Korean
Second Language

Victorian Certificate of Education Study Design

Victorian Curriculum and Assessment Authority
2004
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IMPORTANT INFORMATION

Accreditation period
Units 1–4: 2005–2016
The accreditation period commences on 1 January 2005.

Other sources of information
The VCAA Bulletin is the only official source of changes to regulations and accredited studies. The VCAA Bulletin, including supplements, also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the VCAA Bulletin. The VCAA Bulletin is sent in hard copy to all VCE providers. It is available on the Victorian Curriculum and Assessment Authority’s website at www.vcaa.vic.edu.au

To assist teachers in assessing school-assessed coursework in Units 3 and 4, the Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The current year’s VCE and VCAL Administrative Handbook contains essential information on assessment and other procedures.

VCE providers
Throughout this study design the term ‘school’ is intended to include both schools and other VCE providers.

Photocopying
VCE schools only may photocopy parts of this study design for use by teachers.
Introduction

THE LANGUAGE
The language to be studied and assessed is the modern standard version of Korean. Students will need to be aware of:
• the difference between spoken and written forms of Korean;
• the different levels of language use, e.g. honorifics, humble forms;
• the three levels of sentence endings, e.g. 습니다, 오, 나/어요, 너/어요 forms;
• Hangul script only.

RATIONALE
The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

The study of Korean develops the student’s ability to understand and use a language which is spoken by one of Australia’s major trading partners. Together with other skills, it can therefore provide students with a range of vocational opportunities in areas such as trade, commerce, banking, international relations, technology and education.

The study of Korean also gives students direct access to a culture which is rich in history, literature and the arts.
INTRODUCTION

KOREAN SECOND LANGUAGE

AIMS

This study is designed to enable students to:

• use Korean to communicate with others;
• understand and appreciate the cultural contexts in which Korean is used;
• understand their own culture(s) through the study of other cultures;
• understand language as a system;
• make connections between Korean and English, and/or other languages;
• apply Korean to work, further study, training or leisure.

STRUCTURE

The study is made up of four units. Each unit deals with specific content and is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of key knowledge and skills.

ENTRY

There are no prerequisites for entry into Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Korean Second Language is designed for students who will, typically, have studied the language for at least 200 hours prior to the commencement of Unit 1. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully.

The study of Korean is offered at two levels in the VCE (Korean First Language and Korean Second Language). Entry into these levels is governed by eligibility criteria, which are monitored regularly and published on the VCAA website and in the VCE and VCAL Administrative Handbook.

Units 1 to 4 are designed to be of an appropriate standard for the final years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

DURATION

Each unit involves at least 50 hours of scheduled classroom instruction.

CHANGES TO THE STUDY DESIGN

During its period of accreditation minor changes to the study will be notified in the VCAA Bulletin. The VCAA Bulletin is the only source of changes to regulations and accredited studies and it is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the VCAA Bulletin.
MONITORING FOR QUALITY

As part of ongoing monitoring and quality assurance, the Victorian Curriculum and Assessment Authority will periodically undertake an audit of Korean Second Language to ensure the study is being taught and assessed as accredited. The details of the audit procedures and requirements are published annually in the VCE and VCAL Administrative Handbook. Schools will be notified during the teaching year of schools and studies to be audited and the required material for submission.

SAFETY

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking this study.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses for this study teachers should incorporate information and communications technology where appropriate and applicable to the teaching and learning activities. The Advice for Teachers section provides specific examples of how information and communications technology can be used in this study.

KEY COMPETENCIES AND EMPLOYABILITY SKILLS

This study offers a number of opportunities for students to develop key competencies and employability skills. The Advice for Teachers section provides specific examples of how students can demonstrate key competencies during learning activities and assessment tasks.

LEGISLATIVE COMPLIANCE

When collecting and using information, the provisions of privacy and copyright legislation, such as the Victorian Information Privacy Act 2000 and Health Records Act 2001, and the federal Privacy Act 1988 and Copyright Act 1968 must be met.

VOCATIONAL EDUCATION AND TRAINING OPTION

Schools wishing to offer the Vocational Education and Training (VET) option should refer to the VCAA LOTE VET supplement.
Assessment and reporting

SATISFACTORY COMPLETION

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit. Designated assessment tasks are provided in the details for each unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment for Units 3 and 4.

Teachers must develop courses that provide opportunities for students to demonstrate achievement of outcomes. Examples of learning activities are provided in the Advice for Teachers section.

Schools will report a result for each unit to the Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory).

Completion of a unit will be reported on the Statement of Results issued by the Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory). Schools may report additional information on levels of achievement.

AUTHENTICATION

Work related to the outcomes will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student’s own. Teachers need to refer to the current year’s VCE and VCAL Administrative Handbook for authentication procedures, and should note that all assessment tasks for Units 3 and 4 should be conducted in class time and under supervision.

LEVELS OF ACHIEVEMENT

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the Victorian Curriculum and Assessment Authority. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.
Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4.

In Korean Second Language the student’s level of achievement will be determined by school-assessed coursework and two end-of-year examinations. The Victorian Curriculum and Assessment Authority will report the student’s level of performance on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score, students must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0–50. It is a measure of how well the student performed in relation to all others who took the study. Teachers should refer to the current year’s VCE and VCAL Administrative Handbook for details on graded assessment and calculation of the study score. Percentage contributions to the study score in Korean Second Language are as follows:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- Examinations*: oral component 12.5 per cent
- written component 37.5 per cent

Details of the assessment program are described in the sections on Units 3 and 4 in this study design.

*A single grade is awarded.
Units 1–4: Common areas of study

The areas of study for Korean Second Language comprise themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study, and are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit.

The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes.

The text types, kinds of writing, vocabulary and grammar are linked, both to each other, and to the themes and topics. Together, as common areas of study, they add a further layer of definition to the knowledge and skills required for successful achievement of the outcomes.

The common areas of study provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

THEMES, TOPICS AND SUB-TOPICS

There are three prescribed themes:

• The individual
• The Korean-speaking communities
• The changing world

These themes have a number of prescribed topics and suggested sub-topics. The placement of the topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics. The suggested sub-topics expand on the topics, and are provided to guide the student and teacher as to how topics may be treated.

It is not expected that all topics will require the same amount of study time. The length of time and depth of treatment devoted to each topic will vary according to the outcomes being addressed, as well as the linguistic needs and interests of the student.

As well as acquiring the linguistic resources to function effectively as a non-specialist within all three themes, the student is required to undertake a detailed study in Units 3 and 4. This detailed study should relate to the prescribed themes and topics and be based on a selected sub-topic. For further details refer to pages 24 and 25.
PREScribed THEMES AND TOPICS, AND SUGGESTed SUB-TOPICS

<table>
<thead>
<tr>
<th>The individual</th>
<th>The Korean-speaking communities</th>
<th>The changing world</th>
</tr>
</thead>
</table>
| **Personal identity**  
For example, interests, hobbies, health, family and friends, relationships, pressures and influences. | **People and places**  
For example, traditions and festivals, public holidays, family celebrations, tourist sites, transport, accommodation/home visits, restaurants. | **Social issues**  
For example, youth issues, the changing role of men and women, equality, popular culture, the environment. |
| **Education and aspirations**  
For example, school life in Australia and Korea, student exchanges, future aspirations and pathways, social status and education, overseas study. | **Past and present lifestyles**  
For example, lifestyles, historical influences on lifestyles, politics, reasons for migration, migrant experiences. | **The world of work**  
For example, job prospects and careers, the business world, vocational pathways, tradition and innovation in the workplace, unemployment, technology, globalisation and its repercussions. |
| **Everyday life and activities**  
For example, holidays and travel experiences, food, fitness, leisure, sports, physical and mental wellbeing, self-expression. | **Arts and entertainment**  
For example, media, music and songs, movements in art, writers and literature, film and theatre. | **Tourism**  
For example, the growth of tourism, Korea as a tourist destination development of ecotourism. |

Note: **Bold** = Prescribed themes, **Bold Italic** = Prescribed topics, **Italic** = Suggested sub-topics.

TEXT TYPES

The student will be expected to be familiar with the following text types. Text types indicated with an asterisk (*) are those which the student may be expected to produce in the external examination. Teachers may introduce the student to a wider range of text types in the course of their teaching and learning program. (Characteristics of some text types are set out in the Advice for Teachers section.)

- Account
- Advertisement *
- Announcement *
- Article *
- Biographical extract
- Brochure
- Chart
- Comic strip/cartoon
- Conversation *
- Discussion *
- Documentary
- Film
- Folk tale *
- Formal letter *
- Informal letter *
- Interview (script) *
- Invitation *
- Itinerary
- Journal/diary entry *
- Leaflet *
- Map
- Menu
- News item *
- Note/message *
- Personal profile *
- Play
- Poem
- Postcard *
- Proverb
- Recipe
- Report *
- Résumé *
- Review *
- Script for a speech/talk *
- Song
- Story *
- Summary *
- Survey
- Table
- Telephone call
- Timetable
- Weather report

KINDS OF WRITING

The student is expected to be familiar with, and be able to produce, the following five kinds of writing: personal, imaginative, persuasive, informative and evaluative. (Details of each kind of writing are published in the Advice for Teachers section.)
VOCABULARY

While there is no prescribed vocabulary list, it is expected that the student will be familiar with a range of vocabulary and idioms relevant to the topics prescribed in the study design. Students should be encouraged to use dictionaries. It is expected that teachers will assist students to develop the necessary skills and confidence to use dictionaries effectively. Suitable editions are listed in the Resources section of this study design. Information on the use of dictionaries in the end-of-year written examination is provided on page 32, and published annually in the VCE and VCAL Administrative Handbook.

GRAMMAR

The student is expected to recognise and use the following grammatical items:

Particles and Suffixes

<table>
<thead>
<tr>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>subject/topic particles</td>
<td>-은/는, -이/가</td>
</tr>
<tr>
<td>object particles (after nouns, pronouns)</td>
<td>-을/를</td>
</tr>
<tr>
<td>locatives (directional)</td>
<td>-에 to</td>
</tr>
<tr>
<td></td>
<td>-에게/-한테 to (a person)</td>
</tr>
<tr>
<td></td>
<td>-게 to (a person) – honorific</td>
</tr>
<tr>
<td></td>
<td>-에게서/-한테서 from (a person)</td>
</tr>
<tr>
<td>locatives (positional)</td>
<td>-에서 at (action taking place)</td>
</tr>
<tr>
<td>locatives (establishing direction)</td>
<td>-(으)로 to, towards</td>
</tr>
<tr>
<td>implement</td>
<td>-(으)로 by means of</td>
</tr>
<tr>
<td>possessives</td>
<td>-의 학생의 책 = the student’s book</td>
</tr>
<tr>
<td>(when combined with 지 becomes 제)</td>
<td>-'s</td>
</tr>
<tr>
<td>delimiters</td>
<td>-만 only</td>
</tr>
<tr>
<td></td>
<td>-마다 each, every, all</td>
</tr>
<tr>
<td></td>
<td>-부터.....까지 from ... to (time)</td>
</tr>
<tr>
<td></td>
<td>-에서.....까지 from ... to (distance)</td>
</tr>
<tr>
<td>emphasiser suffixes</td>
<td>-다 all e.g. 아이들은 다 ... = all the children</td>
</tr>
<tr>
<td></td>
<td>-도 e.g. 나도 가... = I’m going too</td>
</tr>
<tr>
<td></td>
<td>-도 even, still, yet, at all</td>
</tr>
<tr>
<td></td>
<td>-도.....도 both ... and; neither ... nor</td>
</tr>
<tr>
<td>emphasisers – combined particles</td>
<td>-에도, .....에도</td>
</tr>
<tr>
<td>plural marker</td>
<td>-들 people = 사람들</td>
</tr>
<tr>
<td>introductory statements</td>
<td>AVST_ 는데, .....</td>
</tr>
<tr>
<td></td>
<td>DVST_ 는데, .....</td>
</tr>
<tr>
<td>purpose</td>
<td>VST_(으)리 I went to the library (in order) to study. = 공부하러 도서관에 갔어요.</td>
</tr>
<tr>
<td>+ verb of motion</td>
<td></td>
</tr>
</tbody>
</table>

