

Korean Beginners

Stage 6 Syllabus

Preliminary and HSC Courses

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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 the students' physical and spiritual development.

2 Introduction to Korean Beginners in the Stage 6 Curriculum

2.1 The Language

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

Students should be aware of different levels of language, for example, casual, informal and formal.

2.2 Description of Target Group

The Korean Beginners Stage 6 course is a two-year course, which has been designed for students who wish to begin their study of Korean at senior secondary level. It is intended to cater only for students with no prior knowledge or experience of the Korean language, either spoken or written, or whose experience is derived solely from, or is equivalent to, its study for 100 hours or less in Stage 4 or Stage 5.

For the purpose of determining eligibility, speakers of dialects and variants of a language are considered to be speakers of the standard language. (Refer to the relevant section of the Board of Studies, Teaching and Educational Standards (BOSTES) *Assessment Certification Examination (ACE)* website.)

Students in Stage 5 may not be accelerated into Languages Beginners courses. Eligibility criteria apply (see Eligibility for Stage 6 Languages Courses at http://www.boardofstudies.nsw.edu.au/syllabus_hsc/info-eligibility-lang.html)

2.3 Rationale

Language is the basis of all communication and human interaction. By learning a second or subsequent language, students develop knowledge, understanding and skills for successful participation in the dynamic world of the 21st century. Communicating in another language expands students' horizons as both national and global citizens.

Language and culture are interdependent. The study of another language develops in students the ability to move successfully across and within cultures, and, in the process, to experience, value and embrace the diversity of humanity.

Contemporary research has shown that learning a language facilitates cognitive and intellectual development beyond the language classroom. It enhances creativity and develops more refined and sophisticated skills in analysis, negotiation and problem-solving.

Literacy skills are enhanced through the study of another language. As the use of language is a process of communication, students' learning experiences offer opportunities to consolidate and extend their interpersonal skills. By engaging with various modes of communication, students develop effective skills in interacting, and understanding and producing texts.

Students who learn another language understand how languages work as systems. They become aware of the structure of that language through the analysis of patterns and can apply this knowledge to the learning of other languages. By making comparisons between and among languages, students strengthen their command of their first language.

Korea has a very rich traditional culture which is enthusiastically preserved at home as well as a contemporary culture which is flourishing globally. Through the study of the Korean language, students can access every aspect of Korea, including its culture and people.

Significant social and cultural connections exist between Australia and Korea. Organisations such as the Korean Cultural Centre and the Korean Education Centre actively promote cultural exchange between the two countries, while Australian students have opportunities to host Korean students and to visit and study in Korea through sister city arrangements.

