Korean Stage 5 – sample scope and sequence (200 hours)

Contents

[Rationale 2](#_Toc172815783)

[Korean Stage 5 – sample scope and sequence for 200-hour elective 4](#_Toc172815784)

[Year 9 5](#_Toc172815785)

[Year 10 16](#_Toc172815786)

[Support and alignment 26](#_Toc172815787)

[Evidence base 29](#_Toc172815788)

# Rationale

All NSW public schools need to plan curriculum and develop teaching programs consistent with the *Education Act 1990* (NSW) and the NSW Education Standards Authority (NESA) syllabuses and credentialing requirements.

Scope and sequences form part of the ongoing documentation or evidence schools maintain to comply with the department’s policy, policy standards, and registration requirements.

This resource has been developed to assist teachers in NSW Department of Education schools to create learning that is contextualised to their classroom. It can be used as a basis for the teacher’s own scope and sequence, or be used as an example of how the new curriculum could be implemented. The resource has suggested timeframes that may need to be adjusted by the teacher to meet the needs of their students.

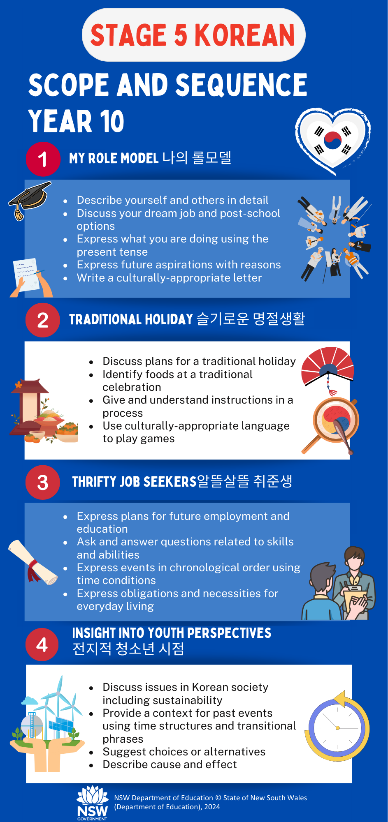
Developing a robust scope and sequence has many benefits and may help teachers and schools to:

* plan learning activities that are inclusive, accommodating the needs of all students in their class from the beginning
* promote high expectations for student learning
* identify opportunities for explicit teaching
* create opportunities for students to receive feedback on their learning
* systematically plan for and undertake assessment
* collect and use data to monitor achievements and identify gaps in learning
* differentiate curriculum delivery to meet the needs of students at different levels of achievement
* collaborate with other teachers to plan for quality teaching and learning.

# Korean Stage 5 – sample scope and sequence for 200-hour elective

This scope and sequence is for the 200-hour elective course, and includes suggested summative assessment tasks for each term, aligned to syllabus outcomes.

To support student engagement, the student-facing infographics gives students a visual guide of their learning. You can access the infographic on the [Scope and sequence Korean Stage 5](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/languages-curriculum-resources-k-12/languages-curriculum-resources-7-10/scope-and-sequence-s5-korean) webpage. You can also access an [editable version](https://www.canva.com/design/DAGMk0Xrif0/pGNU7ds9tymE5r4TmvGM-A/view?utm_content=DAGMk0Xrif0&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink&mode=preview), to amend for your own context.