January 2013
Connectives/Links

conjunctions between nouns
-과/와, 하고
and

conjonctives – comparing
-이나/나
or
-보다
rather than
-는 ....보다
compared with

complex sentences:
그래서만, 하지만, 
but, however, yet
그恋情
then

conjunctions to link
phrases/clauses and sentences
그리나, VST 지만 
therefore
그래서 / 그려다 / 
in that case
그러므로
and
그리면

reasons: noun + because
NOUN 때문에
because of e.g. 눈 때문에 = because of
the snow

reasons: verb + so
VST 이/여서......
so... because

Location

following a noun
앞에, 뒤에, 양에, 
in front of, behind, beside, between,
사이에, 면에, 이래에, 
der under, above, opposite, inside, outside,
건너편에, 안에, 밖에, 
inside, in the middle, above/on top of,
속에, 가운데, 위에, 
(a table), on top of (a tree or mountain),
꼭대기, 오른쪽, 왼쪽
right side, left side

Classifiers/counter particles

some are used with pure
Korean numerals
개, 명, 병, 마리......
two apples = 사과 두 개
two students = 학생 두 명
three bottles of milk = 우유 두 병
three ducks = 오리 세 마리

some with Sino-Korean
numerals
분 (minutes), 년, 월 .......
15 minutes = 십오 분
1900 = 십구백 년
March = 삼 월

Verbs

active voice
all tenses

infinitive
VST 다
가다 = to go

conjugation – three registers:
present tense
VST 비 (습)니다
갔다 I go (polite formal)
VST 아/어/야
가요 I go (polite informal)
VST
가 I go (informal casual)

irregular conjugation†
dunda (토 – 드)
eddyo: 드셨습니다
past tense
VST 았/있었습니다
➧✓AUDI
ved/n = I went
VST 았/있어요
➧✓AUDI
ved
VST 았/있어
➧✓AUDI

future tense – intent to
perform the action
VST 가겠습니다
가겠습니다 = I will go
VST 가겠습니다
가겠습니다
VST 가겠습니다
가겠습니다
| future | 다음에 갈 거예요 = Tomorrow I'm going to study. |
| continuous action | 일어나요. = She is doing her homework. |
| interrogative | 갈래요? = Is he going? (polite formal) |
| ‘tag’ questions | 갈래요? = Is he going? (polite informal) |
| propositions, asking for an opinion (oral) | 갈래요? = Is he going? (informal casual) |
| propositions – response | 갈래요? = Is he going? |
| casual – informal | 다음에 갈 거예요 |
| exclamatory sentences | 다음에 갈 거예요 |
| time clauses | 다음에 갈 거예요 |
| adjectival phrases and clauses – verbs as adjectives | 다음에 갈 거예요 |
| descriptive verbs as adjectives | 다음에 갈 거예요 |
| verbs as adverbs | 다음에 갈 거예요 |
| verbs as nouns (gerunds): suffix | 다음에 갈 거예요 |
| compound verbs | 다음에 갈 거예요 |
| obligation or necessity | 다음에 갈 거예요 |
vocabulary items

to be – 이다

He is Japanese. = 일본에 출신이에요.

There is a book in the bag. = 가방에 책이 있어요.

to exist/be located 있다

There is no milk. = 우유가 없어요.

to not exist 없다

negatives: before a verb

안....

not

I do not go, I am not going. = 안 가요.
can not

I can’t do it. = 못 해요.

negatives: after verb system

VST 지 않다

He is not studying. =

double negative

아무 것도 + negative verb

아무 것도 안했어요. = I didn’t do anything.

to want to (do something)

VST 고 싶다

I want to study

to be able to

It seems cold. = 추운 것 같아요.

indicating intention

VST (으)로 수 있다

I plan to go. = 갈 계획이에요.

intention

VST (으)로 계획이 있다

It seems cold. = 추운 것 같아요.

it seems, it looks like

have you ever...?

VST 이/이 본 적(이) 있어요?

Have you ever eaten Kimchi? = 김치를 먹어 본 적이 있어요?

how long has it been since...?

VST 은/는 지 얼마나 됐어요?

How long have you been in Korea? = 한국에 오신 지 얼마나 됐어요?

purpose/intention

VST (으)로 + verb of motion

I went to the library (in order) to

study. = 도서관에 공부하러 갔어요.

because (reason)

VST 기 때문에

I’m not going because I am busy. = 바쁘기 때문에 안가요.

VST

Since the weather is fine, let’s go to the

beach. = 날씨가 좋아서가, 바다에 갈시다

descriptive verb + rather

DVST 라+이어요.

그는 나이에 비해 키가 큰편이에요.

= He is rather tall for his age.

direct speech

“....” 라고 (말)하셨어요

Sumi said ‘Let’s go to Melbourne’. = 수미는 ‘멜버른에 갈시나’라고 말했어요.

reported/indirect speech

VST 다고 했어요

John said that Michael has gone home. = 존은 마이클이 집에 갔다고 했어요.

adverb following a noun

...대신에

instead of ... e.g. I’ll learn German instead of English. = 영어 대신에 독일어를 배우겠어요.

adverbs of time

지주, 가끔, 때때로, 주로, 보통, 언제나, 늘, 일찍, 날마다, 동안, 요즘

often, occasionally, sometimes, mainly, generally, usually, always, late, early, every day during, recently/these days

†recognition only
Unit 1

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–17 of this study design.

OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

Outcome 1

On completion of this unit the student should be able to establish and maintain a spoken or written exchange related to personal areas of experience.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

• use structures related to describing, explaining and commenting on past, present or future events or experiences, both real and imaginary;
• initiate, maintain and close an exchange;
• use a range of question and answer forms;
• link and sequence ideas and information;
• recognise and respond to cues for turn-taking;
• self-correct/rephrase or use fillers to maintain communication;
• communicate in a range of text types, for example, letter, fax, email, as well as face-to-face or by telephone;
• use appropriate intonation, stress, pitch, spelling and punctuation;
• use appropriate non-verbal forms of communication, such as eye contact and hand-shake.
Outcome 2
On completion of this unit the student should be able to listen to, read and obtain information from spoken and written texts.

Key knowledge and skills
To achieve this outcome the student should demonstrate the knowledge and skills to:
• identify keywords, main points and supporting ideas;
• order, classify and link items from various parts of the text;
• apply knowledge of vocabulary and structures related to the topics studied;
• recognise common patterns of word formation, cognates, grammatical markers, and use these to infer meaning;
• convey gist and global understanding as well as items of specific detail;
• establish and confirm meaning through re-reading, using headings and diagrams, and referring to dictionaries.

Outcome 3
On completion of this unit the student should be able to produce a personal response to a text focusing on real or imaginary experience.

Key knowledge and skills
To achieve this outcome the student should demonstrate the knowledge and skills to:
• apply the conventions of text types, for example, review, article;
• identify main ideas, events and sequences of action;
• describe experiences, opinions, ideas and feelings;
• organise and sequence ideas;
• provide personal comment/perspective on aspects of the texts.

ASSESSMENT
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student’s performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed.
A total of four tasks should be selected from those listed below.

**Outcome 1:**
- informal conversation
  
  *or*
  
  - reply to personal letter/fax/email.

**Outcome 2:**
- listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Korean or English

  *and*

- read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in Korean or English.

**Outcome 3:**
- oral presentation
  
  *or*

  - review
  
  *or*

  - article.

It is expected that the student will respond in Korean to all assessment tasks that are selected to address Outcomes 1 and 3. Of the two tasks required for Outcome 2, one should require a response in Korean, and the other a response in English. Over the course of the unit, both oral and written skills in Korean should be assessed. Therefore if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.
Unit 2

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–17 of this study design.

OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

Outcome 1

On completion of this unit the student should be able to participate in a spoken or written exchange related to making arrangements and completing transactions.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

- use structures related to asking for or giving advice or assistance, suggesting, explaining, agreeing and disagreeing;
- use vocabulary and expressions appropriate to the themes;
- apply the conventions of text types;
- use fillers, affirming phrases, formulaic expressions related to negotiation/transaction;
- make arrangements, come to agreements, and reach decisions;
- obtain and provide goods, services and public information;
- initiate, maintain and close an exchange;
- use gesture, stance and facial expression to enhance meaning and persuade.
Outcome 2
On completion of this unit the student should be able to listen to, read, and extract and use information and ideas from spoken and written texts.

Key knowledge and skills
To achieve this outcome the student should demonstrate the knowledge and skills to:
• apply the conventions of text types such as a letter or a newspaper report;
• use vocabulary, structures and content related to topics studied;
• infer points of view, opinions and ideas;
• classify, compare and predict information and ideas;
• extract and reorganise information and ideas from one text type to another;
• appreciate cultural aspects critical to understanding the text.

Outcome 3
On completion of this unit the student should be able to give expression to real or imaginary experience in spoken or written form.

Key knowledge and skills
To achieve this outcome the student should demonstrate the knowledge and skills to:
• apply the conventions of text types, for example, journal entry or personal account;
• use structures related to describing, recounting, narrating and reflecting upon events or experiences;
• use a range of appropriate vocabulary and expressions;
• use simple stylistic techniques, such as repetition, questions and exclamations;
• structure writing to sequence main ideas/events and develop ideas logically.

ASSESSMENT
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class and under supervision.

Demonstration of the achievement of Outcomes 1, 2 and 3 must be based on the student’s performance on a selection of assessment tasks. Teachers must ensure that tasks selected are of comparable scope and demand, and that over the course of the unit, all three outcomes are addressed.
A total of four tasks should be selected from those listed below.

**Outcome 1:**
- formal letter, or fax, or email
  
or
- role-play
  
or
- interview.

**Outcome 2:**
- listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type
  
and

- read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.

**Outcome 3:**
- journal entry
  
or
- personal account
  
or
- short story.

It is expected that the texts used are in Korean and that the student respond in Korean to all assessment tasks selected. Over the course of the unit, both oral and written skills in Korean should be assessed. Therefore if an oral task is selected to address Outcome 1, a written task should be selected to address Outcome 3, and vice versa.
Units 3 and 4

DETAILED STUDY

The student is required to undertake a detailed study during Units 3 and 4.

The student will be expected to discuss their detailed study in Section 2, Discussion, of the Oral Examination.

Over the course of Units 3 and 4, approximately 15 hours of scheduled class time should be devoted to the detailed study.

The detailed study should be based on a sub-topic related to one or more of the prescribed topics listed in the table on page 13. The sub-topic may be drawn from this table, or a different sub-topic may be selected.