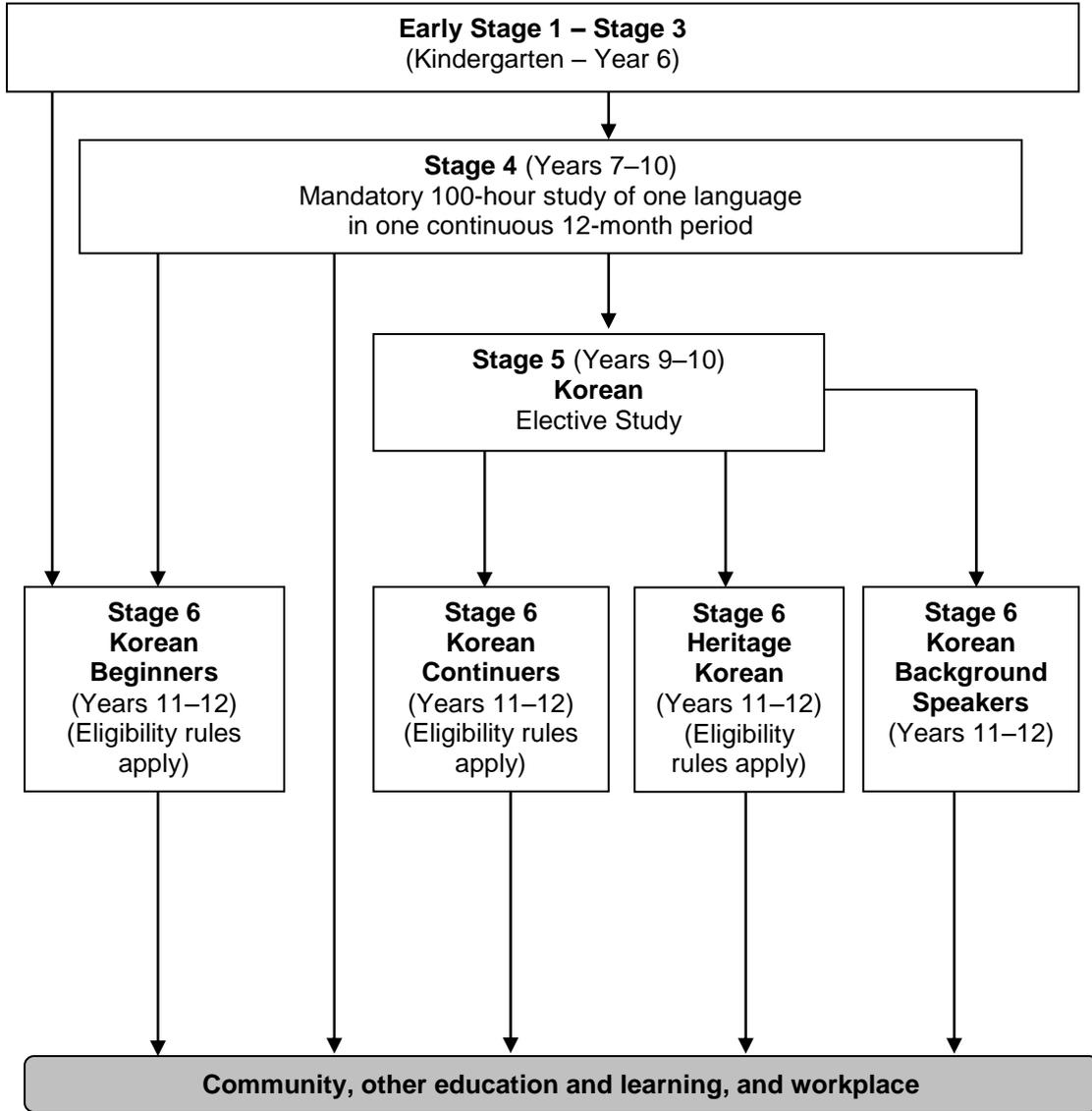
Australia hosts a significant Korean-speaking community which embraces both student and business exchanges. Korean is an important community language within our multicultural Australian society and knowledge of Korean enables our young people to engage in and promote closer relations with Korean speakers.

The Republic of Korea is a high-tech nation and a leading innovator. Australia and Korea enjoy a strong economic and political partnership based on common values and interests. Korea continues to be one of Australia's strongest and most complementary economic partners in the Asia-Pacific region. The ability to communicate in Korean promotes economic dialogue between both countries and enables students to gain insights into the contributions that have been made by the Korean community to Australian and global society.

Developing Korean language and literacy skills provides students with opportunities for continued learning and future employment and experience in areas such as trade, commerce, tourism, technology, international relations and education both domestically and internationally.

3 Continuum of Learning

The diagram places the syllabus in the context of the K–12 Korean curriculum.



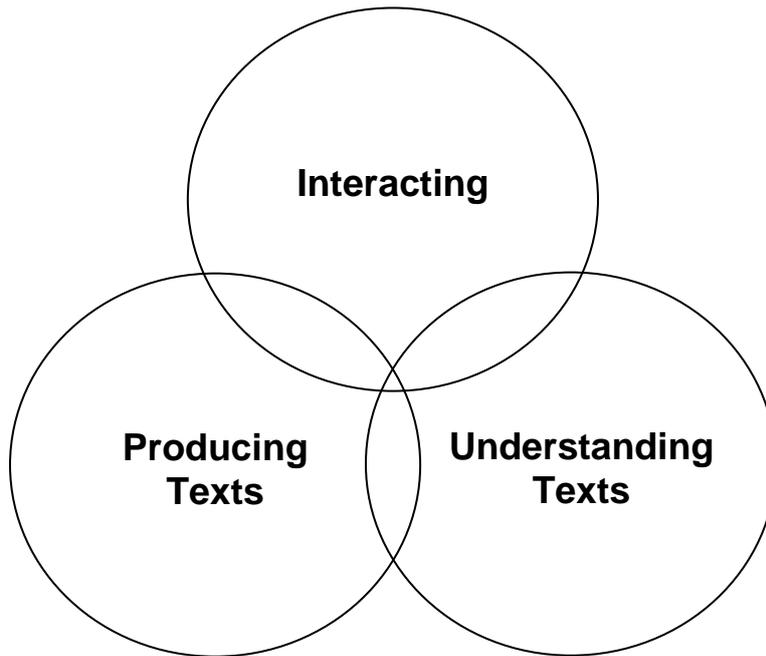
4 Aim

The aim of the *Korean Beginners Stage 6 Syllabus* is to enable students to develop:

- skills in effective communication
- knowledge of the nature of language
- understanding of the interdependence of language and culture.