## Year 9

Table 1 – Korean 200-hour scope and sequence (Year 9)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Term/duration | Learning overview | Outcomes | Skills | Assessment |
| Term 1  10 weeks | **We’re buddies**  **우리는 친구잖아**  Students exchange detailed information about their hobbies and leisure activities.  Students suggest activities to do together and express what they want to do.  Students compare popular activities among teenagers in Australia and Korea and share past experiences. | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * Exchange information about hobbies using 취미가 뭐예요?, and using linking suffix ~고, for example, ~먹고, ~하고. * Describe hobbies, converting action verbs and descriptive verbs into nouns, VST + 기. * Ask questions and exchange information about activities you have done before, for example, ~가 봤어요, ~해 봤어요? * Express what you want to do using the structure VST + 고 싶어요, for example, 하고 싶어요. * Make suggestions to participate in an activity using the structure VST + ㄹ/을까요? * Understand and use informal and formal speech. * Make comparisons of popular activities for teenagers between Australia and Korea using comparative suffixes, for example, 호주보다 한국이 더 추워요. | **Interacting (ML5-INT-01)**  **You are chatting**[[1]](#footnote-2) **online with your Korean buddy who you will be staying with when you go on the school trip to Korea.**  **In your conversation, using the appropriate tone, exchange information about:**   * **yourself and your family** * **at least 3 of your hobbies, including one activity or hobby that you like, with a reason** * **one activity that you don’t like, with a reason** * **at least one activity you have done in the past** * **at least 2 suggestions of activities you can do together** * **at least one activity that you want to do during the visit** * **at least one comparison between Korea and Australia in relation to hobbies and leisure activities.** |
| Term 2  10 weeks | **Let’s only walk on flower roads**  **꽃길만 걷자**  Students explore seasonal activities, festivals and events in different cities in Korea.  Students explore the cultural significance of first snow in Korea and related sayings such as 꽃길만 걷자.  Students share information about an event they attended in the past. | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * Describe seasonal activities, for example, 스키, 스노우 보드, 캠핑, including the structure VST + ㄹ/을 수 있어요. * Give an account of an event that occurred in the past using appropriate expressions of time including 작년, 올해, 내년, 저난달. * Describe events in the past tense using the appropriate form of action verbs and descriptive verbs, for example, ~갔어요, ~봤어요, ~왔어요, ~먹었어요, 더웠어요, 추웠어요. * Express opinions and feelings in the past tense using descriptive verbs, for example, 바빴어요, 좋았어요, 예뻤어요, 아름다웠어요, 사람이 많았어요. * Express and understand dates using the structure ~월 and ~일. * Give recommendations for activities or events, for example, ~어때요? * Understand the cultural significance of first snow. | **Creating texts (ML5-CRT-01)**  **You have recently returned from an exchange trip to Korea. Create a multimodal presentation**[[2]](#footnote-3) **about places you visited to show your Korean class.**  **In your presentation include:**   * **at least 3 towns you went to and the tourist attractions you visited there (at least one per town)** * **what you did at each destination, for example, what you ate at the restaurant or what you saw/did in the town, including your opinion of each experience** * **references to the season(s) and weather for at least 2 of the towns you visited** * **at least one recommendation about a destination they should visit in Korea and what they can do there.** |