One sub-topic may be selected for a whole class. It will be important to select a sub-topic that is sufficiently broad to accommodate a range of interests and perspectives, so that each student can provide an individual response to the coursework assessment task(s) set, as well as in the Discussion in Section 2 of the Oral Examination. Alternatively, different sub-topics may be selected for individuals or groups of students.

At least one and no more than two of the six assessment tasks for school-assessed coursework should focus on the detailed study. The detailed study assessment task(s) should be designed to assess the student’s understanding of the language and culture of the Korean-speaking community and should be selected from those required to assess achievement of Outcome 2, Unit 4 (detailed on page 30). The sub-topics and texts should also be selected to ensure the student is able to focus on the knowledge and skills associated with Outcome 2, Unit 4.

Language and culture through texts

The detailed study should enable the student to explore and compare aspects of the language and culture of the Korean-speaking community through a range of oral and written texts in Korean related to the selected sub-topic. This will enable the student to develop knowledge and understanding of, for example, historical issues, aspects of contemporary society or the literary or artistic heritage of the community. The texts which form the basis of this study might include feature films, short films, short stories, songs, newspaper articles, electronic texts, documentaries, music, painting and oral
histories. The length of texts selected will vary depending on the type of text, its density and level of complexity. In order for the student to be able to explore their sub-topic in sufficient depth to meet the relevant outcomes, it is suggested that a range of at least three different kinds of text are selected. These might include aural and visual, as well as written texts.

**Language and culture through VET**

Schools wishing to offer the Vocational Education and Training (VET) option should refer to the VCAA LOTE VET supplement.
Unit 3

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–17 of this study design.

OUTCOMES

For this unit the student is required to demonstrate achievement of three outcomes.

Outcome 1

On completion of this unit the student should be able to express ideas through the production of original texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

• use a range of text types;
• create a personal or imaginative text focusing on an event or experience in the past, present or future;
• use first- and third-person narrative perspectives;
• vary language for audience, context and purpose and change style and register appropriately;
• organise and sequence ideas;
• simplify or paraphrase complex expressions;
• use simple stylistic techniques such as repetition, questions, exclamations or changes in tone and speed of delivery;
• select and make appropriate use of reference materials, including dictionaries.
Outcome 2
On completion of this unit the student should be able to analyse and use information from spoken texts.

Key knowledge and skills
To achieve this outcome the student should demonstrate the knowledge and skills to:
• convey gist, identify main points, supporting points and detailed items of specific information;
• infer points of view, attitudes, emotions from context and/or choice of language and intonation;
• show knowledge and use of registers, and stylistic features such as repetition and tone.

Outcome 3
On completion of this unit the student should be able to exchange information, opinions and experiences.

Key knowledge and skills
To achieve this outcome the student should demonstrate the knowledge and skills to:
• present and comment on factual information;
• use a range of question forms;
• exchange and justify opinions and ideas;
• ask for and give assistance or advice;
• use appropriate terms of address for familiar and unfamiliar audiences;
• self-correct/rephrase to maintain communication;
• describe and comment on aspects of past, present and future experience;
• link and sequence ideas and information at sentence and paragraph level.

ASSESSMENT
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment of levels of achievement
The student’s level of achievement for Unit 3 will be determined by school-assessed coursework and two end-of-year examinations.

Contributions to final assessment
School-assessed coursework for Unit 3 will contribute 25 per cent to the study score.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent to the study score.
School-assessed coursework

Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student’s level of achievement.

The score must be based on the teacher’s rating of performance of each student on the tasks set out in the following table and in accordance with an assessment handbook published by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision. It is expected that the student responds in Korean to all assessment tasks.

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Marks allocated*</th>
<th>Assessment tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1 Express ideas through the production of original texts.</td>
<td>20</td>
<td>A 500–600 cha personal or imaginative written piece.</td>
</tr>
<tr>
<td>Outcome 2 Analyse and use information from spoken texts.</td>
<td>10</td>
<td>A response to specific questions, messages or instructions, extracting and using information requested.</td>
</tr>
<tr>
<td>Outcome 3 Exchange information, opinions and experiences.</td>
<td>20</td>
<td>A three- to four-minute role-play, focusing on the resolution of an issue.</td>
</tr>
<tr>
<td>Total marks</td>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>

*School-assessed coursework for Unit 3 contributes 25 per cent to the study score.
Unit 4

AREAS OF STUDY

The areas of study common to Units 1–4 are detailed on pages 12–17 of this study design.

OUTCOMES

For this unit the student is required to demonstrate achievement of two outcomes.

Outcome 1

On completion of this unit the student should be able to analyse and use information from written texts.

Key knowledge and skills

To achieve this outcome the student should demonstrate the knowledge and skills to:

• show knowledge of and use a range of text types;
• understand and convey gist, identify main points and extract and use information;
• infer points of view, attitudes, emotions from context and/or choice of language;
• summarise, interpret and evaluate information from texts;
• compare and contrast aspects of different texts on related topics;
• accurately convey understanding;
• show knowledge of and use simple stylistic features such as repetition and contrast;
• infer meaning from cognates, grammatical markers and common patterns of word formation;
• appreciate cultural aspects critical to understanding text.
Outcome 2
On completion of this unit the student should be able to respond critically to spoken and written texts which reflect aspects of the language and culture of Korean-speaking communities.

Key knowledge and skills
To achieve this outcome the student should demonstrate the knowledge and skills to:
• compare and contrast aspects of life in Korean-speaking communities with those in Australia;
• identify and comment on culturally specific aspects of language, behaviour or attitude;
• present an opinion on an aspect of the culture associated with the language;
• identify similarities and differences between texts, and find evidence to support particular views;
• show an awareness that different social contexts require different types of language;
• select and make use of relevant reference materials.

ASSESSMENT
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment of levels of achievement
The student’s level of achievement for Unit 4 will be determined by school-assessed coursework and two end-of-year examinations.

Contributions to final assessment
School-assessed coursework for Unit 4 will contribute 25 per cent to the study score.

The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations, which will contribute 50 per cent to the study score.

School-assessed coursework
Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student’s level of achievement.

The score must be based on the teacher’s rating of performance of each student on the tasks set out in the following table and in accordance with an assessment handbook published by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed in class time and under supervision. The student must respond in Korean to all assessment tasks.
End-of-year examinations

The end-of-year examinations are:

- an oral examination
- a written examination.

Oral examination (approximately 15 minutes)

Purpose
The oral examination is designed primarily to assess the student’s knowledge and skill in using spoken Korean.

Specifications
The oral examination has two sections.

Section 1: Conversation (approximately 7 minutes)

The examination will begin with a conversation between the student and the assessor(s). It will consist of a general conversation about the student’s personal world, for example, school and home life, family and friends, interests and aspirations.

Section 2: Discussion (approximately 8 minutes)

Following the Conversation the student will indicate to the assessor(s) the sub-topic chosen for detailed study and, in no more than one minute, briefly introduce the main focus of their sub-topic, alerting assessors to any objects brought to support the discussion. The focus of the discussion will be to explore aspects of the language and culture of Korean-speaking communities and the student will be expected to make reference to texts studied.

The student may support the Discussion with objects such as photographs, diagrams, and maps. Notes and cue cards are not permitted. (For details on the VET option, teachers should refer to the LOTE VET Supplement.)

Outcomes

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Marks allocated*</th>
<th>Assessment tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome 1</td>
<td>10</td>
<td>A response to specific questions, messages or instructions, extracting and using information requested.</td>
</tr>
<tr>
<td>Outcome 2</td>
<td>20</td>
<td>A 700 cha informative, persuasive or evaluative written response, for example, report, comparison or review, and A three-to four-minute interview on an issue related to the texts studied.</td>
</tr>
</tbody>
</table>

Total marks 50

*School-assessed coursework for Unit 4 contributes 25 per cent to the study score.
Written examination (2 hours plus 15 minutes reading time)
The student may use monolingual and/or bilingual print dictionaries in the written examination.

Section 1: Listening and responding
Purpose
Section 1 of the written examination is designed primarily to assess the student’s knowledge and
skill in analysing information from spoken texts.

The student will be expected to demonstrate understanding of general and specific information from
spoken texts and respond in English in Part A and Korean in Part B to questions on this information.
The questions may require the student to identify information related to:
• the context, purpose and audience of the text;
• aspects of the language of the text, for example, tone, register, knowledge of language structures.

Specifications
Section 1 of the written examination has two parts, Part A and Part B. The texts in both parts will be
related to one or more of the prescribed themes.

The student hears three to five texts in Korean covering a number of text types. The total listening
time for one reading of the texts without pauses will be approximately 4 1/2–5 minutes. The length of
the individual texts will not be specified, but one text will be longer than the others.

Each text will be heard twice. There will be an announcement at the start of the first reading and a
sound to alert students just before the commencement of the second reading. There will be a pause
between the first and second readings in which the student may take notes. The student will be given
sufficient time after the second reading to complete responses.

The student will be expected to respond to a range of question types, such as completing a table,
chart, list or form, or responding to a message, open-ended questions or multiple-choice items.

Part A
There will be two to three texts.
Questions will be phrased in English for responses in English.

Part B
There will be one or two texts.
Questions will be phrased in Korean and English for responses in Korean.

Section 2: Reading and responding
Purpose
Section 2 of the written examination is designed primarily to assess the student’s knowledge and
skill in analysing and responding to information from written texts.

In Part A the student will be required to demonstrate understanding of written texts. The student may
be required to extract, summarise, and/or evaluate information from texts. If the texts are related, the
student may be required to compare and/or contrast aspects of both.

In Part B the student will be expected to demonstrate understanding of a written text by responding
in Korean to information provided in a text.
Specifications
Section 2 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes. The overall length of text will be 1000–1200 cha (400–500 words) and there will be two to three texts in total over Parts A and B.

Part A
The student will be required to read one or two texts in Korean. When there are two texts they will be different in style and purpose but may be related in subject matter or context.

Questions on the texts will be phrased in English for responses in English.

Part B
The student will be required to read one or two texts in Korean. Questions on the text(s) will be phrased in English and Korean for response(s) in Korean.

Section 3: Writing in Korean
Purpose
Section 3 of the written examination is designed primarily to assess the student’s ability to express ideas through the creation of original text in Korean.

Specifications
The student will be required to write a text involving presentation of ideas and/or information and/or opinions. There will be a choice of five tasks. The tasks will be related to one or more of the prescribed themes. Tasks will accommodate a range of student interests and will be set to ensure that the student is provided with opportunities for producing different kinds of writing (personal, imaginative, persuasive, informative and evaluative) through, for example:

• having different purposes, audiences and contexts;
• requiring different text types (see table of text types for productive use).

The student will be required to write a response of 500–650 cha (200–250 words), in Korean. The tasks will be phrased in English and Korean for a response in Korean.
### SUMMARY OF OUTCOMES AND ASSESSMENT TASKS

The following tables provide an overview of outcomes and assessment tasks required for Units 1–4.