5 Objectives

Communication



Objective 1 – Interacting

Students will develop the linguistic and intercultural knowledge, understanding and skills to communicate actively in Korean in interpersonal situations.

Objective 2 – Understanding Texts

Students will interpret and respond to texts, applying their knowledge and understanding of language and culture.

Objective 3 – Producing Texts

Students will create and present texts in Korean for specific audiences, purposes and contexts, incorporating their linguistic and intercultural knowledge, understanding and skills.

6 Course Structure

The Preliminary Course (120 indicative hours)

The Preliminary Course has outcomes as its organisational focus. Topics provide contexts in which students develop their communication skills in Korean and their knowledge and understanding of language and culture.

The HSC Course (120 indicative hours)

In the HSC course students will extend and refine their communication skills in Korean in contexts defined by topics, and will gain a deeper knowledge and understanding of language and culture.

7 Objectives and Outcomes

7.1 Table of Objectives and Outcomes

The outcomes and associated knowledge, understanding and skills that students are expected to achieve at the end of this course are listed below. These outcomes are derived from the objectives.

| Objectives | Outcomes |
|---|---|
| Interacting | A student: |
| | 1.1 establishes and maintains communication in Korean |
| | 1.2 manipulates linguistic structures to express ideas effectively in Korean |
| | 1.3 sequences ideas and information |
| Understanding Texts | 1.4 applies knowledge of the culture of Korean-speaking communities to interact appropriately |
| | 2.1 understands and interprets information in texts using a range of strategies |
| | 2.2 conveys the gist of and identifies specific information in texts |
| | 2.3 summarises the main points of a text |
| | 2.4 draws conclusions from or justifies an opinion about a text |
| | 2.5 identifies the purpose, context and audience of a text |
| Producing Texts | 2.6 identifies and explains aspects of the culture of Korean-speaking communities in texts |
| | 3.1 produces texts appropriate to audience, purpose and context |
| | 3.2 structures and sequences ideas and information |
| | 3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Korean |
| 3.4 applies knowledge of the culture of Korean-speaking communities to the production of texts. | |

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 that are necessary for further education, work and everyday life.

Key competencies are embedded in the *Korean Beginners Stage 6 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 the methodologies of the syllabus and through classroom pedagogy. Students interact with one another, and through this interaction the key competencies of ***planning and organising activities*** and ***working with others and in teams*** are developed. In interacting with others via information and communication technologies, the student will develop the key competency of ***using technology***. The skills associated with the interpretation of texts, such as the ability to comprehend meaning from context and using a dictionary, contribute towards the student's development of the key competency of ***solving problems***.

8 Content

The essential content consists of 120 indicative hours of study in the Preliminary Course, followed by 120 indicative hours of study in the HSC Course.

The syllabus content is to be studied through the prescribed topics (see Section 8.2).

8.1 Content of Korean Beginners Preliminary and HSC Courses

Objective 1 – Interacting

Outcomes:

A student:

- 1.1 establishes and maintains communication in Korean
- 1.2 manipulates linguistic structures to express ideas effectively in Korean
- 1.3 sequences ideas and information
- 1.4 applies knowledge of the culture of Korean-speaking communities to interact appropriately.

Students learn about:

- the importance of listening for key words to assist understanding
- the importance of reading for key words to assist understanding
- links in communication
- the purpose and context of communication
- register in language use
- responding to factual and open-ended questions
- ways to support effective interaction
- the logical sequencing of ideas
- casual and informal language, and when and where it is used
- sociolinguistic conventions relating to everyday activities.

