

B O A R D O F S T U D I E S
NEW SOUTH WALES

Korean Continuers

Stage 6 Syllabus

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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 the student 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 the students' physical and spiritual development.

2 Introduction to Korean in the Stage 6 Curriculum

2.1 The Language

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

Students will need to be aware of:

- the difference between spoken and written forms of Korean
- the different levels of language use, for example, honorifics, humble forms
- the 3 levels of sentence endings, for example, 습/습니다, 아/어요, 아/어 forms
- Hangeul script only.

2.2 Description of Target Group

The *Korean Continuers Stage 6 Syllabus* is designed for students who, typically, will have studied Korean for 400–500 hours by completion of Stage 6. Some students with less formal experience will also be able to meet the requirements of the syllabus successfully.

2.3 Rationale

The study of Korean contributes to the overall education of the student, particularly in the areas of communication, cross-cultural understanding, literacy and general knowledge. It provides access to the culture of Korean-speaking countries and communities. The study promotes understanding of different attitudes and values within the wider Australian community and beyond.

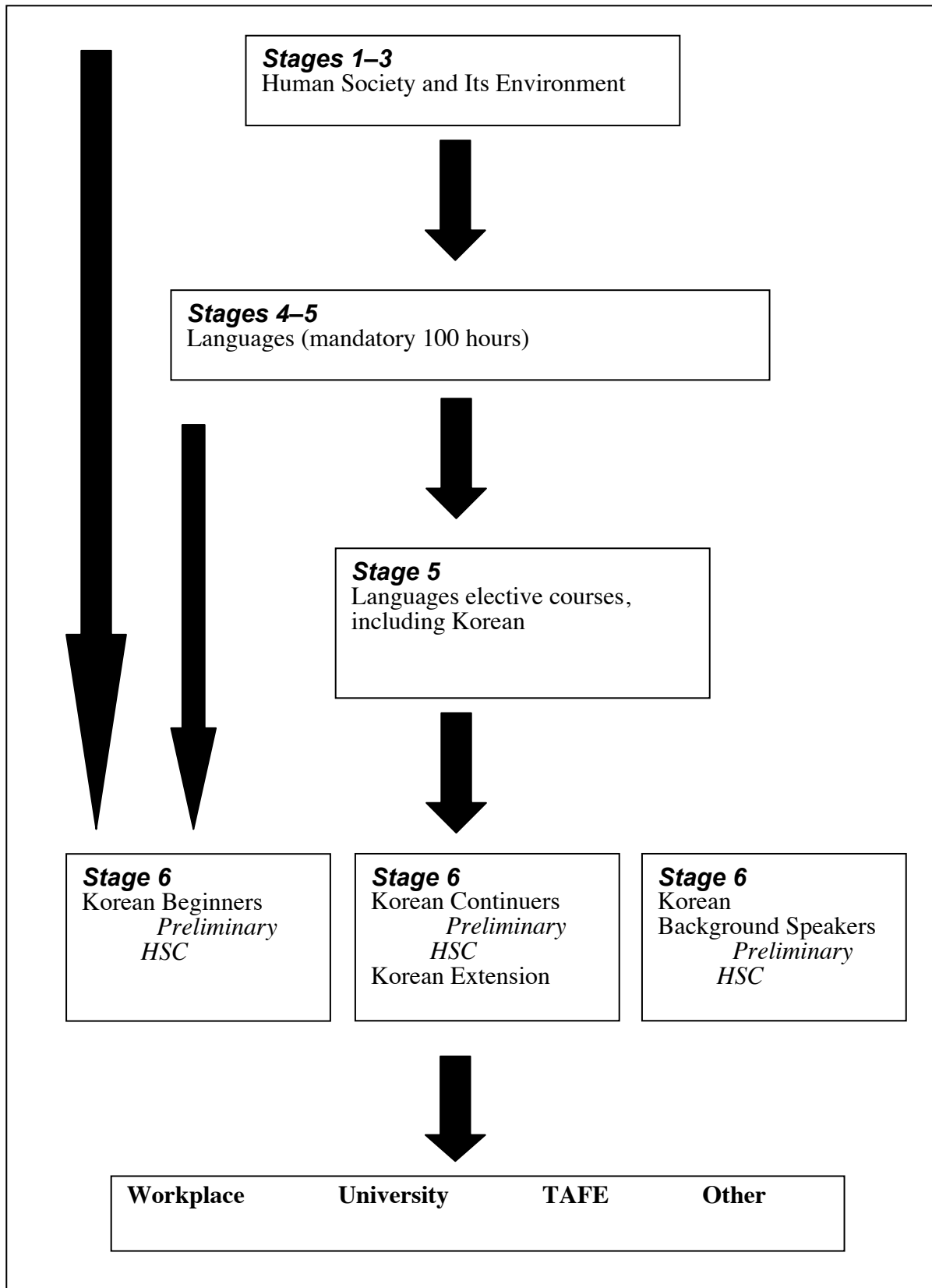
Korean is one of the priority languages of the Asian region to be taught in Australian schools, reflecting the fact that Korea has emerged as one of Australia's major trading partners. The study of the Korean language is of particular importance in equipping the student with a variety of skills useful 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 3 000 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, the student 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 with Korean speakers.