#### Outcomes and assessment tasks for Units 1 and 2

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Unit 1 (4 tasks)</th>
<th>Outcomes</th>
<th>Unit 2 (4 tasks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Establish and maintain a spoken or written exchange related to personal areas of experience.</td>
<td>Informal conversation. or Reply to personal letter/ fax/email.</td>
<td>1 Participate in a spoken or written exchange related to making arrangements and completing transactions.</td>
<td>Formal letter, or fax, or email. or Role-play. or Interview.</td>
</tr>
<tr>
<td>2 Listen to, read and obtain information from spoken and written texts.</td>
<td>(a) Listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in Korean or English. and (b) Read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in Korean or English.</td>
<td>2 Listen to, read, and extract and use information and ideas from spoken and written texts.</td>
<td>(a) Listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type. and (b) Read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.</td>
</tr>
<tr>
<td>3 Produce a personal response to a text focusing on real or imaginary experience.</td>
<td>Oral presentation. or Review. or Article.</td>
<td>3 Give expression to real or imaginary experience in spoken or written form.</td>
<td>Journal entry. or Personal account. or Short story.</td>
</tr>
</tbody>
</table>
Outcomes and coursework assessment tasks for Units 3 and 4

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Unit 3 (3 tasks)</th>
<th>Outcomes</th>
<th>Unit 4 (3 tasks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Express ideas through the production of original texts.</td>
<td>A 500–600 cha personal or imaginative written piece.</td>
<td>A response to specific questions, messages or instructions, extracting and using information requested.</td>
</tr>
<tr>
<td>2</td>
<td>Analyse and use information from spoken texts.</td>
<td>A response to specific questions, messages or instructions, extracting and using the information requested.</td>
<td>(a) A 700 cha informative, persuasive or evaluative written piece.</td>
</tr>
<tr>
<td>3</td>
<td>Exchange information, opinions and experiences.</td>
<td>A three- to four-minute role-play, focusing on the resolution of an issue.</td>
<td>(b) A three- to four-minute interview on an issue related to the texts studied.</td>
</tr>
</tbody>
</table>

Contribution of assessment tasks to study score

<table>
<thead>
<tr>
<th>School-assessed coursework</th>
<th>%</th>
<th>End-of-year examinations</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 3</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A 500–600 cha personal or imaginative written piece.</td>
<td>10</td>
<td>Oral examination</td>
<td></td>
</tr>
<tr>
<td>Response to spoken texts.</td>
<td>5</td>
<td>Conversation</td>
<td>12.5</td>
</tr>
<tr>
<td>Three- to four-minute role-play.</td>
<td>10</td>
<td>Discussion</td>
<td></td>
</tr>
<tr>
<td><strong>Unit 4</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Response to written texts.</td>
<td>5</td>
<td>Written examination</td>
<td></td>
</tr>
<tr>
<td>A 700 cha informative, persuasive or evaluative written piece.</td>
<td>10</td>
<td>Listening and responding</td>
<td></td>
</tr>
<tr>
<td>Three- to four-minute interview.</td>
<td>10</td>
<td>Part A: Response in English</td>
<td>7.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Part B: Response in Korean</td>
<td>7.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading and responding</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Part A: Response in English</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Part B: Response in Korean</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing</td>
<td>7.5</td>
</tr>
<tr>
<td>Overall contribution of school-assessed coursework and end-of-year examinations</td>
<td>%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral</td>
<td>32.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responding to spoken texts</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responding to written texts</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>27.5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Advice for teachers

DEVELOPING A COURSE

A course outlines the nature and sequence of teaching and learning necessary for students to demonstrate achievement of the set of outcomes for a unit. Outcomes are introduced by summary statements and are followed by the key knowledge and skills which relate to the outcomes.

It is recognised that the four macroskills of listening, reading, writing and speaking are elements that generally operate in an integrated way. Nevertheless, it is usually possible to identify a focus skill, or combination of skills that predominate in the performance of a particular task or activity. This approach is reflected in the organisation of the outcomes, and the key knowledge and skills associated with them. The overall balance of emphasis across the macroskills in assessment tasks is indicated in the table on page 36.

Teachers must develop courses that include appropriate learning activities to enable students to develop the knowledge and skills identified in the outcome statements in each unit. For Units 1 and 2, teachers must select assessment tasks from those provided. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

In Units 3 and 4, assessment is more structured. For school-assessed coursework, assessment tasks are prescribed. The contribution that each task makes to the total school-assessed coursework is also stipulated.

Methods

Any communicative teaching method or combination of methods which allows students to achieve the outcomes of the course is appropriate. Since the aims and outcomes emphasise communication, teaching methods should ensure that students are provided with a high level of appropriate input in the language, and are involved in activities which encourage purposeful language use.

Teachers should note, however, that the listing of vocabulary, grammatical structures, and other elements of language indicates that a focus on these is also a necessary part of students’ preparation. Teachers themselves will judge at what points in their course such instruction will be needed.

Structure and organisation

The idea of an organisational focus may be helpful in planning and sequencing learning activities and assessment tasks, and the content associated with them. Themes and topics can serve as effective organisational focuses for activities, as can a discourse form, a skill or a text.
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses and developing learning activities for Korean Second Language, teachers should make use of applications of information and communications technology and new learning technologies, such as computer-based learning, multimedia and the World Wide Web, where appropriate and applicable to teaching and learning activities.

In considering the suitability of learning activities in the delivery of language courses, teachers may find the following applications useful.

Language learning applications

Students can access:

- on the school intranet: homework, work sheets, resources (including audio files and interactive software), a class chat room, curriculum statements, sample tasks, web links, sample examinations;
- online learning, such as reading or listening comprehension tasks, grammar and vocabulary building tasks, pronunciation drills, script programs;
- email discussion groups or supervised chat rooms with targeted groups of young people;
- commercially available products, such as CD-ROMs, that offer language exercises, practice or reading materials;
- video conferencing with students from other schools where the language is taught or in a country where the language is spoken.

Students can develop their own:

- vocabulary database;
- word-processing skills in the language.

Information gathering

Students can use the Internet to research:

- statistics on a specific topic in relation to different age groups and gender;
- information related to a specific lifestyle issue, public opinion, theme or topic in countries where the language is spoken;
- biographical data relating to famous singers, bands, historical figures and sportspeople;
- features of fairy tales, legends, common characters and themes, the role of magic, terminology and special language used;
- speakers of the language in Australia, their life and contribution to society;
- websites from countries where the language is spoken; for example, Webcams, school websites, venues, services;
- newspapers and journals in the language;
- online and talking dictionaries.

Students can also:

- check spelling and grammar for written tasks;
- use instructions in the language to install, construct or use a product.
Presentation applications

Students can use information and communications technology to:

- create animations, multimedia, PowerPoint and web page presentations;
- use a data projector, digital video, digital camera and desktop publishing package;
- download visuals, design computer-generated visuals;
- record audio tracks, download audio materials to complement presentations;
- take notes in class or word process in the language;
- use communication media such as the telephone, email, fax;
- email tasks to the teacher from home or the classroom.

KEY COMPETENCIES AND EMPLOYABILITY SKILLS

Students undertaking the following types of assessment, in addition to demonstrating their understanding and mastery of the content of the study, typically demonstrate the following key competencies and employability skills.

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Key competencies and employability skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal or imaginative written piece</td>
<td>Communication (written), planning and organising, self management</td>
</tr>
<tr>
<td>Analysis and response to spoken texts</td>
<td>Communication, problem solving</td>
</tr>
<tr>
<td>Role-play to resolve an issue</td>
<td>Communication (oral), teamwork, problem solving, initiative and enterprise</td>
</tr>
<tr>
<td>Informative, evaluative or persuasive</td>
<td>Communication, problem solving, planning and organising, use of information and communications technology</td>
</tr>
<tr>
<td>written response</td>
<td></td>
</tr>
<tr>
<td>Interview</td>
<td>Communication, teamwork, planning and organising, use of information and communications technology</td>
</tr>
<tr>
<td>Detailed study</td>
<td>Communication, teamwork, problem solving, self management, planning and organising, use of information and communications technology</td>
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LEARNING ACTIVITIES

Examples of learning activities for each unit are provided in the following sections. Example assessment tasks are highlighted by a shaded box. The examples that make use of information and communications technology are identified by this icon 📀.
Unit 1

Theme
The individual

Topic
Personal identity

Sub-topic
The importance of names, relations, rites of passage and adoption in Korean society

Grammar
Revision of present tense, past tense, future tense
Revision of particles: topic, subject, object, by means of Registers: formal, informal, panmal
Descriptive verbs and verbs as adjectives
Adverbs
Honorific vocabulary
Classifiers

Text types
Article / chart / conversation / crossword / dialogue / diary entry / discussion / exercise / family tree / letter / list / notes / poem / proverb / report / telephone call / website

Examples of learning activities

Listening
listen to a series of statements about family relationships and complete a family tree (CHO Book 2 task 13)
listen to a telephone call about invitations to a family celebration and make a list of guests to be invited (Cho-ah-yo Unit 13 Task 2)
listen to a dialogue in which a visitor asks a Korean person about his home and family background and develop a personal profile (Barron Unit 14 p. 361 Tape 10B)

Speaking
analyse proverbs about daily life, ‘ đa람쥐 켓바퀴 돌듯’ (‘Like a chipmunk running around the wheel of a sieve’) and discuss in terms of family and relationships
discuss funeral and memorial rites in Confucian and Buddhist practices in Korea

Reading
read ‘친구 집 방문’ about a visit to a Korean friend on the birth of her baby, and summarise (Int Kor 1 pp. 30–31)
read a poem aloud, e.g. 한 마리의 새 (‘A Bird’ by Kim Chongsam) and discuss (Gems of Korean Verse p. 130)
read a letter from a Korean adoptee on the ‘Finding Parents’ page of the Global Overseas Adoptees Link website and make a list of the main points raised
research an aspect of family life in Korea and write a short report

Writing
complete a cloze/grammar exercise with present, past and future tense verbs, using website www.quia.com
write a letter or email to a pen-friend telling of your daily routine
write to a Korean friend describing your birthday celebrations, ensuring that culturally important reference points are used

Example assessment task
Outcome 1: Establish and maintain a spoken or written exchange related to personal areas of experience.
Assessment task: Informal conversation.

Details of the task: Participate in a conversation with a Korean-speaking person in which you compare aspects of your family lives.
Unit 1

Theme
The individual

Topic
Everyday life and activities

Sub-topic
Holidays and travel experiences

Grammar
Revision of past, present and future tenses
Prepositions (with countries and towns)
Numbers (pure Korean and Chinese), seasons and dates
Particles
Intention: in order to, want to, intend to, plan to
Reason: because I decided to...

Text types
Booking / brochure / chart / conversation / description / dialogue / game / itinerary / journal entry / letter / list / map / poem / postcard / role-play / talk / telephone conversation / timetable

Examples of learning activities

Listening
listen to a dialogue at the airport about missing luggage and fill in a form describing the missing bags. (Int Kor 1 pp. 2–3)
listen to two people planning a trip and making arrangements, then complete a chart of their itinerary (Cho Bk 2 Task 34 and 43)
listen to a passage about a backpackers holiday and answer questions in English (Int Kor 1 pp. 98–99)

Speaking
role-play a conversation in which an information officer at the Korean National Tourism Organization provides advice to a tourist about interesting places to visit in Korea
participate in a role-play with a travel agent, in which you finalise some foreign currency and travellers’ cheques
telephone for information to book accommodation and finalise travel arrangements

Reading
read aloud a poem, e.g. ‘charted sea’ (‘The Traveller’ by Park Mogwoi), analyse key ideas and take notes (Gems of Korean Verse p. 95)
analyse different samples of text types, such as a description of the map of Korea, and discuss (Beg K or 2 pp. 133–34)
research exchange rates online between Australia and Korea and prepare a chart for a first time traveller

Writing
plan an online holiday itinerary in Korea and plot places on a map
send an electronic postcard to your teacher describing your most interesting day on holiday
write the script for a talk at the school assembly, promoting hosting an overseas student from Korea

Example assessment task

Outcome 2: Listen to, read, and obtain information from spoken and written texts.
Assessment task 2(a): Listen to spoken texts (e.g. conversations, interviews, broadcasts) to obtain information to complete notes, charts or tables in English.