Students learn to:

- listen for meaning
- read for meaning
- use strategies to initiate, maintain and conclude an interaction
- select and incorporate particular vocabulary and structures to achieve specific communication goals
- interact with reference to context, purpose and audience
- maintain an interaction by responding to and asking questions and sharing information
- use appropriate language features to enhance communication, eg tone, intonation
- structure information and ideas coherently
- apply appropriate social conventions in casual and informal contexts, eg terms of address
- use language and/or behaviour appropriate to social context, eg at mealtimes, accepting/declining invitations

Objective 2 – Understanding Texts

Outcomes:

A student:

- 2.1 understands and interprets information in texts using a range of strategies
- 2.2 conveys the gist of and identifies specific information in texts
- 2.3 summarises the main points of a text
- 2.4 draws conclusions from or justifies an opinion about a text
- 2.5 identifies the purpose, context and audience of a text
- 2.6 identifies and explains aspects of the culture of Korean-speaking communities in texts.

Students learn about:

- ways in which texts are constructed for specific purposes
- ways in which texts are formatted for particular purposes and effects
- ways of identifying relevant details in texts when listening or reading for specific information
- ways of inferring meaning from text
- resources available to access, enhance or promote independent learning
- the effect of syntax on meaning
- cultural attitudes that add meaning to texts
- language used to express cultural values, and to represent people and cultures in texts
- register and common expressions in language use

Students learn to:

- identify why, how or to whom a text is delivered or presented
- explore the way text content is presented and how ideas and information are sequenced, eg headings, paragraphing, introductory sentences, topic shifts
- make judgements about the relevance of detail in understanding text, eg extracting ideas and issues referred to in text
- use contextual and other clues to infer meaning from text
- access available resources to assist comprehension of a text, eg dictionaries, word lists, glossaries, charts
- analyse ways in which words, phrases and sentences are constructed, eg how words are modified for grammatical effect
- identify and discuss cultural influences in specific texts, eg newspapers, magazines, advertisements and films
- explain cultural references in texts
- explain the use of words and expressions with particular cultural significance in texts, eg idiomatic expressions, colloquialisms

| | |
|---|---|
| Students learn about: <ul style="list-style-type: none">• features of the written language | Students learn to: <ul style="list-style-type: none">• recognise features of the scripted language as representations of sound |
|---|---|

Objective 3 – Producing Texts

Outcomes:

A student:

- 3.1 produces texts appropriate to audience, purpose and context
- 3.2 structures and sequences ideas and information
- 3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Korean
- 3.4 applies knowledge of the culture of Korean-speaking communities to the production of texts.

Students learn about:

- the structure and format of particular texts
- the purpose and context of a text and their influence on the choice of structure, format and vocabulary
- the logical sequencing of ideas in extended text
- the application of known linguistic structures in new contexts
- language choices and their effect on intended meaning
- resources available to enhance and expand independent learning
- register in language use

Students learn to:

- present and organise information in ways appropriate to audience, purpose and context
- plan, draft and edit text
- sequence ideas and information in texts
- apply a range of vocabulary and linguistic structures across a range of contexts
- evaluate the accuracy and appropriateness of structures when constructing and editing text
- extend and refine their use of language, eg by using dictionaries, word lists and grammar references, accessing authentic texts in print and online
- use culturally appropriate language when creating and presenting texts

8.2 Topics

The prescribed topics should be studied from two interdependent perspectives:

- the personal world
- the Korean-speaking communities.

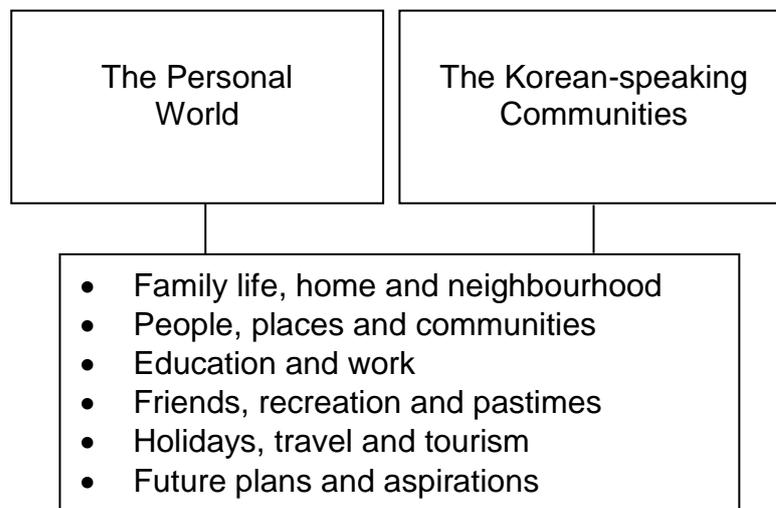
The two perspectives will enable students to develop knowledge and understanding of and skills in the Korean language, linked to cultural values, attitudes and practices.

