



Heritage Korean

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 Heritage Korean 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 familiar with the spoken and written varieties of Korean, such as formal, informal and honorific forms. In writing, only the *Hangeul* script will be used.

2.2 Description of Target Group

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

This course recognises the varying degrees of affinity with the culture of Korean-speaking communities and the diversity of knowledge and skills in Korean that students will have acquired prior to enrolling in the Heritage language course. At entry level to the course, students will have typically undertaken:

- some study of Korean in a community, primary and/or secondary school in Australia, and/or
- formal education in a school where Korean was the medium of instruction up to the age of ten.

Eligibility criteria apply (see *Language Courses Eligibility Criteria at http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/heritage-lang-ec-st6-syl-2010.pdf*).

2.3 Rationale

The study of Korean contributes to the overall education of students, particularly in the areas of communication, intercultural capability, literacy, cognitive and social development, and general knowledge. It also promotes understanding and appreciation of the diverse attitudes and values within the wider Australian community and beyond, in recognition that multilingualism and multiculturalism are integral parts of Australian society.

This Heritage language course enables students to strengthen their personal connections to their heritage, including a mature and positive appreciation of their heritage language and culture. It will enhance the development of their bilingual and bicultural identity.

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

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

Students studying the Heritage Korean course will gain a variety of skills vital to participating in the expanding economic, cultural and educational activities involving Australia and Korea that reach beyond community and national boundaries. These students will also have an important role in strengthening relationships and increasing understanding between the peoples of Australia and Korea.

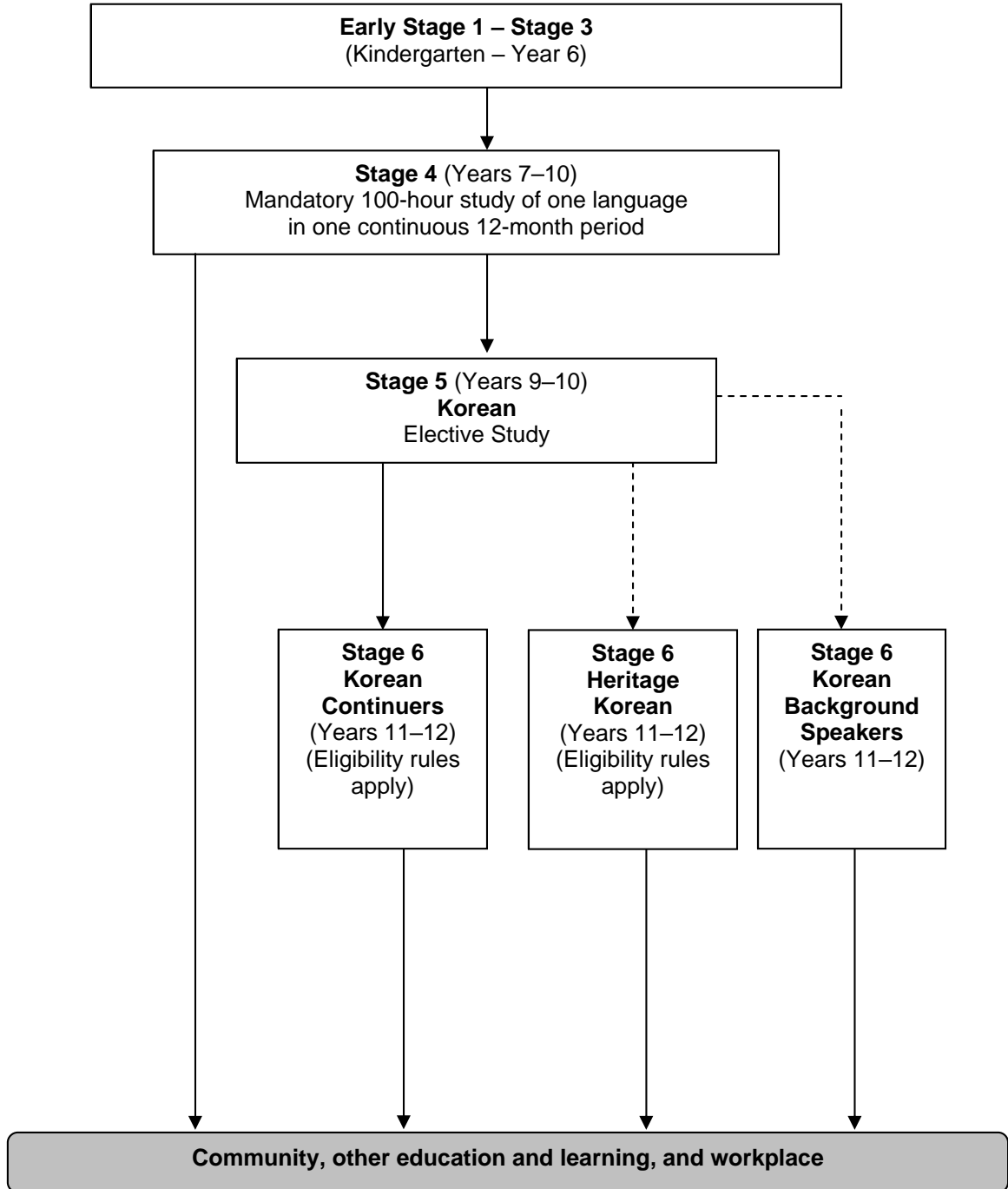
Through the study of the Heritage Korean course students can engage with both the rich cultural traditions of Korea and the vibrant culture of contemporary Korea, allowing them to relate to young people with whom they share a common heritage. The significant role that Korean film, music and the arts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