Details of the task: Listen to a radio advertisement about a holiday tour, noting in English the varying costs for air travel and accommodation according to the date of departure.
Unit 1

Theme
The individual

Topic
Education and aspirations

Sub-topic
School, future aspirations and pathways

Grammar
Revise expressions:
- I must
- I know how to
- I can/can’t
- I like/don’t like
- My favourite
- If...
- While...

Text types
Advertisement / article / brochure / chart / conversation / dialogue / discussion / email / formal interview / letter / list / oral presentation / role-play / summary / survey / timetable / website

Examples of learning activities

Listening
listen to an interview with a student about his/her daily routine at school in Korea and fill in the missing parts of the dialogue (Kor for Sec Schools Book 4 Exemplar 17 p. 42)

listen to a conversation in which you hear two mothers discussing their aspirations for their children, and the plans the children have for themselves, then complete a chart (Cho Book 2 Task 33)

listen to three job advertisements and tell your group which one is best suited to you and why

Speaking
interview your classmates to complete a survey form about their future aspirations

search the Internet about the career of your choice and make a two-minute oral presentation to the class

participate in a role-play, convincing a friend not to leave school without a qualification

read articles about the Korean Education system and summarise the main points (Beg Kor 1 p. 54) and (Exploring Korean pp. 98–99)

compare a timetable from a school in Korea with your own timetable, then draw up a chart comparing the similarities and contrasting the differences (Sugohaseyo p. 35)

look at a website offering career prospects in a specialised field and list ones of interest to you

on the Internet research opportunities for study overseas and make notes

Writing
write a reply email/letter to a student in Korea exchanging information on the differences between the Korean and Victorian educational systems

summarise the problems faced by students who must study by distance education in Korea (cyber school); (Exploring Korean pp. 116–17)

Example assessment task

Outcome 2: Listen to, read, and obtain information from spoken and written texts.

Assessment task 2(b): Read written texts (e.g. extracts, advertisements, letters) to obtain information to complete notes, charts or tables in Korean.

Details of the task: Read articles and advertisements about career opportunities and tick the boxes for those careers which suit students with a LOTE qualification. Explain your choices in Korean captions under each article or advertisement.
Unit 1

Theme
The Korean-speaking communities

Topic
Arts and entertainment

Sub-topic
Korean performing arts: talchum and pansori

Grammar
It seems that...
Thank you for...
I wish...
Would you please...?

Adjectival phrases and clauses
Reported speech

Text types
Account / article / cloze exercise / descriptive account / discussion / documentary / drama / email / film / illustrated talk / magazine cover / notes / oral presentation / pansori / poster / PowerPoint presentation / review / role-play / summary / table / talchum / video / website

Examples of learning activities

Listening
listen to a video excerpt from a mask dance drama and complete a cloze exercise

listen to a descriptive account of Hahoe village mask dance drama and answer questions

listen to an excerpt from Chunhyang-ga film/DVD and write a summary of the scene

Speaking
participate in a role-play with a classmate arranging to see a performance of talchum or pansori

perform 연합선소마당 scene from the Hahoe village mask dance drama (pp. 248–9)

give an oral presentation to the class about the character of Chunhyang

give an illustrated talk about the main characters in the Hahoe talchum, and summarise the plot

Reading
search the Internet for information about an accomplished Korean and prepare questions for an interview with him or her

conduct research using the Internet and other sources for information about the masks used in the mask dance dramas from several regions, and summarise the findings in a table (Int Kor 1 pp. 231–32)

read articles about Hahoe village and the history of the mask dance drama (Int Kor 2 pp. 30–31 & Exploring Korean pp. 34–35)

Writing
create a PowerPoint presentation about talchum or pansori

write a short review of a documentary related to Korean performing arts and state your response

write an email to a pen pal to request information on this year’s Andong festival

write an article for a magazine describing how talchum was used to deride the Yangban class
Example assessment task

Outcome 3: Produce a personal response to a text focusing on real or imaginary experience.
Assessment task: Review.

Details of the task: After seeing a Korean performing arts performance, write a review for your school magazine in which you explain why, in your opinion, everyone should make the effort to see one.

Unit 2

Theme
The changing world

Topic
Social issues

Sub-topic
Environment and wildlife at risk

Grammar
Adverbs
Negation
Gerunds
Comparatives: more, most
Because..., since...

Text types
Announcement / article / discussion / email / exercise / extract / kit / list / poem / poster / PowerPoint presentation / role-play / song / story / talk / website

Examples of learning activities

Listening
- listen to a passage called ‘Let’s save our precious planet’ and make notes (Int Kor 2 pp. 194–95)
- listen to a reading of ‘나는 물을 보며 하늘을 보며’, and complete a multiple-choice exercise (http://park.org/Korea/Pavilions/PublicPavilions/Koreimage/hangul/litera/mill/index.htm)

Speaking
- recite a poem, such as ‘The Mountain Cabin’, ‘Jindallaeya’ or ‘Grass’ (Gems of Korean Verse pp. 120, 127)
- record a radio announcement calling for volunteers to look for sightings of endangered species
- participate in a role-play related to buying a family ticket for a visit to an animal sanctuary

Reading
- search the Internet for information on endangered animals in Korea; compile a list and make a poster for a talk in class
- read articles about clean air, recycling, greenhouse effects and water shortage and answer questions (Exploring Korean pp. 106, 108)
- read extracts from A Duck that Flew into the Sky and make a list of the endangered animals mentioned

Writing
- write a letter or email in response to an advertisement by a wildlife protection society requesting volunteers
- write an imaginative story for a children’s book about the day the developers evicted a creature from its home
visit the Forest Gallery at the Melbourne Museum and complete the Later Years section of the Korean Kit (DE&T)

visit the Melbourne Zoo and complete the Later Years section of the Korean Kit (DE&T)

**Example assessment task**

**Outcome 1:** Participate in a spoken or written exchange related to making arrangements and completing transactions.

**Details of the task:** Participate in a role-play with a friend to make arrangements to go to an Action Meeting to save endangered animals.

**Assessment task:** Role-play.

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**Unit 2**

**Theme**

The Korean-speaking communities

**Topic**

Past and present lifestyles

**Sub-topic**

Significant Korean contributions

**Grammar**

Descriptive verbs and their conversion to adjectives
When..., while..., since...
Interrupted sentences
Possessives
Emphasers – combined particles
Reported speech

**Text types**

Annotated illustrations / chart / cloze exercise / discussion / exercise / extract / legend / movie / poem / PowerPoint presentation / recording / report / royal decree / simulated interview / summary / timeline / video / website

**Examples of learning activities**

**Listening**

listen to a recording about King Sejong and the invention of Hangeul and complete a cloze exercise (Exploring Korean pp. 26–27)

listen to the poem ‘Song of Praise to Sundo’ from the Samguk Yusa recorded in ‘Destination Nirvana’, and prepare a series of annotated illustrations

**Speaking**

give an oral presentation about King Sejong and the creation of the Hangeul alphabet (Exploring Korean pp. 26–27)

participate in a simulated interview with Admiral Yi Sun-shin in which you ask about the invention of the turtle boats

watch a historical film and discuss how the director takes poetic licence with the historical facts

**Reading**

read the Dangun myth about the foundation of Korea and prepare a PowerPoint presentation (http://mail.hanminjok.net:8080/contents/con01/kor-svc/CON01051000_001.HTM)

read the legend of Ich’adon and discuss the significance of his martyrdom

read extracts from *The Song of a Sword* and write a biographical note as well as a personality profile about Admiral Yi

search the Internet and other sources for information on the prophecies of Queen Seondeok and write a summary (Exploring Korea pp. 130–31)
Advice for teachers

KOREAN SECOND LANGUAGE

Outcome 2:
Listen to, read, and extract and use information and ideas from spoken and written texts.

Assessment task 2(a):
Listen to spoken texts (e.g. conversations, interviews, broadcasts) and reorganise information and ideas in a different text type.

Details of the task:
Listen to a travel guide's talk about two famous Koreans, such as King Sejong and Admiral Yi Sun-shin. Reorganise and summarise the information in an article outlining the impact of their famous deeds or inventions.

Example assessment task

Writing

write a royal decree in formal register announcing that a curfew for women be lifted

write an informative report about the tragedy of Queen Min

write a biographical note about Simcheong or the patriot An Chung-geun
Unit 2

Theme
The changing world

Topic
Social issues

Sub-topic
The reunification of North and South Korea

Grammar
Revise direct and indirect speech
Locatives – directional and positional
Classifiers/counter particles
Complex sentences
Offers and requests
Do you know who/what/where/when/why...

Text types
Article / debate / documentary / email / exercise / letter / newspaper article / note / personal reflection / PowerPoint presentation / report / role-play / survey / video / website

Examples of learning activities

Listening
watch the documentary ‘Rushing to Sunshine (Seoul Diaries)’ and make notes about the positive and negative comments made by the South Korean people interviewed

watch the video ‘A New Road to Peace and Reunification’ and summarise the main points

Speaking
role-play a debate between two student leaders – one from North Korea and one from South Korea – on the subjects of family reunions and aid to North Korea

conduct a survey about the humanitarian issues for the Red Cross concerning refugees from North Korea

debate in class the threat of weapons of mass destruction on the Korean peninsula

Reading
read an article entitled ‘Playing basketball between the South and the North in Pyeongyang: A starting place of Unification’
Exploring Korea: Intermediate pp. 136–37 and answer questions

read a newspaper report about recent talks on Korean reunification, then reorganise the information into a PowerPoint presentation

Writing
write a personal reflection about the two Korean teams marching together during the Sydney Olympics

write a letter to the editor of a newspaper urging the Australian Minister for Foreign Affairs to offer to host a summit between North and South Korea

research for information on the Internet, then write a newspaper article about Korean Buddhists leading the peace movement

Example assessment task

Outcome 2: Listen to, read, and extract and use information and ideas from spoken and written texts.

Assessment task 2(b): Read written texts (e.g. extracts, advertisements, letters) and reorganise information and ideas in a different text type.

