaries in the written examination. Information regarding the use of dictionaries in the HSC examination may be found in *Assessment and Reporting in Korean Background Speakers Stage 6*.

9 Course Requirements

For the Preliminary course:

- 120 indicative hours are required to complete the course
- themes and contemporary issues are prescribed for study.

For the HSC course:

- the Preliminary course is a prerequisite
- 120 indicative hours are required to complete the course
- themes, contemporary issues and texts are prescribed for study.

9.1 HSC Course Prescriptions

There are prescribed texts required for study in the Korean for Background Speakers Stage 6 HSC course. These are published on the Board of Studies website (www.boardofstudies.nsw.edu.au). The prescribed texts will also be published in the *Board Bulletin*. As the prescribed texts are reviewed, the amendments will be published on the Board of Studies website and in the *Board Bulletin*.

The study of prescribed texts will not commence prior to the completion of the Preliminary course.

10 Post-school Opportunities

The study of Korean provides students with knowledge, understanding and skills that form a valuable foundation for a range of courses at university and other tertiary institutions.

In addition, the study of Korean assists students to prepare for employment and full and active participation as citizens. In particular, there are opportunities for students to gain recognition in vocational education and training. Teachers and students should be aware of these opportunities.

11 Assessment and Reporting

Advice on appropriate assessment practice in relation to the Korean Background Speakers syllabus is contained in *Assessment and Reporting in Korean Background Speakers Stage 6*. That document provides general advice on assessment in Stage 6 as well as the specific requirements for the Preliminary and HSC courses. The document contains:

- suggested components and weightings for the internal assessment of the Preliminary course
- mandatory components and weightings for the internal assessment of the HSC course
- the HSC examination specifications, which describe the format of the external HSC examination.

The document and other resources and advice related to assessment in Stage 6 Korean Background Speakers are available on the Board's website at www.boardofstudies.nsw.edu.au/syllabus_hsc