A number of universities and tertiary institutions offer Korean language and Asian Studies courses. The Korean Continuers syllabus will provide the senior secondary student with a solid foundation from which to gain access to further tertiary studies in Korean.

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, the student develops 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 level 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 culture(s) through the study of other cultures
- understanding of language as a system
- ability 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 should be able to achieve the following objectives:

Objective 1 – exchange information, opinions and experiences in Korean

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

Objective 3 – analyse, process and respond to 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 has, as its organisational focus, themes and associated topics. Students' skills in, and knowledge and understanding of, Korean will be developed through tasks associated with a range of texts and text types that reflect the themes and topics. Students will also gain an insight into the culture and the language of Korean-speaking communities through the study of a range of texts.

The HSC Course (120 indicative hours)

The HSC course focuses on the three prescribed themes and associated topics. Students will gain a broader and deeper understanding of Korean and will extend and refine their communication skills in the language. As they expand the range of tasks, texts and text types studied, students' knowledge and understanding of the culture and the language of Korean-speaking communities will develop further.

7 Objectives and Outcomes

7.1 Table 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
The student will: 1. exchange information, opinions and experiences in Korean	The student: 1.1 uses a range of strategies to maintain communication 1.2 conveys information appropriate to context, purpose and audience 1.3 exchanges and justifies opinions and ideas 1.4 reflects on aspects of past, present and future experience
2. express ideas through the production of original texts in Korean	2.1 applies knowledge of language structures to create original text # 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience 2.3 structures and sequences ideas and information
3. analyse, process and respond to texts that are in Korean	3.1 conveys the gist of texts and identifies specific information 3.2 summarises the main ideas 3.3 identifies the tone, purpose, context and audience 3.4 draws conclusions or justifies an opinion 3.5 interprets, analyses and evaluates information 3.6 infers points of view, attitudes or emotions from language and context
4. understand aspects of the language and culture of Korean-speaking communities	4.1 recognises and employs language appropriate to different social contexts 4.2 identifies values, attitudes and beliefs of cultural significance 4.3 reflects upon significant aspects of language and culture

written or spoken text created by students incorporating their own ideas

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 Continuers 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 the students' development of the key competency ***solving problems***.

8 Content of Korean Preliminary and HSC Courses

8.1 Themes, Topics and Sub-topics

There are three prescribed themes:

- the individual
- the Korean-speaking communities
- the changing world.

Each theme has a number of prescribed topics and suggested sub-topics with which students will engage in their study of Korean. The placement of the topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics. The suggested sub-topics are provided to guide students and teachers as to how the topics may be treated.

The theme, *the individual*, enables students to explore aspects of their personal world, for example sense of self, aspirations for the future, personal values, opinions, ideas, and relationships with others. At the same time, this theme also enables students to study topics from the perspective of other individuals.

The theme, *the Korean-speaking communities*, explores topics from the perspective of groups within those communities or the communities as a whole and encourages students to reflect on their own and other cultures.

The theme, *the changing world*, enables students to explore change as it affects aspects of the world of work and other topics such as family life.