Details of the task: Read a newspaper extract on Korean reunification issues and, using the information provided, write a letter to the editor arguing the case for intervention in talks so as to avoid warfare on the Korean peninsula.
Unit 2

**Theme**
The changing world

**Topic**
The world of work

**Sub-topic**
Balancing work and leisure

**Grammar**
Conjunctions
Prepositions
Possessives
Conjugation of verbs revision
Revise formal register
Delimiters, e.g. only
Emphasiser suffixes: both... and; neither... nor

**Text types**
Article / broadcast / debate / diary entry / discussion / exercise / interview / letter / report / role-play / summary / website

**Examples of learning activities**

**Listening**
listen to a discussion about choosing an occupation and answer questions
listen to a report about a young woman's first day at the office and write a brief summary
listen to a radio program about men sharing the housework in Korea and compare this with your own experiences

**Speaking**
participate in a role-play with an employer who is interviewing you for a part-time job
debate: 'Job satisfaction versus income'
discuss the value of a balanced life style – write a short summary of how you balance school work, part time work and leisure
interview other students about their views on the benefits of work in the city or the country and make notes

**Reading**
read plans for the future written by other students; post these on a bulletin board and compare results
read an article on work-related stress and the need to counterbalance this with a healthy diet and physical activity
analyse the difference between personal and imaginative writing styles in texts read
search the Internet for information on health and work, take notes and write a letter advising a younger student about the benefits of certain occupations

**Writing**
summarise points made in a newspaper editorial about a standard working week
write a diary entry about your views on work and leisure

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**Example assessment task**

**Outcome 3:** Give expression to real or imaginary experience in spoken or written form.

**Assessment task:** Short story.

**Details of the task:** Write a short story for a school competition about a real or imaginary experience in a working environment entitled ‘My first day at work’.
Unit 3

Theme
The Korean-speaking communities

Topic
Arts and entertainment

Sub-topic
The media

Grammar
Review seasons and dates
Comparative and superlative adjectives
Relative pronouns
Whenever...
I would rather...
I think that...
The reason is...
Introductory statements
Revise reported speech

Text types
Advertisement / article / broadcast / debate / discussion / documentary / exercise / film / interview / news item / PowerPoint presentation / report / role-play / story outline / talk / TV script / website

Examples of learning activities

Listening
listen to an excerpt from a Korean radio broadcast and jot down the main ideas
listen to an excerpt from a news or current events program on South Korean television and take notes

Speaking
as a film critic, view a Korean video or DVD, give it a rating and outline the storyline for a group of film buffs
debate: ‘The media helps to shape the ideas of the people’
participate in a role-play between two friends as they negotiate which TV program to watch

Reading
read advertisements for films being shown at this year’s Busan Film Festival and discuss with a friend which ones appeal to you and why
from the Internet, list the names of five key Korean language newspapers and magazines, and find out how often they are published, the cost and the intended audience – discuss how the audience affects the coverage of key events
read letters to a newspaper editor expressing opposing points of view on a recent event and write an evaluative article of your own on the issue

Writing
in a PowerPoint presentation, summarise key points made in a newspaper article
watch a comic film/TV show and write a short report on what made this film so humorous
write the script for an imaginary TV show for Korean TV featuring the adventures of an Australian character in Korea

Example assessment task

Outcome 1: Express ideas through the production of original texts.
Assessment task: A 500–600 cha personal or imaginative written piece.

Details of the task: Suppose you are a journalist reporting in Korea. Write an imaginative story about a chance encounter with a famous Korean person at that time.
### Unit 3

#### Theme
The changing world

#### Topic
Social issues

#### Sub-topic
Korean children: the gap between rich and poor

#### Grammar
- Review reported speech
- Revision of negation
- In my opinion...
- Review ‘it seems as if ...’
- Connective links: therefore, however
- Would it be all right if...?
- Tag questions
- Irregular conjugations

#### Text types
Article / cloze passage / conversation / debate / discussion / extract / letter / list / oral presentation / review / role-play / story / video / website

#### Examples of learning activities

**Listening**
- listen to a reading from *The Children of Kwaeng-iburimal* about children living in poverty after the Korean War, and complete a cloze passage
- watch the *Doggy Poo* DVD or video and make notes about the how the story inspires neglected people

**Speaking**
- participate in a role-play in which an adoption agency seeks to persuade Korean couples to adopt abandoned Korean children
- debate: ‘Should Koreans be encouraged to have larger families?’
- search websites on the Internet and list ten problems facing Korean families today – select one and give an oral presentation

**Reading**
- read extracts from *Uncle Tall Tree* and list the reasons why some children hate to go to school or wish to leave home
- read extracts from *Problem Kid* and summarise the problems which faced Korean children in the 1990s
- read extracts from *The Story of J* and write a brief review of her experiences growing up in Korea

**Writing**
- research the problems faced by Korean students, then write an informative article about youth suicide in Korea
- write a persuasive letter to the editor of the school magazine about the insufficient number of university places in Korea

### Example assessment task

**Outcome 2:** Analyse and use information from spoken texts.

**Assessment task:** A response to specific questions, messages or instructions, extracting and using the information requested.

**Details of the task:** Listen to two speakers with opposing points of view on the problems facing Korean children today. Compare and contrast their attitudes and summarise these for a conference review.
Unit 3

**Theme**
The individual

**Topic**
Personal identity

**Sub-topic**
Traditional Korean values

**Grammar**
Must, should
It would be good if...
Have you ever...?
A long time ago...
Exclamatory sentences ending
Honorific: polite request/suggestion or command
Negative commands

**Text types**
Article / broadcast / conversation / debate / diary entry / discussion / email / exercise / letter / notes / oral presentation / poster / PowerPoint presentation / report / role-play / summary / website

**Examples of learning activities**

**Listening**
listen to a passage about family duty in Korea and answer questions

**Speaking**
participate in a panel discussion on female equality in Korea today and role-play different points of view
debate: The significance to young people in Korea today of the Confucian ideas of duty and of respect for age and seniority as in the past

**Reading**
read an article about Korean superstitions in everyday life and compare them with superstitions in Australia; create a poster summarising the differences

search the Internet for information about Shamanism and fortune telling in Korea and make notes; present findings in an oral presentation suited to younger students

**Writing**
write a letter to the editor of a newspaper about the Confucian values underlying Korean society which continue to exert pressure on women in Korea today
write an email to a leader in Korean society and seek to persuade him/her to promote the benefits of a pluralist society

**Example assessment task**

**Outcome 3:** Exchange information, opinions and experiences.

**Assessment task:** A three- to four-minute role-play, focusing on the resolution of an issue.

**Details of the task:** Participate in a role-play with a person whose behaviour or attitudes offend you. Try to convince the person of the need for change and resolve the issue appropriately. Use appropriate language and register.
## Unit 4

### Theme
The individual

### Topic
Personal identity

### Sub-topic
Changing trends in Korean society

### Grammar
Revise: shall we...? Let’s...!
Revise: in order to, I want, intend to, plan to, decided to
Revise: because, so, since...
Revise: comparisons, favourite
Have you ever...?
How long has it been since...?
Adverbial phrases and clauses
Descriptive verbs as adjectives
Subjunctive mood

### Text types
Advertisement / article / discussion / email / instruction / list / magazine extract / notes / poem / profile / review / story / summary / website

### Examples of learning activities

#### Listening
listen to a passage about a traditional Korean wedding, make notes, then summarise in writing

#### Speaking
describe arranged marriages as compared with love marriages
give instructions to a friend on how to access the bridal registry at the department store of your choice
discuss: ‘Changing trends in marriage reflect a changing role for women in Korea’

#### Reading
read advertisements for a honeymoon package then write an email to your fiancee, using information from the advertisement to outline the benefits to you both and to persuade him/her to agree to a honeymoon in Jejudo
read poems such as ‘Love’ by Park Mogwol and ‘Little Love Song’ by Hwang Tonggyu, and discuss the image of love portrayed in them
search the Internet for information on wedding clothes, jewellers, bridal cars, florists, wedding cakes, photographers and receptions; write a paragraph on three examples

#### Writing
imagine a person living long ago – how would they view our modern relationships? write a story from their perspective
write an evaluative article for a school competition: ‘How have social attitudes to relationships changed?’
research the following areas and the latest developments in Korea: surrogate pregnancies, sperm banks, cloning and stem cell research; write a review of current Korean popular views on one of the topics

### Example assessment task

#### Outcome 1: Analyse and use information from written texts.

**Assessment task:** A response to specific questions, messages or instructions, extracting and using information requested.
Unit 4

Themes
The Korean-speaking communities

Topic
Past and present lifestyles

Sub-topic
Korea – stepping through time

Grammar
Revision of:
Direct and indirect speech
conjunctions and connectors
It seems..., it looks like...
Particles
Compound verbs
Gerund suffixes
Purpose/intention
Locatives: directional, positional
Relative pronouns
Prepositions

Text types
Broadcast / captions / cartoon / discussion / exercise / leaflet / manhwa / map / movie / oral presentation / poster / PowerPoint presentation / report / summary / timeline / website

Examples of learning activities

Listening
listen to a broadcast on ‘Stepping stones through Korean History’
and organise the information in a timeline

watch a Korean film and note rituals, language, lifestyle factors
that show it is set in the past

Speaking
visit a website and view some Jangseung or dolmens and report
morally on this tourist attraction and its significance in Korean history

assume the role of one of the characters from the Samguk Yusa
or Samguk Sagi who is visiting present-day Korea – describe
some of the changes you have witnessed in a three-minute oral
presentation to your friends

Reading
read manhwa cartoons aloud, discuss the satire, then complete
the story with a different ending

research books, journals and the Internet and draw a series of
maps to show the development of Korea from the Three
Kingdoms period to the Unified Silla Kingdom and to the present
divided peninsula; give a PowerPoint presentation on this to a
junior class, including illustrations and captions in Korean

search the Internet for information on groups who have
contributed to modern Korea, e.g. scholars, economists, poets,
military personnel, royalty, patriots, businessmen, politicians,
priests, sports people and foreign missionaries; summarise their
contribution

online, read about some architectural remains of the Silla
civilisation in Korea today and make an informative poster with
captions

search the Internet for information about the Hideyoshi invasion
and its influence on naval invention, e.g. turtle boats; write a
summary

search the Internet for information on the demise of the Yi
dynasty, the Japanese occupation of Korea, the Independence
demonstration of 1919, liberation, partition, occupation by US
and Soviet troops leading to the Korean War and today’s divided
peninsula; note key events on a timeline

read about the Resistance, including people such as An
Chaehong, An Chunggeun and An Changho; discuss their
commitment, courage and legacy in Korean history
Writing

complete online exercises on turning direct speech into reported
speech

write an informative article about a famous historical figure in
Korea

write an evaluative report on the long-term effects of the National
Security laws

design several day trip leaflets for historic places, e.g. Inchon,
Demilitarised Zone, Busan and Namhan Sansong

Example assessment tasks

Outcome 2: Respond critically to spoken and
written texts which reflect the language and
culture of Korean-speaking communities.

Assessment task 2(a): A 700 cha informative,
persuasive or evaluative written response, for
example, report, comparison or review.

Details of the task: Write an informative report of
700 cha words for a LOTE competition, entitled,
‘The influence of the Japanese occupation, the
Korean War, partition and the North Korean
problem on modern Korea’: make reference to the
texts studied.

Assessment task 2(b): A three- to four-minute
interview on an issue related to the texts studied.

Details of the task: Possible focus areas for the
interview task with reference to the texts studied:
• Analyse the impact of the Japanese
occupation on Korean culture.
or
• Comment on the evolution of the Korean
writing system.
or
• Comment on the legacy left by the Korean
War.
or
• Comment on some of the places made
famous by one person.
Suggested sub-topics for detailed study

The following topics and sub-topics have been broken down to include suggested areas that might form the focus of a detailed study. Teachers may wish to focus on one of these areas and expand it to include further areas, or they might choose to incorporate all areas, depending on how closely they can be linked.