| Term 3  10 weeks | **We’re the delivery people**  **우리는 배달의 민족**  Students explore delivery practices in Korea, including the significance of online shopping in Korean culture.  Students order online or over the phone using culturally-appropriate phrases. | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * Understand and use phrases to place orders on the phone and online, for example, 여보세요, 뭘 주문 하시겠어요?, 주문 하고 싶어요. * Understand the Korean address system when locating places. * Identify and discuss delivery options and practices in Korea. * Ask about and express sizes of items, for example, 작은 거, 큰 거. * Discuss different types of payment, for example, 현금 결제, 카드 결제. * Apply adjectival suffixes as descriptors to refine a search for products online, for example, 예쁜 옷, 멋있는 옷. * Express what you want to purchase using VST + 고 싶어요, for example, ~사고 싶어요. * Express the best or most [adjective] product, using 제일 before the adjective. * Identify and ask about fashion items you are searching for, for example, 원피스, 신발, 가방, 치마, 화장품. * Express opinions about shopping experiences, for example, 편리해요, 재미있어요, 쉬워요, 어려워요. * Make comparisons between shops, items or experiences using ~보다 (더)~, for example, 사과가 딸기보다 더 커요. | **Part A: Understanding texts (ML5-UND-01)**  **During your stay in Korea, your Korean friend is ordering some food over the phone. Listen to the conversation**[[3]](#footnote-4) **between your friend and the Kimbap** Heaven restaurant owner. To test how good your Korean is becoming, note the following information in English:   * **the delivery address** * delivery options * details of what is being ordered, including quantity and relevant quantifier * delivery time * payment options * cost.   **Part B: Creating texts (ML5-CRT-01)**  You’re now keen to try the restaurant with a classmate! Using information from the conversation between the restaurant owner and your friend, write a text message to a classmate suggesting you both go and eat at or order from the restaurant.  In your text message include:   * the reason for purchasing food from this restaurant, for example, to celebrate a special occasion or event * comments on at least 4 menu items, for example, price, quality or taste * why you have chosen to get food from this venue * whether you will be eating in or ordering delivery * at least 2 food items and one drink that you would like to order. |
| Term 4  10 weeks | **Neighbourhood hide-out**  **동네방네 아지트**  Students identify various facilities and places in the neighbourhood.  Students ask for and give directions, including how to travel between destinations.  Students explore the concept of 동네방네 아지트 and discuss where they like to ‘hangout’. | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * Identify facilities around town, for example, 도서관, 학교, 공원, 우체국, 은행. * Describe the exact location of places using prepositions, for example, 앞에, 옆에, 뒤에, 멀어요, 가까워요. * Use common phrases to ask for and understand information about directions, location and travel time, for example, ~은/는 어디에 있어요?, ~어떻게 가요? and ~에서 ~까지 얼마나 걸려요? 걸어서/~로 ~분/시간 (정도) 걸려요. * Give simple directions, for example, 오른쪽, 왼쪽, 쭉. * Give directions using the imperative form, for example, 가세요, 오세요. * Interact using culturally-appropriate conversational expressions, for example, 실례합니다, 저기요. * Identify famous places in Korea and express why they are famous, for example, ~(으)로 유명해요. * Specify and understand the location of a place or object within a larger context using the adjectival suffix ~에 있는, for example, 서울에 있는 광장시장. * Ask about, understand and express how to travel between locations, for example, 버스로, 걸어서, 자동차로. | **Understanding texts (ML5-UND-01)**  **While on exchange in Korea, you listen to 2 friends discussing different options for a** 동네방네 아지트 **hangout spot in the neighbourhood. Complete a series of questions in English to ensure you have understood. The questions include information about:**   * 동네방네 아지트**hangout options available in the neighbourhood** * **detailed descriptions of the options mentioned** * **methods of transport to each location and the time it takes to get there from school** * **the place they decide upon and directions to the new hangout.** |