The cultural, intellectual and social benefits of language-learning reach beyond the individual to society as a whole. Proficiency in languages is a national resource that serves communities within Australia and enables the nation to engage more effectively with the global community.

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

3 Continuum of Learning

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



4 Aims

The Heritage Korean language course aims to enhance, extend and expand the linguistic and intercultural knowledge, understanding and skills that Heritage language learners bring to their studies. It aims to develop their ability to:

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

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

5 Objectives

The overall objective of the Heritage Korean course is to develop intercultural capability through the integration of language, culture and learning. The study of their heritage language provides students with opportunities to build on their language skills and to develop a strengthened sense of identity.

Students should be able to achieve the following objectives:

1. interact with others to exchange meaning in spoken Korean, applying knowledge and understanding of the relationships between language, culture and identity
2. create texts to express meaning in written Korean, demonstrating knowledge and understanding of the relationships between language, culture and identity
3. analyse spoken and written texts in Korean to interpret meaning, examining and reflecting on relationships between language, culture and identity.

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

6 Course Structure

The Preliminary Course (120 indicative hours)

The Preliminary course has as its organisational focus the study of *Issues*. The student's intercultural and linguistic skills, knowledge and understanding of Korean will be developed through the study of a range of texts related to the *Issues*, viewed from one or more of three *Perspectives* and drawn from one or more of three *Contexts*.

The HSC Course (120 indicative hours)

The HSC course continues to focus on the *Issues*, studied through the *Perspectives* using texts drawn from the *Contexts*. The student will gain a broader and deeper understanding of Korean and will extend and refine their communication skills in Korean. The student explores in depth an area of interest related to one of the *Issues* through the *Personal Investigation*.

7 Objectives and Outcomes

7.1 Table of Objectives and Outcomes

The outcomes listed below represent the knowledge, understanding, skills and values that students are expected to achieve by the end of the course. They are derived from the objectives.

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

7.2 Key Competencies

Heritage 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 Heritage Korean Stage 6 course 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 a set of **Issues**. The study of these Issues will be undertaken through a range of texts and interactions viewed from the **Perspectives** and drawn from the **Contexts**.

8.1 Content of the Heritage Korean Preliminary and HSC Courses

The following statements of **knowledge, understanding and skills** are derived from the outcomes and describe the substance of the subject matter that is to be studied. They provide the basis for planning programs of study and units of work.

Objective 1. Students will interact with others to exchange meaning in spoken Korean, applying knowledge and understanding of the relationships between language, culture and identity.

Outcomes

A student:

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

Knowledge, understanding and skills

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

- use vocabulary and expressions accurately and appropriately
- manipulate Korean to communicate effectively in a range of contexts, such as conversations, speeches, reports, discussions, presentations and interviews
- express personal opinions, give reasons for actions or emotions, and justify or elaborate on a point of view
- understand and apply knowledge of linguistic structures to expand and/or qualify a message or imply meaning
- apply knowledge of intonation and register when interacting, with reference to context, purpose and audience
- apply knowledge of sociolinguistic conventions to select language appropriate to a variety of social situations
- understand the nature of culture and identity in interpersonal interactions.
- apply knowledge of honorifics and speech levels when interacting in different social contexts.