**Theme: The individual**

**Topic: Personal identity**

Sub-topic: Self and family: The importance of names, relations, rites of passage and adoption in Korean society.
Sub-topic: Marriage and relationships in Korea: changing trends in Korean society.
Sub-topic: Korean customs, symbols and superstitions: Their importance in the twenty-first century.
Sub-topic: A healthy life: food, sport and relaxation and their significance to the Korean lifestyle.

**Topic: Education and aspirations**

Sub-topic: School, future aspirations and careers.
Sub-topic: An exchange student in Korea.
Sub-topic: Comparison of Australian and Korean education systems.
Sub-topic: Education for children from lower socio-economic groups in Korea.
Sub-topic: Cyber school: distance education in Korea.

**Topic: Everyday life and activities**

Sub-topic: Language, culture and passions: their interrelated role in Korean society.
Sub-topic: Good manners in Korea.

**Theme: The Korean-speaking communities**

**Topic: Past and present lifestyles**

Sub-topic: The popularity of traditional games, festivals and celebrations in Korea.
Sub-topic: Chuseok, hometown and ancestors: their importance in modern Korea.
Sub-topic: A homogenous society versus multiculturalism: Korea today.
Sub-topic: Changing lifestyles for Korean men and women today.
Sub-topic: The challenges of migration, immigration and cultural diversity in Korea.
Sub-topic: Expatriate Koreans: problems and opportunities.

**Topic: People and places**

Sub-topic: Significant Korean contributions.
Sub-topic: Korea – stepping through time.
Sub-topic: Significant figures in Korean history and their contribution to how Koreans view their history: King Sejong, Admiral Yi Sun-shin, An Chung-geun.
Sub-topic: Myths and legends and their impact on the Korean psyche: The Dangun myth; Nongbu myth; the legend of Ich’adon; the Three Kingdoms.
Sub-topic: The legacy of Korean Women: Queen Seondeok, Chunhyang, Simcheong, Queen Min.
Sub-topic: The Japanese occupation of Korea: the impact on Korean society; issues today and their solutions.
Sub-topic: The lasting impact of the Korean War.
Sub-topic: Korean history reflected in song.
Sub-topic: Korean culture and customs in transition.
Advice for teachers

KOREAN SECOND LANGUAGE

Topic: Arts and entertainment
Sub-topic Korean performing arts: Talchum and pansori – are the values preserved in these traditional art forms reflected in Korean society today?
Sub-topic The media.
Sub-topic Arirang: Korean song as a reflection of life.
Sub-topic Samulnori: could its popularity represent dissatisfaction with the rapid economic miracles of the twentieth century and a nostalgia for the feudal past?
Sub-topic A portrait of Korea through film.
Sub-topic Sumi Jo and the world of opera: a role model for Korean women today?

Theme: The changing world
Topic: Social issues
Sub-topic The reunification of North and South Korea.
Sub-topic Youth problems, and the gap between rich and poor.
Sub-topic The effects of humanitarian aid and North Korean refugees on Korean society.
Sub-topic The effects of South Korea’s Sunshine Policy.
Sub-topic The role of sport in the reunification of North and South Korea.
Sub-topic The Buddhist world: the peace movement and Buddhism’s role in society.
Sub-topic Korean environment and wildlife at risk: issues and solutions.
Sub-topic Global greenhouse effects, air pollution and water shortage: Korea’s contribution to the problems and solutions.

Topic: Tourism
Sub-topic The development of ecotourism.
Sub-topic Korea as a tourist destination: issues and appeal to travellers and/or backpackers.
Sub-topic The growth of tourism.

Topic: The world of work
Sub-topic Balancing work and leisure.
Sub-topic From apprentice to artist in traditional Korea.
Sub-topic Part-time jobs and the changing workforce.
Sub-topic Career and social status in Korea and issues of social mobility.
Sub-topic The changing roles of men and women at work.
Sub-topic The effects of twenty-first century life on the daily monastic life of a Korean monk or nun.
# MAIN CHARACTERISTICS OF COMMON TEXT TYPES

The following general characteristics are provided as a guide. They are not intended to be definitive, but include some of the main features found in the written form of some of the more common text types.

<table>
<thead>
<tr>
<th>Text types</th>
<th>Identifiable features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertisement</td>
<td>Topic/product name; content (factual and persuasive information); register; style; layout.</td>
</tr>
<tr>
<td>Article (magazine)</td>
<td>Title; content; author (fictional name); register; style; layout.</td>
</tr>
<tr>
<td>Article (newspaper)</td>
<td>Title; date; place; content; author (fictional name); register; style; layout.</td>
</tr>
<tr>
<td>Brochure/leaflet</td>
<td>Topic; content (factual and persuasive information); heading/sub-headings; register; style; layout.</td>
</tr>
<tr>
<td>Guide (tourist)</td>
<td>Topic; content (factual and persuasive information); heading/sub-headings; register; style; layout.</td>
</tr>
<tr>
<td>Instruction/recipe</td>
<td>Title/topic; structure; content (equipment, method); register; style; layout.</td>
</tr>
<tr>
<td>Invitation</td>
<td>Statement of invitation; detail of event (event, date, place, time etc.); details for responding; register; style; layout.</td>
</tr>
<tr>
<td>Journal entry</td>
<td>Date/place/time (as appropriate); structure (related to sequence of thought, events or importance); opening (often an evaluative comment); content (information/reflection/evaluation); conclusion; register; style; layout.</td>
</tr>
<tr>
<td>Letter/postcard (social): family, friend, acquaintance</td>
<td>Address; date; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout.</td>
</tr>
<tr>
<td>Letter (business)</td>
<td>Address; date; reference number or equivalent; salutation; greeting; body (content); farewell; signing off (fictional name); register; style; layout.</td>
</tr>
<tr>
<td>Letter (to the editor)</td>
<td>Salutation; structure (introduction, body, conclusion); content; signing off (pseudonym and/or fictional name and address); register; style; layout.</td>
</tr>
<tr>
<td>Message/email</td>
<td>Date; salutation; body (content); farewell; signing off (fictional name); register; style; layout.</td>
</tr>
<tr>
<td>Profile</td>
<td>Title/heading; content (factual information); headings/sub-headings; register; style; layout.</td>
</tr>
<tr>
<td>Report (newspaper)</td>
<td>Title; date; place; content; byline (fictional name); register; style; layout.</td>
</tr>
<tr>
<td>Report (factual)</td>
<td>Topic; structure (introduction, body, conclusion); content; author (fictional name); register; style; layout.</td>
</tr>
<tr>
<td>Report (supporting recommendations)</td>
<td>Topic; structure (introduction body, conclusion); content; use of evidence; author (fictional name); register; style; layout.</td>
</tr>
<tr>
<td>Résumé</td>
<td>Title; content (factual information); register; style; layout.</td>
</tr>
<tr>
<td>Review/critique</td>
<td>Topic; structure; content; author (fictional name); register; style; layout.</td>
</tr>
<tr>
<td>Story, short story</td>
<td>Title/topic; structure; content; author (fictional name); register; style; layout.</td>
</tr>
<tr>
<td>Script (speech, report, sketch)</td>
<td>Title/topic; structure; content; register; style; layout.</td>
</tr>
</tbody>
</table>
MAIN CHARACTERISTICS OF DIFFERENT KINDS OF WRITING

The following descriptions outline the main characteristics of five different kinds of writing. They are intended as a guide only; students would not be expected to include all aspects in their writing.

Personal writing:
- Creates a sense of person/personality for the writer in the reader’s mind.
- Establishes a relationship/intimacy/empathy between the writer and the reader.
- Usually employs first and/or second person; subjective; informal, familiar style/register; often includes emotive language.
- Emphasises ideas, opinions, feelings and impressions, rather than factual, objective information.
- Uses, in reflective writing, the act of writing to help the author understand and unravel his/her own feelings or ideas.
- May, in certain contexts, use contracted language, such as is used in speech.

Imaginative writing:
- Manipulates the reader’s response to the piece to create the desired impression or response; visual and/or emotional appeal.
- Usually creates a strong sense of context (physical surroundings and atmosphere) and situation.
- Normally includes description (person, place, emotion, atmosphere), so careful selection of language such as adjectives and adverbs (or their equivalents) are important.
- Uses techniques such as variation in sentence length, juxtaposition of different sentence lengths, careful control of structure and sequencing, to add to the overall effect by creating the desired atmosphere or conveying the required emotion.
- May break normal sequencing for added impact, such as in a flashback or in a final disclosure which puts a different interpretation on preceding passages.

Persuasive writing:
- Manipulates the reader’s emotions and opinions in order to achieve a specific purpose, that is, to achieve a desired outcome or effect which is important to and selected by the writer.
- Persuasive techniques chosen are influenced by the nature of the target audience; that is, the language (vocabulary, sentence structures, style/register), structure and sequencing of the piece are framed with the particular audience and purpose in mind.
- Requires choice of the best word (with the precise shade of meaning and overtones of approval/disapproval, virtue/vice etc.), so range of vocabulary and dictionary technique are important.
- Aims in certain instances (for example, advertisements) to keep the target audience unaware of being manipulated and adopts an appearance of objectivity and rationality by using indirect, subtle, secretive techniques; confidential, intimate, collaborative style and register.
- Sometimes uses exaggeration, extravagant language, and humour to create a conspiratorial relationship between the writer and the reader.
- Often uses the second person for direct address and appeal.
- Sometimes employs direct speech and questions to intensify the relationship with the audience.
- May use techniques such as the use of technical or scientific language and superlatives or quantitative statements to lend authority to the content.
Informative writing:
- Aims to convey information from the writer to the reader as clearly, comprehensively and accurately as possible.
- Usually uses objective style and impersonal expressions, although the writer may use an informal style to establish a relationship of ‘friendly helper’ with the reader.
- Normally has no particular point of view to convey; if a point of view is involved, the writing becomes either persuasive (aiming to convert the reader to a particular point of view or attitude in order to convince him or her to act or respond in a certain way) or evaluative (aiming to weigh two or more items/ideas in order to convince the reader rationally and objectively that a particular point of view is correct).
- Generally uses facts, examples, explanations, analogies and sometimes statistical information, quotations and references as evidence.
- Chooses language, structure and sequence to make the message clear and unambiguous, so the sequencing of information is usually logical and predictable.
- Probably uses few adjectives, adverbs and images, except as examples or analogies in explanation.

Evaluative writing:
- Aims to reach a conclusion acceptable to an intelligent, unbiased reader through the logical presentation and discussion of facts and ideas.
- Presents two or more important aspects of an issue or sides of an argument and discusses these rationally and objectively; using evidence to support the contrasting sides or alternatives.
- Uses objective style; appeals to reason not emotion; creation of an impression of balance and impartiality is essential.
- Often includes expressions of cause, consequence, opposition and concession.
SUITABLE RESOURCES

Courses must be developed within the framework of the study design: the areas of study, outcome statements, and key knowledge and skills.

Some of the print resources listed in this section may be out of print. They have been included because they may still be available from libraries, bookshops and private collections.

COURSE BOOKS

1995, Korean for Secondary Schools, Book IV, Board of Studies NSW and Department of Employment, Education and Training, published by Board of Studies NSW.


2001, Beginners Korean 1 한국어 초급 1, Sun Moon University, Faculty of Education.

2001, Beginners Korean 2 한국어 초급 2, Sun Moon University, Faculty of Education.