The perspective *the personal world* will enable students to use Korean to express and share ideas about experiences and activities relating to daily life and transactions in their own world.

The perspective *the Korean-speaking communities* will enable students to inquire about and to express ideas in order to undertake activities and transactions appropriately in one or more communities where Korean is spoken.

The prescribed topics provide an organisational focus so that tasks can be presented as a series of related learning experiences in cohesive contexts.

Topics



The topics are sufficiently broad to allow flexibility in school programs, but specific enough to be of practical assistance to students and teachers. The length of time devoted to each topic will vary according to the needs and interests of students and the availability of resources.

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 may be expected to produce the following written texts in the external examination. The language to be used is the modern standard version of Korean.

| | |
|------------------------------------|-----------------------------------|
| article (eg for a school magazine) | message |
| diary/journal entry | note |
| email | postcard |
| informal letter | script of a talk (to an audience) |

8.4 Tasks

This syllabus recognises the importance of tasks as an organising principle in structuring a program that allows the student 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 include aspects such as where, when and 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 of the student's overall cognitive development)
- an audience (the person/people at whom or to whom the task is targeted or directed).

8.5 Vocabulary

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

8.6 Dictionaries

Students should be encouraged to use dictionaries to enhance learning. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively. Suitable editions will be included in the List of Resources on the BOSTES website. 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 Beginners Stage 6*.

8.7 Grammar

Throughout the Korean Beginners course, students will learn about grammatical structures in context as they complement the content and organisation of individual programs.

The grammatical structures that will be defined are those that students will be expected to recognise and use by the end of the HSC course. They should be read in conjunction with the content of the syllabus. Grammar should be used to support the process of language acquisition and to facilitate communication, rather than being taught in isolation.

Students will be expected to **recognise** and **use** the following grammatical structures:

Text Forms

| Grammatical item | Formation or example(s) | In phrases or sentences |
|-----------------------------|--|--|
| Polite Informal Form (PIF) | - 요 | 가요 먹어요? |
| Informal (Casual) Form (IF) | <p><i>Statement</i> Drop '요' from PIF</p> <p><i>Question</i> - Drop '요' from PIF - VST+니</p> | <p><i>Statement</i> 가 먹어</p> <p><i>Question</i> 가?/먹어? 가니?/먹니?</p> |

Particles and Suffixes

| Grammatical item | Formation or example(s) | In phrases or sentences |
|--|-------------------------|-------------------------------|
| Topic particles | N+ 는 (V) N+ 은 (C) | 스미스는 제인은 |
| Subject particles | N+ 가 (V) N+ 이 (C) | 스미스가 제인이 |
| Object particles | N+ 를 (V) N+ 을 (C) | 나는 드라마를 좋아해요. 나는 운동을 싫어해요. |
| Locative particle | 에 | 슈퍼마켓에 |
| Particle indicating place | 에서 | 수영장에서 수영해요 |
| Particle indicating time | 에 | 오전에 |
| Particles indicating direction | 로/으로 | 호텔로 가요 왼쪽으로/오른쪽으로 |
| Particle indicating instrument | 로 | 버스로 연필로 |
| Particles indicating start and end point | -부터 ~까지 -에서 ~까지 | 1시부터 2시까지 시드니에서 서울까지 |
| Particle conveying inclusiveness | 도 | 나도 가고 싶어요 |

Particles and Suffixes (cont)

| Grammatical item | Formation or example(s) | In phrases or sentences |
|-------------------------------------|--|--|
| Particle indicating purpose or goal | VST+ (으)러 | 사러 먹으러 |
| Dative particles | 에게/한테 | 김 선생님에게/한테 |
| Possessive particles | 의 | 피터의 아들 |
| Plural particles | 들 | 사람들 |
| Linking particles (and/with) | 와/과 하고 | 어머니와 아버지 선생님과 학생 미술하고 음악 |
| (or) | (이)나 | 어머니나 아버지 선생님이나 학생 |
| Adjectival suffix | VST +ㄴ (V) VST +은 (C) VST +는 (C) | 조용한 (조용하+ ㄴ) 좋은 (좋+ 은) 재미있는 (재미있+ 는) |
| Adverbial suffix | VST +게 | 바쁘게 (바쁘+ 게) |
| Comparative suffix (than) | 보다 | 우리 아버지는 나보다 키가 커요 |
| Honorific suffix | (으)시 | 우리 학교에 오셔서 반가워요 (셔=시+ 어) |