Objective 2. Students will create texts to express meaning in written Korean, demonstrating knowledge and understanding of the relationships between language, culture and identity.

Outcomes

A student:

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

Knowledge, understanding and skills

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

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

Objective 3. Students will analyse spoken and written texts in Korean to interpret meaning, examining and reflecting on relationships between language, culture and identity.

Outcomes

A student:

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

Knowledge, understanding and skills

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

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

8.2 Issues, Perspectives and Contexts

8.2.1 Issues

The study of **Issues** will be undertaken through a range of texts viewed from the **Perspectives** and drawn from the **Contexts**. Each Issue will be studied through one or more of the Perspectives and related texts drawn from one or more of the Contexts, so as to ensure that all the Perspectives and Contexts are covered in a balanced way throughout the course.

Through studying the following Issues, students will develop the ability to reflect on and respond to aspects of the language and culture of Korean-speaking communities locally, regionally and globally.

- **Young people and their relationships**
Students will consider their relationships with family, their connections with friends and the influence of international popular youth culture on young people.
- **Traditions and values in a contemporary society**
Students will consider how the traditions and values of Korean-speaking communities are maintained in multicultural environments and in a changing society.
- **The changing nature of work**
Students will consider how advances in communication technologies and changes in expectations and aspirations affect future study and employment.
- **The individual as a global citizen**
Students will consider a range of global issues, such as environmental concerns and the impact of global events on individuals and society.
- **Korean identity in the international context**
Students will consider the place of Korean-speaking communities in the world, including migration experiences both locally and internationally.

8.2.2 Perspectives

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

Personal – individual identity

Community – connections with Korean-speaking communities locally, regionally and worldwide

International – connections with the world as a global citizen.

8.2.3 Contexts and texts

The way language is used and its interpretation vary according to contexts of language use. The **Contexts** below provide settings within which students can explore and convey personal understanding in relation to the **Issues**.

- **Social and Community Settings** (such as home, family, school, workplace, the internet)
- **Contemporary Literature and the Arts**
- **Media** (such as television, newspapers, radio, the internet).

Texts drawn from the Contexts will provide students with a range of authentic examples of how language is used. Students will read, listen to and view a range of authentic texts in Korean, either in their original or adapted form, relevant to the content of the course. English language texts may also provide opportunities to engage with the course content.

The term ‘text’ refers to any form of communication – spoken, written or visual. Students should be made aware of the defining characteristics of different texts. The texts listed below are examples of those that students are likely to have experienced and are likely to encounter in the future.

| Contexts | Examples of texts |
|--------------------------------------|---|
| Social and Community Settings | discussions, interviews, letters, job applications, social networking websites |
| Contemporary Literature and the Arts | films, television programs, short stories, poems, extracts from novels and plays, songs |
| Media | articles, interviews, commentaries, reviews |

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

8.3 Personal Investigation

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

Students choose their area of interest from one of the **Issues**, focusing their investigation of language through one of the **Perspectives** in depth, or more broadly across two or three Perspectives. Texts form the basis of this study and could include, for example, film, newspaper article, song, documentary, short story, extended interview, extracts from works of fiction and non-fiction, electronic texts or oral history, either in their original form or adapted. Appropriate texts in English could also be included but should be a limited aspect of the research. Texts may be drawn from one, two or all three of the **Contexts**, depending on the nature of the investigation and the availability of suitable research material.

In order for students to be able to explore their area of personal interest in depth, a range of different texts in Korean are to be selected. Teachers will support and guide students in their choice of texts and research. The number of chosen texts depends on their nature and should allow students to explore their chosen area of investigation in sufficient depth to meet the outcomes of the course.

As evidence of their research, students will be required to provide a personal interpretation as well as demonstrate knowledge of their area of interest through the Personal Investigation. The Personal Investigation will include both an oral and written component. These components will form part of the school assessment requirements.

Research into their chosen area of interest may not begin before the commencement of Year 12. However, throughout the course students should be provided with opportunities to develop the research, language and evaluative skills necessary to undertake the Personal Investigation.