## Year 10

Table 2 – Korean 200-hour scope and sequence (Year 10)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Term/duration | Learning overview | Outcomes | Skills | Assessment |
| Term 1  10 weeks | **My role model**  **나의 롤모델**  Students describe the physical appearance and personality traits of themselves and others, including with Korean idioms.  Students understand Meyers-Briggs Type Indicator (MBTI) and its importance in Korean society relating to friendships, relationships, parenthood and career paths.  Students discuss their dream careers, popular occupations and post-school options in Australia and Korea.  Students explore the importance of ancestry in Korea, for example, the origin of surnames. | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * Ask about and describe the physical appearance of yourself and others with reference to specific features, for example, 귀, 눈, 입, 머리, 손, 다리, 팔, 길어요, 짧아요, 커요, 작아요. * Describe yourself and others’ personalities using Korean idioms and adjectives, for example, 발이 넓어요, 손이 커요, 입이 가벼워요, 성실해요, 적극적이에요, 부지런해요, 책임감이 있어요. * Understand the MBTI trend in Korea as a means to discover and share personality traits. * Understand and express activities or actions as nouns using the gerund form, for example, 소통하는 것. * Identify and discuss occupations, for example, 변호사, 인플루언서, 의사, 경찰관, 선생님. * Describe actions that are in progress in the present progressive tense, for example, 공부하고 있어요, 먹고 있어요. * Express future aspirations with reasons using the structures ~처럼 되고 싶어요, 왜냐하면, ~(으)니까요. * Write an email using culturally-appropriate format and honorifics, for example, ~께, ~올림/드림. * Understand the origin and importance of surnames and *bon-gwan* (clans) in Korea in the context of family lineage and extended family. | **Part A: Understanding texts (ML5-UND-01)**  Read a number of online profiles of famous people[[4]](#footnote-5) outlining age, personality, appearance, MBTI, hobbies, achievements and educational background. Answer questions[[5]](#footnote-6) in English based on the text.  **Part B: Creating texts (ML5-CRT-01)**  Consider which of the famous people from the online profiles in Part A has an interest or skill in common with you. This can be real or imagined. Write a fan email[[6]](#footnote-7) to this person.  In your letter include:   * culturally-appropriate formatting and language for an email * at least one reason why you have chosen to them, relating to your shared hobby or interest * a brief description of your personality and your appearance, including at least one idiom * what your future study and career plans are with reason(s). |
| Term 2  10 weeks | **Traditional holiday**  **슬기로운 명절 생활**  Students explore the significance of traditional holidays in Korea and compare them with holidays in Australia and other cultures.  Students discuss the use of public transport and traffic congestion during holiday periods.  Students identify and discuss culturally-significant activities associated with traditional holidays, including foods, games, arts and crafts in Korea, in Australia and students’ own culture(s).  Students explore and use culturally-appropriate language to play traditional games. | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * Use time connectives to describe the steps in a process, for example, 첫 번째, 두 번째, 마지막으로. * Access texts describing traditional holidays in Korea and compare them with other cultures. * Discuss plans for a traditional holiday, using the structure VST + ㄹ/을 계획이에요. * Give and understand instructions for cooking, for example, 자르세요, 넣으세요. * Play games using culturally-appropriate language, for example, 던져요, 옮겨요, 이겨요, 져요. * Give instructions related to arts and craft, for example, 접어요, 잘라요, 붙여요, 만들어요. * **Express duration of time using** ~동안**.** * **Identify foods at traditional holiday celebrations in Korea, for example,** 송편**,** 약과**,** 떡국**,** 전**.** | **Creating texts (ML5-CRT-01)**  The Korean community has asked students who are studying Korean to volunteer at a Korean festival held in your region. This event caters for both Korean and English-speaking communities.  Create a demonstration video of an aspect of Korean culture to be presented at the festival, for example, how to play a game, cook a traditional food, or make art or craft.  Provide a bilingual instruction sheet that includes the procedure you have demonstrated in your video.  In your demonstration include:   * a description of the cultural activity demonstrated in your video * time connectives to show the steps of a procedure * the duration of time for the activity indicating how long the steps will take * instructions in the imperative for each step. |
| Term 3  10 weeks | **Thrifty job seekers**  **알뜰살뜰 취준생**  Students express their plans for employment and education and how they will achieve their goals.  Students exchange information about skills they have in the fields of work and learning.  Students understand and describe the life of 취준생 - someone who is actively seeking employment while being mindful of saving money and managing expenses wisely. | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * **Express obligations and necessities for day-to-day living using ~**야해요/돼요**.** * **Express plans for future employment and education using the structure VST +** (으)려고해요**.** * **Ask, understand and answer questions related to skills and abilities using the structures VST +** ㄹ/을 수 있어요**, VST +** ㄹ/을수 있어요? * **Express requirements for something to happen, for example,** ~(으)려면. * **Ask, understand and express the chronological order of events using time conditions, for example,** ~기 전에**,** ~고 나서**.** | **Interacting (ML5-INT-01)**  **You are taking part in a competitive group job interview in Korea, as a fresh graduate exchange student.**[[7]](#footnote-8)  **The interviewer**[[8]](#footnote-9) **asks you, and the other students in the group, questions relating to the job.**  **During your interview:**   * **describe the skills you have in relation to the job** * **express your future plans and aspirations** * **discuss past achievements in chronological order** * **ask the interviewer questions relevant to the job.** |
| Term 4  10 weeks | **Insight into youth perspectives**  **전지적 청소년 시점**  Students explore issues in Korean society such as environmental and youth issues, comparing these to other countries.  Students look at the importance of recycling and sustainability and the recycling movement in Korea. | **ML5-INT-01**  exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language  **ML5-UND-01**  analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding  **ML5-CRT-01**  creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language | * **Initiate a conversation or discussion introducing a topic using the structure** ~에 관해서/대해서**.** * **Discuss issues in Korean society and the importance of sustainability, for example,** 재활용**,**지속가능성**,** 기후 변화**,** 환경**,** 오염**.** * **Indicate how much time has passed, providing context for past events using the structure VST +** ㄴ/은 지 ***[*time*]*** 됐어요**.** * **Suggest choices or alternatives using** (이)나. * **Indicate when an event or action occurs using** ~때**.** * **Describe cause and effect relationships using conditional statements, for example, VST +** (으)면. * **Connect ideas and provide additional context using transitional phrases, for example,** 그래서**,** 하지만. | **Creating texts (ML5-CRT-01)**  You have been asked by a Korean community magazine to create an infographic based on a contemporary issue of your choice to be shared with the community.  The aim of the infographic is to emphasise the severity of the issue and propose possible solutions or methods of prevention.  In your infographic include:   * a description of the issue, what it is and where it occurs * the frequency with which or when the issue occurs * how long the issue has been a problem * at least 2 causes and effects of the issue * at least 2 conditional statements to suggest how to prevent or resolve the issue. |