Numerals

| Grammatical item | Formation or example(s) | In phrases or sentences |
|-----------------------------------|---|--|
| Cardinal numbers (Pure Korean) | 하나(한), 둘(두), 셋(세), 넷(네), 다섯, 여섯, 일곱, 여덟, 아홉, 열스물(스무), 서른, 마흔, 쉰, 예순, 일흔, 여든, 아흔, 백, 천 | 우리 아버지는 쉰한 살이에요. |
| Cardinal numbers (Sino Korean) | 공, 일, 이, 삼, 사, 오, 육, 칠, 팔, 구, 십, 백, 천 | 전화번호는 9021 3547(구공이일 삼오사칠) 이에요. |
| Ordinal numbers | 첫 번째, 두 번째, 세 번째 | 첫 번째 사거리에서 오른쪽으로 가세요. |

Nouns

| Grammatical item | Formation or example(s) | In phrases or sentences |
|-------------------------|-------------------------|---------------------------|
| Approximate quantity | 정도 | 3일 정도 |
| Approximate time | 때 | 이 사진은 내가 두 살 때 예요. |
| Counting numbers | -에 ~번 | 하루에 한 번 일 주일에 두 번 |

Pronouns

| Grammatical item | Formation or example(s) | In phrases or sentences |
|----------------------|---|--|
| Personal pronouns | 나/내, 내/우리, 저/제, 제/저희, 당신 이 사람/이분 저 사람/저분 | 내 이름은 클레어예요. 이분 은 우리 어머니예요. |

Pronouns (cont)

| Grammatical item | Formation or example(s) | In phrases or sentences |
|------------------------|---|---|
| Demonstrative pronouns | 이것, 저것 여기, 저기 이곳, 저곳 | 이것은 뭐예요? 여기는 내가 운동하는 곳이에요. |
| Interrogative pronouns | 누구 어디 얼마 뭘/뭐 왜 언제 어떤 무슨 몇 | 누구세요? 어디에 가요? 얼마예요? 뭘 좋아해요? 왜요? 언제예요? 어떤 사람이 그렇게 말해요? 무슨 색이에요? 반(교실)에 학생이 몇 명이에요? |

Adjectives

| Grammatical item | Formation or example(s) | In phrases or sentences |
|---------------------------|-------------------------|-------------------------|
| Conjugated to modify noun | N+ 에 관한/ N+ 에 대한 | 한국에 관한 책 |

Adverbs

| Grammatical item | Formation or example(s) | In phrases or sentences |
|---|----------------------------|----------------------------------|
| Adverbs of time | 어제, 오늘, 내일 지금, 이제 | 어제 뭘 했어요? 이제 가야겠어요. |
| Adverbs of frequency | 항상, 자주, 가끔 | 피터는 나한테 자주 전화해요. |
| Adverbs of degree | 아주, 참, 너무, 별로 | 피터는 노래를 아주 잘 불러요. 별로 할 일이 없어요 |
| Adverbs indicating duration | 얼마나 (오래) | 얼마나 걸려요? |
| Adverbs that connect nouns and noun phrases | N+ 와 함께 (V) N+ 과 함께 (C) | 내 친구와 함께 우리 부모님과 함께 |
| Common adverbs | 모두, 같이, 조금, 많이 | 나는 한국 드라마를 많이 봤어요. |
| Negative adverbs | 안 못 | 학교에 안 가요. 학교에 못 가요. |
| Superlative form | 제일 | 시드니는 제일 아름다운 도시예요. |