Students will be required to develop familiarity with the content of their Personal Investigation, such that they are able to provide a brief written summary and participate in an oral interview. The Personal Investigation is the basis for the oral component of the external examination.

Knowledge, understanding and skills

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

- use their personal understanding and experiences to examine topics of personal interest
- summarise and synthesise information from a variety of sources and forms, such as oral, print, visual and multimodal texts
- evaluate information for appropriateness and relevance
- organise information and ideas in a presentation for a particular context, purpose and audience

- use strategies developed during the course to find resources and build on vocabulary and language structures
- make connections between their own values, beliefs, ideas and experiences and those of others represented in texts
- reflect on ways in which texts inform their own understanding of, or perspectives on, issues
- appraise their own effective communication skills and those of others
- use a variety of modes of presentation to convey personal opinions and ideas.

8.4 Tasks

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

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

Tasks can be described as having five elements:

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

8.5 Grammar

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

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

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

| Grammatical item | Sub-elements | Example(s) | |
|----------------------------|-----------------------------------|---|--------------------------------------|
| Words 단어 | Nouns 명사 | 학교, 오페라하우스, 도시락, 사람 | |
| | Pronouns 대명사 | Personal | 나, 너, 이, 그, 저 |
| | | Demonstrative | 이것, 저것, 그것, 여기, 저기 |
| | | Interrogative | 누구, 어디, 얼마, 무엇, 어떤, 어느, 무슨, 몇, 언제, 왜 |
| | Numerals 수사 | 하나, 둘, 셋, 일, 이, 삼, 첫째, 둘째, 셋째, 백, 천, 만, 억 | |
| | Particles 조사 | 은, 는, 이, 가, 을, 를, 의, 와, 과, 에서, 이다, 로서, 처럼, 에게 | |
| | Verbs 동사 | 먹다, 가다, 자다 | |
| | Adjectives 형용사 | 예쁘다, 기쁘다, 깨끗하다 | |
| | Determiners 관형사 | 이, 그, 아무, 모든, 몇 | |
| Adverbs 부사 | 빨리, 매일, 항상 | | |
| Exclamation 감탄사 | 아, 흥, 하하 | | |
| Sentence elements 문장 성분 | Subject 주어 | 영희는 예쁘다. | |
| | Object 목적어 | 나는 밥을 먹는다. | |
| | Complement 보어 | 영수가 선생님이 되었다. 토마토는 과일이 아니다. | |
| | Predicative verb/adjective 서술어 | 영화를 본다. 꽃이 아름답다. | |
| | Adnominals 관형어 | 새 옷이 크다. 소라가 유미의 책을 갖고 있다. | |
| | Adverbials 부사어 | 나는 학교에 간다. | |

| | | | |
|--------------------------------|-------------------------------------|----------------------------|--|
| | Interjections 독립어 | | 아휴, 어려워. 희정아,놀자. |
| Sentence types 문장 종류 | Simple sentence 홑문장 | | 하늘이 푸르다. |
| | Complex sentence 겹문장 | | 사과는 달고 레몬은 시다. 나는 학교에 가서 공부를 했다. |
| Verbs 동사 | Conjugative endings 어미 활용 | Terminative endings | 학교에 가다. 학교에 간다. 학교에 가니? 학교에 가자. 학교에 가거라. 학교에 가는구나! |
| | | Conjunctive endings | 집에 가다가 친구를 만났다. 집에 가서 숙제를 했다. 책을 읽기가 재미있다. 아기가 울음을 그쳤다. 저기 가는 친구가 영희다. |
| | Regular verbs 규칙 동사 | | 책을 읽다. 불고기를 먹다. |
| | Irregular verbs 불규칙 동사 | | 쓰레기를 줍다. 길을 걷다. |
| | Tense 시제 | Present | 노래를 부른다. |
| | | Past | 노래를 불렀다. |
| | | Future | 노래를 부를 것이다. |
| | | Progression | 노래를 부르고 있다. |
| | Honorific forms 높임말 | | 할아버지께서 주무신다. 안녕히 가십시오. 안녕히 가세요. |
| | Negation 부정 | | 수영을 안 한다. 수영을 하지 않는다. 수영을 못한다. 수영을 하지 못한다. |