8.1.1 Table of Themes and Topics

Theme: the individual	Theme: the Korean-speaking communities	Theme: the changing world
Topics: <ul style="list-style-type: none"> • the self and family, eg: <ul style="list-style-type: none"> – interests – hobbies – travelling – future aspirations – health • education, eg: <ul style="list-style-type: none"> – school life in Australia – career – social status • everyday life and activities, eg: <ul style="list-style-type: none"> – leisure – sports 	Topics: <ul style="list-style-type: none"> • special celebrations, eg: <ul style="list-style-type: none"> – public holidays – family celebrations • Korea as a tourist destination, eg: <ul style="list-style-type: none"> – tourist sites – transport – accommodation/home visits – restaurants • daily life in Korea, eg: <ul style="list-style-type: none"> – the working day – school life – food • migrant experiences in Australia, eg: <ul style="list-style-type: none"> – migrant problems † – reasons for migrating † 	Topics: <ul style="list-style-type: none"> • family life, eg: <ul style="list-style-type: none"> – youth issues † – the role of women † – the role of men † • the world of work, eg: <ul style="list-style-type: none"> – job prospects – unemployment † – the business world † – technology †

† receptive use

The topics are sufficiently broad to allow flexibility in school programs, but specific enough to be of practical assistance to students and teachers. Not all topics will require the same amount of study time. The length of time and depth of treatment determined for each topic will depend on a number of factors, including:

- the particular objective(s) being covered
- the needs and interests of the student
- the linguistic and cultural complexity of the texts selected for study
- the tasks set for completion
- the language of response
- the nature of the language itself.

Teachers should structure and organise programs based on the prescribed themes

and topics to address the objectives of the syllabus. In the treatment of some topics, it may be appropriate to focus on only one objective, such as Objective 3 — analyse, process, and respond to a range of texts. Other topics may lend themselves to focusing on more than one objective. It is understood that Objective 4 — understand aspects of the language and culture of Korean-speaking communities — underlies the study of all the themes and topics.

8.1.2 Texts

Students will access the themes and topics through texts. They should be wide-ranging and could include, for example, film, short story, song, newspaper article or documentary. While it is expected that students will study a range of oral and written texts in Korean in their treatment of the themes, topics and sub-topics, it may be appropriate to discuss a text or texts in English. Similarly, the language used by the student to respond to a text may be either Korean or English, as appropriate. As a guide to those aspects of the topics that lend themselves to discussion in English, some sub-topics have been suggested for receptive use. They have been indicated by a dagger (†) in the Themes and Topics table.

8.1.3 Vocational Education and Training

In order to maximise opportunities for students to gain recognition in nationally accredited Vocational Education and Training (VET), some teachers may wish to include language modules endorsed within the Australian Qualifications Framework (AQF) in their programs.

Schools wishing to integrate VET modules into courses will need to comply with the principles and procedures of the Australian Recognition Framework (ARF) and any specific State or Territory requirements for delivery, assessment and certification of the VET. For further information see Post-school Opportunities on page 24.

8.2 Tasks

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

Tasks, 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 complex 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 imaginary 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 and in the student s overall cognitive development).

8.3 Texts

Texts for receptive use will not be prescribed. Students are encouraged to read, view and listen to a wide range of texts, including authentic texts. They are expected to be able to produce the following written texts in the modern standard version of Korean.

article	message	recount
diary entry	note	report
email	notice	script of an interview
letter	postcard	script of a speech or talk

In the external oral examination students participate in a conversation and a discussion.

8.4 Vocabulary

While there is no prescribed vocabulary list, it is expected that students will be familiar with a range of vocabulary and idiomatic expressions relevant to the themes and topics prescribed in the syllabus.

8.4.1 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.

Suitable editions are published with the Resources on the Board of Studies' website (www.boardofstudies.nsw.edu.au). 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 Continuers Stage 6*.

8.5 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 the student's 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 which students studying Korean in a Continuers course are expected to recognise and use.