[Modern Languages K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/languages/modern-languages-k-10-2022/overview) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

Please complete this [feedback form](https://forms.office.com/Pages/ResponsePage.aspx?id=muagBYpBwUecJZOHJhv5kd-DQpO7ustDkqkHBLk4v2FUQktWOUQ3UkE5RjRBVkw3STA3WlJOUjVQOC4u) to help us improve our resources and support.

# Support and alignment

**Resource evaluation and support:** All curriculum resources are prepared through a rigorous process. Resources are periodically reviewed as part of our ongoing evaluation plan to ensure currency, relevance, and effectiveness. For additional support or advice, contact the Languages and Culture team by emailing [languagesnsw@det.nsw.edu.au](mailto:languagesnsw@det.nsw.edu.au).

**Explicit teaching:** Further advice to support explicit teaching is available on the [Explicit teaching](https://education.nsw.gov.au/teaching-and-learning/curriculum/explicit-teaching) webpage. This includes the CESE [Explicit teaching – Driving learning and engagement](https://education.nsw.gov.au/about-us/education-data-and-research/cese/publications/research-reports/what-works-best-2020-update/explicit-teaching-driving-learning-and-engagement) webpage.

**Alignment to system priorities and/or needs:** [School Excellence Policy](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468), [Our Plan for NSW Public Education](https://education.nsw.gov.au/about-us/strategies-and-reports/plan-for-nsw-public-education)

**Alignment to the School Excellence Framework:** This resource supports the [School Excellence Framework](https://education.nsw.gov.au/inside-the-department/directory-a-z/strategic-school-improvement/school-excellence-framework) elements of curriculum (curriculum provision, teaching and learning programs) and effective classroom practice (lesson planning).

**Alignment to Australian Professional Standards for Teachers:** This resource supports teachers to address [Australian Professional Standards for Teachers](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) 2.2.2, 3.2.2.