| | | |
|--|--|---|
| Phonological Rule 음운규칙 | Consonant assimilation 자음동화 | 밥물→[밤물], 종로→[종노], 섭리→[섬니], 신라→[실라], 듣는→[든는], 잡는→[잠는], 달나라→[달라라], 먹는→[멍는], 믿는→[민는] |
| | Syllable-final neutralisation 끝소리 규칙 | 부엌 →[부억], 닭 →[닥], 꽃 →[꼇], 삶→[삼], 값 →[갑], 짚다→[짚따], |
| Examples of Functional Usage 활용의 예 | Conjunctives between nouns | 밥과 김치를 먹는다. 소와 말은 동물이다. 나하고 동생은 닮았다. |
| | Conjunctives to compare nouns | 자동차보다 비행기가 빠르다. 여름은 겨울보다 덥다. 버스나 자동차를 탄다. |
| | Conjunctives | 옷을 샀다. 그리고 목걸이도 샀다. 뛰어갔다. 그러나 버스를 놓쳤다. 비가 왔다. 그래서 우산을 썼다. |
| | Contractions of conjunctions to link clauses | 옷을 사고 목걸이도 샀다. 뛰어갔으나 버스를 놓쳤다. 비가 와서 우산을 썼다. |
| | Classifiers | 사과 한 개, 학생 두 명, 물 한 잔, 강아지 세 마리, 책 네 권, 다섯시 오분, 3 월 8 일 |
| | Location | 책상 위에 연필이 있다. 의자 옆에 고양이가 있다. 냉장고 안에 수박이 있다. 다리 건너편에 마을이 있다. 창문 밖에 꽃이 보인다. |

Sentence Structure

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

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

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

Sentence Structure Example

철수가 책을 읽는다.

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

Verb Conjugation Example

선생님께서 교실에 들어가셨다.

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

9 Other Considerations

9.1 The place of English

Heritage Korean learners may have gained some knowledge of Korean in their early years while also developing strong English language skills through living and attending school in Australia. While recognising that these learners may operate in two or more languages, the primary purpose of the course is to provide learners with opportunities to become more proficient and literate in Korean in an expanding range of contexts. Using Korean as the primary medium of instruction will maximise these learning opportunities in the classroom.

With the development of their bilingual and bicultural identity, Heritage learners increase their ability to move between Korean and English depending on the context of language use. This capacity to mediate meanings between English and Korean is a valuable skill and developing this skill should be an integral part of a balanced curriculum for Heritage learners. Therefore, the use of English has a role in learning and in assessment in allowing students, for example, to interpret linguistic, cultural and contextual meanings in texts, including analysis of linguistic structures and cultural and stylistic features.

9.2 The role of digital technologies

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

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

The internet and other digital technologies offer numerous opportunities for students to interact with communities around the world, bringing them into contact with the lives and cultures of people in their own and other localities and countries.

Access to authentic and interactive online resources in Korean may provide an effective means of developing all language skills. Establishing networks and partnerships, such as sister-school relationships online, will also provide opportunities for students to interact in Korean, enhancing their linguistic and intercultural knowledge, understanding and skills.

The work of students can be presented, captured, monitored, stored and assessed through a range of appropriate digital technologies.

9.3 Dictionaries

Students should be encouraged to use dictionaries to support their learning. In classroom settings, these can include print, electronic and online dictionaries. 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 *Suggested Resources* on the Board of Studies website. Students are able to use monolingual and/or bilingual print dictionaries in the external written examination. Information regarding the use of dictionaries in the HSC examination may be found in *Assessment and Reporting in Heritage Korean Stage 6*.

10 Assessment and Reporting

Advice on appropriate assessment practice in relation to the Heritage Korean syllabus is contained in *Assessment and Reporting in Heritage Korean 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 HSC 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 Heritage Korean Stage 6 are available on the Board's website at http://www.boardofstudies.nsw.edu.au/syllabus_hsc.

11 Post-school opportunities

The study of Heritage Korean 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 Heritage Korean 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 course will not be required to repeat their learning in courses at TAFE NSW or other Registered Training Organisation (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 Heritage 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. Teachers should refer to this guide and be aware of the recognition available to their students through the study of Heritage Korean 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 Heritage Korean Stage 6 so that the degree of recognition available can be determined.