Particles and Suffixes

Grammatical item	Korean – Hangeul	English equivalent and/or examples
subject/topic particles (after nouns, pronouns)	-은/는, -이/가	
object particle (after nouns, pronouns)	-을/를	
locative directional	-에 -에게 / -한테 -께 -에게서 / 한테서	to to (a person) to (a person) – honorific from (a person)
locative positional	-에서	at (action taking place)
locative, establishing direction	-(으)로	to, towards
implement	-(으)로	by means of
possessive	-의 (when combined with 저 becomes 제)	-'s 학생의 책 =the student's book
delimiters	-만 -마다 -부터...까지 -에서...까지	only each, every, all from ... to (time) from ... to (distance)
emphasiser suffix	-다 -도 -도...도	also, too even, still, yet, at all both ... and; neither ... nor
emphasisers – combined particles	에도, ...에는	
plural marker	-들	people =사람들
introductory statement	AVST... 는데,... DVST... 니 / 은데,...	Grandmother is sick, so please come tomorrow. =할머니가 아프신데, 내일 오세요.
purpose	VST(으)러 + verb of motion	I went to the library (in order) to study. = 공부하러 도서관에 갔어요.

Connectives/Links

Grammatical item	Korean – Hangeul	English equivalent and/or examples
conjunctions between nouns	-과/와, -하고	and
conjunctive – comparing	-이나/나 -보다 -는 ...보다	or rather than compared with
complex sentences: conjunctions to link phrases/clauses and sentences	그렇지만, 하지만, 그러나, VST지만 그래서/그러니까 그러면 그리고	but, however, yet therefore in that case and
reason: because + noun	NOUN 때문에	because of
reason: so + verb	VST 아/어서...:	so... because

Location

Grammatical item	Korean – Hangeul	English equivalent and/or examples
following a noun	앞에, 뒤에, 옆에, 사이에, 밑에, 아래에, 건너편에, 안에, 밖에,	in front of, behind, beside between, under, above opposite, inside outside

Classifiers

Grammatical item	Korean – Hangeul	English equivalent and/or examples
some are used with pure Korean numerals	개, 명, 병, 마리...	two apples = 사과 두 개 two students = 학생 두 명 three bottles of milk = 우유 세 병 three ducks = 오리 세 마리
some with Sino-Korean numerals	분 (minutes), 년, 월 ...	15 minutes = 십오 분 1900 = 천구백 년 March = 삼 월

Verbs

Grammatical item	Korean – Hangeul	English equivalent and/or examples
active voice	all tenses	
infinitive	VST 다	가다 = to go
conjugation – three registers: present tense	VST ㅁ(습)니다: VST 아/어 VST	갑니다 I go (polite formal) 가요 I go (polite informal) 가 I go (informal casual)
irregular conjugation†	듣다 † (ㄷ - ㄹ)	들어요: 들었습니다
past tense	VST 왔/었습니다 VST 왔/었어요 VST 왔/었어	갔습니다 = I went 갔어요 갔어
future tense	VST 겠습니다 VST 겠어요 VST 겠어	가겠습니다 = I will go 가겠어요 가겠어
future – intent to perform the action	VST 을/ㄹ 것입니다 VST을/ㄹ 거예요	내일은 공부 할거예요 = Tomorrow I'm going to study.
continuous action	VST고 있다	She is doing her homework. = 숙제를 하고 있어요.
interrogative 'tag' question	VST ㅁ(습)니까? ...지요?	갑니까 Is he going? (polite formal) 가요? Is he going? (polite informal) 가니? Is he going? (informal casual) ... isn't it? / aren't you?
proposition, asking for an opinion (oral)	VST(으)ㄹ까요?	shall we ... ? Shall we eat? = 먹을까요?
preposition – response	VST(으)ㅁ시다 VST 자	let's ... Let's eat! = 먹읍시다 먹자
casual – informal	NOUN(이)야 † NOUN(이)니? †	That is a cow. = 저것은 소야. How old are you? = 몇 살이니?
exclamatory sentence ending – oral †	VST 군요/네요 (after descriptive verb)*	Korean is interesting! = 한국어가 재미있군요/네요

† receptive use

Verbs (cont)