Connectives

| Grammatical item | Formation or example(s) | In phrases or sentences |
|--|--|--|
| Indicating equal status | 그리고 | 이 도서관은 커요. 그리고 밝아요. |
| Providing an explanation for the previous sentence or clause | 그러면 | 배 고파요? 그러면 빵을 먹으세요. |
| Indicating the opposite in meaning or a contrast | 하지만/그런데 | 오빠는 운동을 잘 해요. 하지만 나는 운동을 잘 못해요. |
| Indicating reason | 그래서 | 내일은 내 생일이예요. 그래서 피터를 내 생일 파티에 초대하고 싶어요. |
| Indicating cause | 왜냐하면, VST +니까요 (V) VST +으니까요 (C) | 창문을 닫으세요. 왜냐하면 , 오늘은 날씨가 선선하니까요. |

Prepositions

| Grammatical item | Formation or example(s) | In phrases or sentences |
|---------------------|---|--|
| Simple prepositions | 중에서 앞에/뒤에/옆에/안에/ 밖에/건너편에/위에/ 아래에 | 한국 음식 중에서 제일 맛있는 음식이 뭐예요? 우리 집은 학교 건너편에 있어요 |

Classifiers

| Grammatical item | Formation or example(s) | In phrases or sentences |
|--------------------------------|--|---|
| Using Sino-Korean numerals | 년/월/일 그램/미터/리터 학년 달리/불 원 분(minute(s)) | 2016년, 이천십육 년 3월, 삼 월 17일, 십칠 일 5,000원, 오천 원 |
| Using Pure-Korean numerals | 개, 마리, 잔/컵, 명/분(person(s)), 살, 시/시간 | |
| Serving for [number] people | 인분 | 불고기 3인분, 불고기 삼 인분 |
| For the use of [number] people | 인용 | 4인용 식탁, 사 인용 식탁 |

Verbs

| Grammatical item | Formation or example(s) | In phrases or sentences |
|------------------------|-----------------------------------|--------------------------------|
| Verb 'to be'/'to have' | 있어요 없어요 | 나는 학교에 있어요 미나는 집에 없어요 |
| Past tense | drop 요 from PIF and attach 써어요 | 갔어요 (가+ 써어요) 먹었어요 (먹어+ 써어요) |

Verbs (cont)

| Grammatical item | Formation or example(s) | In phrases or sentences |
|--|---|---|
| Making a proposition | VST +자 | 가자/먹자 |
| Imperative form | VST +(으)세요 | 주세요 (주+ 세요) |
| Indirect form | <i>Action verb</i> VST +ㄴ다고 해요 (V) VST +는다고 해요 (C) <i>Descriptive verb</i> VST +다고 해요 | 피터가 축구를 좋아한다고 해요. (좋아하+ ㄴ다고 해요) 준이 아홉 시에 저녁을 먹는다고 해요. (먹+ 는다고 해요) 피터가 제인이 예쁘다고 해요. (예쁘+ 다고 해요) |
| Inquiring as to the hearer's intention/ Asking an opinion | VST +ㄴ까요? (V) VST +을까요? (C) | 갈까요? (가+ ㄴ까요) 먹을까요? (먹+ 을까요) |
| Indicating intention | VST +(으)려고 해요 (V) VST +으려고 해요 (C) | 공부하려고 해요. 아침 먹으려고 해요. |
| Indicating supposition or intention | VST +겠어요 | 내일은 (날씨가) 맑겠어요 (맑+ 겠어요) 한국어를 공부하겠어요 (공부하+ 겠어요) |
| Indicating intention or expressing desire | VST +고 싶어요 | 공부하고 싶어요. 아침 먹고 싶어요. |

Verbs (cont)

| Grammatical item | Formation or example(s) | In phrases or sentences |
|--|--|---|
| Indicating ability | VST +ㄴ 수 있어요 (V) VST +을 수 있어요 (C) | 갈 수 있어요. (가+ ㄴ 수 있어요) 먹을 수 있어요. (먹+ 을 수 있어요) |
| Indicating obligation or necessity | drop 요 from PIF and attach 야 해요 | 한국어를 공부해야 해요. (공부해+ 야 해요) |
| Expressing an opinion politely | VST +ㄴ 것 같아요 (V) VST +은 것 같아요 (C) VST +는 것 같아요 (C) | 예쁜 것 같아요. (예쁘+ ㄴ 것 같아요) 좋은 것 같아요. (좋+ 은 것 같아요) 맛있는 것 같아요. (맛있+ 는 것 같아요) |
| Indicating a sure estimation | VST +ㄴ 것 같아요 (V) VST +을 것 같아요 (C) | 내일 비가 올 것 같아요. (오+ ㄴ 것 같아요) |
| Indicating something advisable or reflecting on your own thought | drop '요' from PIF and attach 야 겠어요 | 한국어를 열심히 공부해야 겠어요. (공부해+ 야 겠어요) |
| Indicating a condition for something | VST +면 (V) VST +으면 (C) | 비가 오면 기분이 안 좋아요. |
| Indicating that it is time to do something | VST +ㄴ 시간이에요 (V) VST +을 시간이에요 (C) | 아침 먹을 시간이에요. (먹+ 을 시간이에요) |