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2001, Intermediate Korean 2 한국어 중급 2, Sun Moon University, Faculty of Education.

2001, Intermediate Korean 3 한국어 고급, Sun Moon University, Faculty of Education.


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- Talking about people and their lives (pages 1–30)
- At school in Korea (pages 31–55)
- Living with Koreans (pages 56–81)
- Free time in Korea (pages 82–109)
- Visiting a doctor in Korea (pages 110–134).

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Chong, S 1996, 감아서 좋, Gilbut Orini.


Curriculum Corporation 1996, Sugohaseyo! 수고하세요:

- My plans (page 98)
- Part-time jobs (page 100)
- Preparing for an interview (page 101).
Advice for teachers

DEET 1995, Deakin University, Annyong! Book 4:
- 'Marriages in Korea' (page 75)
- 'My Aunt's Love Story' (pages 76-81)
- 'The wedding reception 피로연' (page 82).

Eun, H et al 2000, The House I had lived 내가 살았던 집, Gaemi.
Ha, TH 1958, Maxims and Proverbs of Old Korea 한국 속담, Yonsei University Press.
Han SC 1991, 'Why the Sea is Salty' in Korean Folk and Fairy Tales (Hangul version on Internet)
Hwang, S 2007, Children of Monastery 보랏빛 아이들, Purun Sup.
- Wedding Ceremony 결혼 풍습 (pages 22-23)
- 'Famous people of Korea: King Sejong 한국의 왕: 세종대왕' (pages 26-27)
- 'Mask Dance 얼굴' (pages 34-35)
- 'Have you ever heard of computer dating agencies? 컴퓨터 중매 등이 들려 코바야시?' (pages 48-49)
- 'Educational System in Korea 한국의 교육 제도' (pages 98-99)
- 'New Educational System in the Millennium Era 백년대의 미래의 교육' (pages 100-101)
- 'An Overview of Female Teachers in the Elementary and Middle Schools 초등 및 중등 학교의 여성 교사' (pages 102-103)
- 'Global Greenhouse Effects and Water Shortage 지구 온난화와 물 부족' (환경 Environment) (pages 108-109)
- 'We like to live with clean air and water 맑은 공기와 깨끗한 물을 마시며 살아야 한다' (pages 108-109)
- 'Environment Preservation Activities of Civil Organizations 환경 보호 활동 (Civil Organizations)' (pages 110-111)
- 'Cyber School 사이버 학교' (pages 114-115)
- 'Story of Sim cheong 심천경' (pages 126-129)
- 'Queen Seondeok and a Peony Blossom 선덕여왕과 장미' (pages 130-131)
- 'Playing Basketball between the South and the North in Pyeongyang: A stirring place for unification 남북 농구, 평양시 독일 분할전' (pages 136-137).

Kim, I et al. 2003, Butterfly and the Sea 바다와 나비, Munhakssangsa.
Kim, JY 2001, If Fisher does not Break the Reeds 고기 잡아는 강대를 띠지 않는다, 독서당.
Kim, O 1999, Puppy Goes to School 순 바다에 출 근부, Changbisa.
Ko, CS 2000, Between Sound and Silence (poems), Hollym.
Ko, Eun 2000, The South and the North 남과 북, Changbisa. (poetry)
Ko, Un 2002, A Certain Wind 어느 바람, Changbi. (poetry)
Ko, CS 1984, Best Loved Poems of Korea, Hollym.
Lee, J 2003, We Love You Jaun 이런 사랑의 네 번째, seou09.
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- Meeting a new friend (Unit 10)
- Making arrangements (Unit 11)
- Talking about the future (Unit 12).
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Pak, M 2003, The Last Fan Club of Sammi Superstars 이사미 슈퍼스타 팬클럽, Hankyoreh Shinmunsa.
Ritchie, D 2002, 10 Million Tigers 호랑이 나라, Nutborn.
Sego Yong-0 Yen-guhoe 2001, Korean Sense of Humor and Proverbs 100, Goodmorning School.
Seong, S 2000, Simple Heart 단순, Munhak dongsic.
Shin, K 2003, Bell Sound 종자리, Munhakdongsic.
Shin, KS 2000, Fire is Always Rekindled 불은 언제나 재소년한다, Changbi. (poetry)
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- 'The Korean Education System 한국의 교육제도' (pages 54)
- 'The Hundredth Day Celebration, First Birthday and 60th Birthday Anniversary 백일, 돌, 만년병' (pages 104)
- Superstitions everyday life 생활 속의 미신 (pages 137-138)
Sun Moon University Faculty of Education 2001, Beginners Korean 2 한국어 초급 2, Sun Moon University:
- ‘Family relations 가족 관계’ (page 43)
- ‘Polite Korean life style 예의 바른 한국 생활’ (page 97)
- ‘Korean Marriages 한국의 결혼’ (page 116)
- ‘The Map of Korea and Tourist Resorts 한국 지도와 관광지’ (page 134)
- ‘Work hours 근무 시간’ (pages 167-168)
- Letters, formal and informal (pages 170-171)
- Diary entries (pages 176, 160).

Sun Moon University Faculty of Education 2001, Intermediate Korean 1 한국어 중급 1, Sun Moon University:
- Visit to a Friend’s House 친구 집 방문’ (pages 30-31)
- Family Names: History and Classification (page 65)
- A Friend’s Wedding (page 74)
- Backpacker Trip (page 98)
- Game of Chess Chogi (page 210).

Sun Moon University Faculty of Education 2001, Intermediate Korean 2 한국어 중급 2:
- Legend of Nongshu (page 86)
- Game of Knuckle Bones (page 186)
- Let’s save our precious planet (page 194).

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1994 한국인의 생활 1 Life of Korean People 음식-만족-예절, 교육부, 국민교육진흥원.

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DICTIONARIES
Kumsung’s Concise English–Korean Dictionary.

TEACHER REFERENCES
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Kiyoo, OM 2002, 韓國文化遺產 seen through pictures and names (Volumes 1 & 2) 그림과 명칭으로 보는 한국의 문화유산 1, Shigong Tech / Korea Visuals.
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한국어 1, 한국어문화연수부 판, Korea University 민족문화연구소.
한국어 문화 1, 한국어문화연수부 판, Korea University 민족문화연구소.
한국어 2, 한국어문화연수부 판, Korea University 민족문화연구소. 한국어 3, 한국어문화연수부 판, Korea University 민족문화연구소.
한국어 1, Seoul National University Language Research Unit 1995.
한국어 2, Seoul National University Language Research Unit 1995.
한국어 3, Seoul National University Language Research Unit 1995.
1981, 악마 마스크드 드레마 Scripts of Mask Dance Dramas, 한국문화재 보호협.
2000, Folk Customs and Family Life, Yonsei University Press.
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Listening resources
AniAng VIDEO tapes 1–7, Training and Development Directorate, NSW Department of School Education.
Berlitz Korean for Travellers 1986, Si-sa yongo-sa.
Korean Language 30, Educational Services Teaching Cassettes, Washington.
Park, BN and the Foreign Service Institute USA 1988, Mastering Korean, Barron’s (with tapes).

Speaking resources
Park, BN and the Foreign Service Institute USA 1988, Mastering Korean, Barron’s (with tapes).

WEBSITES
At the time of publication the URLs (website addresses) cited were checked for accuracy and appropriateness of content. However, due to the transient nature of material placed on the web, their continuing accuracy cannot be verified. Teachers are strongly advised to prepare their own indexes of sites that are suitable and applicable to the courses they teach, and to check these addresses prior to allowing student access.
Generally, the title given is the title of the page; where this is not possible a description of the content is given.

General
www.hawaii.edu/asiaref/korea/internet.html#top
University of Hawaii list of Korean Internet resources
Australia-Korea Foundation
www.kf.or.kr
Korea Foundation
Consulate General of the Republic of Korea
www.australia.or.kr
Australian Embassy, Seoul
www.kotra.or.kr/eng
Korean Trade Service (KOTRA)
www.bluehouse.go.kr/warp/app/home/en_home
Cheong Wa Dae, Office of the President of ROK
Government of Korea
www.moe.go.kr
Ministry of Education & Human Resources Development
www.unikorea.go.kr/en
Ministry of Unification
www.me.go.kr:8080/eng
Ministry of Environment
www.seoul.go.kr/
Seoul Metropolitan Government
www.yellowpages.co.kr
Korean Yellow Pages for Foreigners
www.goal.or.kr/
Global Overseas Adoptees Link

Language
www.mct.go.kr/hangeul/index.html
Korean Through English
http://korean.sogang.ac.kr/index.html
Sogang University learning online
Web tasks for beginners
www.langintro.com/kintro
Introduction to Korean by David Eisenberg
www.learnkorean.com/lesson/lesson13.asp
Mr Oh’s Learn Korean
www.bridgeport.edu/indexhtml/Centred/Disted/crsmaterials/kor101
University of Bridgeport, Korean Language Institute
www.webkorean.org/webkorean/index.php
Korean language and culture portal
www.interedu.go.kr
Kosnet: Korean language study on the Internet
www.soriclub.com
Soriclub

Dictionaries
http://engdic.yahoo.co.kr/
Yahoo online English-Korean, Korean-English dictionary
http://bluebic.com/
BlueDic English-Korean and Korean-English Dictionary, tests and games
Hamme Digital Library English-Korean and Korean-English Dictionary

Literature
http://story.lg.co.kr:3000
LG site including stories in Hangeul
http://park.org/Korea/Pavilions/PublicPavilions/Koreimage/hangul/litera/mil/indext.htm
Why the Sea is Salty
www.teenkorean.co.kr/zoom/ho_zv.asp?zoom_key=3
Heungbu Nolbu
www.teenkorean.co.kr/zoom/ho_zv.asp?zoom_key=4
A Green Frog
http://ieas.berkeley.edu/cks/lesplan1_pro.doc
Korean Proverbs
www.snowcat.co.kr/
Snowcat cartoons, diary, flash and photos
http://manhwa.chosun.com/
Manhwa/animated comics
www.chol.com/index.html
Chollian's entertainment channel, includes manhwa

Cultural
http://kn.koreaherald.co.kr/
Korea Now
www.kois.go.kr Korea.net
Gateway to Korea, Korean Government home page
www.websubway.co.kr/theme/
Korea subway information
www.lifeinkorea.com
Life in Korea
www.knto.or.kr
Korean National Tourism Organisation
www.museum.go.kr/eng/index.html
National Museum of Korea
www.nfm.go.kr/eng/ korean
National Folk Museum
www.occ.go.kr/english/indexe6.html
Cultural Properties Administration
www.koreandb.net/KoreanKing/html/person/p111_03517.htm
Dangun
www.yejiwon.co.kr/main.htm
Yejiwon: Hanbok
www.teenkorean.co.kr/zoom/ho_zv.asp?zoom_key=15
Hanbok
www.yejiwonwedding.com
Yejiwon: traditional weddings
www.chosun.com/special/wedding
Wedding: gifts, dress, honeymoon
http://art.centerworld.com/
Korean Art
www.chosun.com/culture/cinema.html
Cinema Chosun
www.teenkorean.co.kr/zoom/ho_zv.asp?zoom_key=14
Chuseok
www.teenkorean.co.kr/zoom/ho_zv.asp?zoom_key=13
New Year 'Seol'
www.teenkorean.co.kr/zoom/ho_zv.asp?zoom_key=12
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