Grammatical item	Korean – Hangeul	English equivalent and/or examples
negative command	VST 지 말아요 †	don't ...
honorific: polite request/suggestion or command	-(으)시 시 + 어요 - 세요.	Please sit down! = 앉으세요 Please give me = 주세요
subjunctive mood	VST (으)면...	If we had some money, we would go to America. = 돈이 있으면 미국에 갈거예요.
adjectival phrases and clauses – verbs as adjectives	-은/ㄴ - 는 - 을/ㄴ	the book I read = 읽은 책 the book I'm reading = 읽는 책 the book I will read = 읽을 책
descriptive verbs as adjectives	-은/ㄴ	short hair = 짧은 머리 long hair = 긴 머리
verbs as adverbs	VST 게	easily = 쉽게
verbs as nouns (gerunds): suffix	VST 기 VST 는 것 (the fact of ..., the acting of ..ing) VST 음 †	dancing = 춤추기 studying = 공부하는 것 singing = 노래부름 †
compound verb	VST 아/어 보다: try to 아/어 가다: to go	to try to read = 읽어 보다 to go up= 올라 가다
obligation or necessity	VST 아/어야 하다/되다	I must/should go. = 가야 해요/돼요.
vocabulary items	to be -이다 to exist/be located 있다 to not exist 없다	He is Japanese. = 일본 사람이에요. There is a book in the bag. = 가방에 책이 있어요. There is no milk. = 우유가 없어요.

† receptive use

Verbs (cont)

Grammatical item	Korean – Hangeul	English equivalent and/or examples
negative: before a verb	안... 못	not I do not go, I am not going. = 안 가요. can not I can't do it. = 못 해요.
negative: after verb stem	VST 지 않다	He is not studying. = 공부하지 않아요.
to want to (do something)	VST 고 싶다	공부하고 싶어요 = I want to study
ability	VST(으)ㄴ 수 있다	to be able to I can do it. = 할 수 있어요.
indicating intention	VST(으) 려고 하다.	I intend to go. = 가려고 해요.
intention	VST(으)ㄴ 계획이다	I plan to go. = 갈 계획이에요.
it seems, it looks like ...	VST 것 같아요	It seems cold. = 추운 것 같아요.
have you ever ...?	VST 아/어 본 적(이)있어요?	Have you ever eaten Kimchi? = 김치를 먹어 본 적이 있어요?
how long has it been since ...?	VST 은/ㄴ 지 얼마나됐어요?	How long have you been in Korea? = 한국에 오신 지 얼마나 됐어요?
purpose/intention	VST(으)러 + verb of motion	I went to the library (in order) to study. = 도서관에 공부하러 갔어요.
because (reason)	VST(으)니까	Because the weather is fine, let's go to the beach. = 날씨가 좋으니까, 바다에 갑시다.
direct speech	"..." 라고 (말)했어요†	Sumi said "Let's go to Melbourne". = 수미는 "멜본에 갑시다"라고 말했어요.
reported/indirect speech	VST 다고 했어요†	John said that Michael has gone home. = 존은 마이클이 집에 갔다고 했어요.

† receptive use

9 Course Requirements

For the Preliminary course:

- 120 indicative hours are required to complete the course.

For the HSC course:

- the Preliminary course is a prerequisite
- 120 indicative hours are required to complete the course.

10 Post-school Opportunities

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

Recognition of Student Achievement in Vocational Education and Training (VET)

Wherever appropriate, the skills and knowledge acquired by the student in their study of HSC courses should be recognised by industry and training organisations. Recognition of student achievement means that the student who has satisfactorily completed HSC courses will not be required to repeat their learning in courses at TAFE NSW.

Registered Training Organisations, such as TAFE NSW, provide industry training and issue qualifications within the Australian Qualifications Framework (AQF).

The degree of recognition available to students in each subject is based on the similarity of outcomes between HSC courses and TAFE modules endorsed within the Australian Qualifications Framework.

Teachers should contact the Board of Studies NSW for more information on VET modules in Korean.

Recognition by TAFE NSW

TAFE NSW conducts courses in a wide range of industry areas, as outlined each year in the *TAFE NSW Handbook*. Under current arrangements, the recognition available to students of Korean in relevant courses conducted by TAFE is described in the *HSC/TAFE Credit Transfer Guide*. This guide is produced by the Board of Studies and TAFE NSW and is distributed annually to all schools and colleges. Teachers should refer to this guide and be aware of the recognition available to their students through the study of Korean Stage 6. This information can be found on the TAFE NSW website (www.tafensw.edu.au/mchoice).

11 Assessment and Reporting

Advice on appropriate assessment practice in relation to the Korean Continuers syllabus is contained in *Assessment and Reporting in Korean Continuers 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 Continuers are available on the Board's website at www.boardofstudies.nsw.edu.au/syllabus_hsc