Verbs (cont)

| Grammatical item | Formation or example(s) | In phrases or sentences |
|--|--|-----------------------------------|
| Indicating a proposal or plan to do something | VST +ㄹ 계획이에요 (V) VST +을 계획이에요 (C) | 비빔밥을 만들 계획이에요. (만드+ ㄹ 계획이에요) |
| Conveying the passing of time | VST +ㄴ 지 (T) 됐어요 (V) VST +은 지 (T) 됐어요 (C) | 호주에 온 지 6년 됐어요. (오+ ㄴ 지 ~ 됐어요) |
| Conveying an opportunity or time experienced in the past | VST +ㄴ 적이 있어요 (V) VST +은 적이 있어요 (C) | 한국에 간 적이 있어요. (가+ ㄴ 적이 있어요) |
| Verb as nouns (Gerunds) | VST +기 VST +는 것 | 노래하기 (노래하+기) 듣는 것 (듣+는 것) |
| Conjunctive structures (clause connectives) | VST +고 VST +지만 | 영화를 보고 영화를 보지만 |
| Tag ending - seeking agreement/ confirming information | VST +지요? | 이 도서관은 크지요? |

VST: Verb Stem

PIF: Polite Informal Form

IF: Informal (Casual) Form

T: Time

N: Noun

V: Vowel

C: Consonant

9 Assessment and Reporting

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

10 Post-school Opportunities

The study of Korean Beginners Stage 6 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 Beginners Stage 6 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.

Recognition of Student Achievement

Wherever appropriate, the skills and knowledge acquired by students in their study of HSC courses should be recognised by industry and training organisations. Recognition of student achievement means that students who have satisfactorily completed HSC courses will not be required to repeat their learning in courses at TAFE NSW or other Registered Training Organisations (RTOs).

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 industry training packages endorsed within the AQF. Training packages are documents that link an industry's competency standards to AQF qualifications. More information about industry training packages can be found on the National Training Information Service (NTIS) website (www.ntis.gov.au).

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 BOSTES and TAFE NSW. Teachers should refer to this guide and be aware of the recognition available to their students through the study of Korean Beginners Stage 6. This information can be found on the TAFE NSW website (www.det.nsw.edu.au/hsctafe).

Recognition by other Registered Training Organisations

Students may also negotiate recognition into a training package qualification with another Registered Training Organisation. Each student will need to provide the RTO with evidence of satisfactory achievement in Korean Beginners Stage 6 so that the degree of recognition available can be determined.

11 Glossary

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|---------------|--|
| article | a self-contained piece of writing on a specific topic. It can appear in a printed publication such as a magazine or journal, or be posted as news. |
| colloquialism | an informal expression, which is used in everyday speech and writing, and is conversational in tone. It adds colour to the language and is not usually used in formal speech or writing. |
| culture | the social practices of a particular people or group, including shared language, beliefs, values, knowledge, customs and lifestyle. |
| dialect | a regional or social variety of a language, distinguished by pronunciation, grammar or vocabulary, especially a variety of speech differing from the modern standard version of the language. |
| idiom | an expression which cannot be translated literally. It has a different meaning from that conveyed by its individual words. |
| mnemonic | a word, expression or technique used to assist the memory. |
| register | language which is used for a particular purpose, or in a particular social setting (eg formal or informal language). It often reflects cultural expectations and can differ between countries and regions. Register can be influenced by the subject matter, the relationship between the participants and whether the communication is spoken or written. |
| text | the actual wording of anything spoken or written. |
| texts | communications of meaning produced in any medium that incorporates language, including sound, print, film, electronic and multimedia representations. Texts include written, spoken, nonverbal and visual communication of meaning. They may be extended, unified works or series of related topics. |