**Consulted with:** Curriculum and Reform, Inclusive Education and subject matter experts

**NSW syllabus:** Modern Languages K–10 Syllabus

**Syllabus outcomes:** ML5-INT-01, ML5-UND-01, ML5-CRT-01

**Author:** Languages and Culture

**Publisher:** State of NSW, Department of Education

**Resource:** Stage 5 scope and sequence

**Related resources:** Further resources to support Stage 5 modern languages can be found on the [Languages curriculum page](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages).

**Professional learning:** Relevant professional learning is available through the [Languages statewide staffroom](https://forms.office.com/Pages/ResponsePage.aspx?id=muagBYpBwUecJZOHJhv5kSNaKRC4ClVDiPgZI5jjt3lUQ1pMWVRSU0kzWExaMEIyVFg5VlJPVkRVRyQlQCN0PWcu) (staff only).

**Universal Design for Learning:** Support the diverse learning needs of students using inclusive teaching and learning strategies. Some students may require more specific adjustments to allow them to participate on the same basis as their peers. For further advice see the [Inclusive practice resources for secondary school](https://education.nsw.gov.au/campaigns/inclusive-practice-hub/secondary-school).

**Differentiation:** When using these resources in the classroom, it is important for teachers to consider the needs of all students in their class, including:

* **Aboriginal and Torres Strait Islander students**. Targeted [strategies](https://education.nsw.gov.au/teaching-and-learning/aec/aboriginal-education-in-nsw-public-schools) can be used to achieve outcomes for Aboriginal students in K–12 and increase knowledge and understanding of Aboriginal histories and cultures. Teachers should use students’ Personalised Learning Pathways to support individual student needs and goals.
* **EAL/D learners**. EAL/D learners may require scaffolding to support them to gain content knowledge, while providing extra time and assistance to master the English language required to engage with texts or complete classroom tasks. [View some samples of differentiating through scaffolding](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect/teaching-and-learning#Differentiation2).
* **Students with disability**. Learning adjustments enable students with disability to access syllabus outcomes and content on the same basis as their peers. Teachers can use a range of [adjustments](https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support/personalised-support-for-learning/adjustments-to-teaching-and-learning) to ensure a personalised approach to student learning. Examples of differentiated and personalised adjustments are provided on the [Inclusive Practice hub](https://education.nsw.gov.au/campaigns/inclusive-practice-hub). Students may respond to tasks using their preferred mode of communication. Teachers can complete the [Curriculum planning for every student in every classroom](https://myplsso.education.nsw.gov.au/mylearning/catalogue/details/95110cf8-aa81-ed11-ade7-0003fffeadf8) microlearning series to plan for the diversity of student need.
* **High potential and gifted learners**. [Assessing and identifying high potential and gifted learners](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/assess-and-identify#Assessment1) will help teachers decide which students may benefit from extension and additional challenge. In addition, the [Differentiation Adjustment Tool](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implement/differentiation-adjustment-strategies) can be used to support the specific learning needs of high potential and gifted students.

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# Evidence base

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1. This task is designed to assess oral language. Depending on context, you may consider assessing written language. [↑](#footnote-ref-2)
2. Students may be provided with a scaffold. [↑](#footnote-ref-3)
3. Teacher to provide conversation. A transcript of the conversation can be provided to differentiate for learners with a hearing impairment or learning difficulty. [↑](#footnote-ref-4)
4. The teacher chooses who the famous people are, whether they are Korean or international stars, and provides the profiles in Korean for this task. [↑](#footnote-ref-5)
5. To cater to a range of learners, questions should range from comprehension of key information to justifying responses with reference to the text. [↑](#footnote-ref-6)
6. Students may be provided with a scaffold. [↑](#footnote-ref-7)
7. **The teacher will reveal which job students are interviewing for on the day of the assessment task.** [↑](#footnote-ref-8)
8. The teacher will play the role of the interviewer. [↑](#footnote-ref-9)