



ANU H Course

Korean Culture and Language



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Australian
National
University

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Fiona Foley, Winged harvest 2001, Wood, aluminium, ochre and stainless steel, commissioned 2000
(WEH Stanner Building courtyard)

Table of Contents

H Courses	1
The ACT Senior Secondary System	1
ACT Senior Secondary Certificate	2
Learning Principles	3
General Capabilities	4
Cross Curriculum Priorities	6
ANU H Course	7
Korean Culture and Language	7
Rationale	7
Goals	7
Unit Titles	7
Organisation of Content	8
Assessment	9
Achievement Standards	10
Korean History and Language	Value: 1.0 13
Contemporary Korea and Language	Value: 1.0 15
Appendix A – Implementation Guidelines	17
Appendix B – Course Developers	20
Appendix C – Common Curriculum Elements	21
Appendix D – Glossary of Verbs	22
Appendix E – Glossary for ACT Senior Secondary Curriculum	23
Appendix F – Language Information	24

H Courses

H classification is given to a year 11 and 12 course which is designed and accredited by the Board of Senior Secondary Studies (BSSS) and an Australian university, and where successful completion of the course will be recognised both towards the ACT Senior Secondary Certificate and an undergraduate degree with that university.

The BSSS considers H courses as complementary to studies in the home college. These extension courses allow students to pursue depth of study in an area of interest, while also gaining experience in a tertiary context to prepare for future studies.

The ACT Senior Secondary System

The ACT senior secondary system recognises a range of university, vocational or life skills pathways.

The system is based on the premise that teachers are experts in their area: they know their students and community and are thus best placed to develop curriculum and assess students according to their needs and interests. Students have ownership of their learning and are respected as young adults who have a voice.

A defining feature of the system is school-based curriculum and continuous assessment. School-based curriculum provides flexibility for teachers to address students' needs and interests. College teachers have an opportunity to develop courses for implementation across ACT schools. Based on the courses that have been accredited by the BSSS, college teachers are responsible for developing programs of learning. A program of learning is developed by individual colleges to implement the courses and units they are delivering.

Teachers must deliver all content descriptions; however, they do have flexibility to emphasise some content descriptions over others. It is at the discretion of the teacher to select the texts or materials to demonstrate the content descriptions. Teachers can choose to deliver course units in any order and teach additional (not listed) content provided it meets the specific unit goals.

School-based continuous assessment means that students are continually assessed throughout years 11 and 12, with both years contributing equally to senior secondary certification. Teachers and students are positioned to have ownership of senior secondary assessment. The system allows teachers to learn from each other and to refine their judgement and develop expertise.

Senior secondary teachers have the flexibility to assess students in a variety of ways. For example: multimedia presentation, inquiry-based project, test, essay, performance and/or practical demonstration may all have their place. College teachers are responsible for developing assessment instruments with task specific rubrics and providing feedback to students.

The integrity of the ACT Senior Secondary Certificate is upheld by a robust, collaborative and rigorous structured consensus-based peer reviewed moderation process. System moderation involves all year 11 and 12 teachers from public, non-government and international colleges delivering the ACT Senior Secondary Certificate.

Only students who desire a pathway to university are required to sit a general aptitude test, referred to as the ACT Scaling Test (AST), which moderates student scores across courses and colleges. Students are required to use critical and creative thinking skills across a range of disciplines to solve problems. They are also required to interpret a stimulus and write an extended response.

Senior secondary curriculum makes provision for student-centred teaching approaches, integrated and project-based learning inquiry, formative assessment and teacher autonomy. ACT Senior Secondary Curriculum makes provision for diverse learners and students with mild to moderate intellectual disabilities, so that all students can achieve an ACT Senior Secondary Certificate.

The ACT Board of Senior Secondary Studies (BSSS) leads senior secondary education. It is responsible for quality assurance in senior secondary curriculum, assessment and certification. The Board consists of nominees from colleges, professional bodies, universities, industry, parent/carer organisations and unions. The Office of the Board of Senior Secondary Studies (OBSSS) consists of professional and administrative staff who support the Board in achieving its objectives and functions.

ACT Senior Secondary Certificate

Courses of study for the ACT Senior Secondary Certificate:

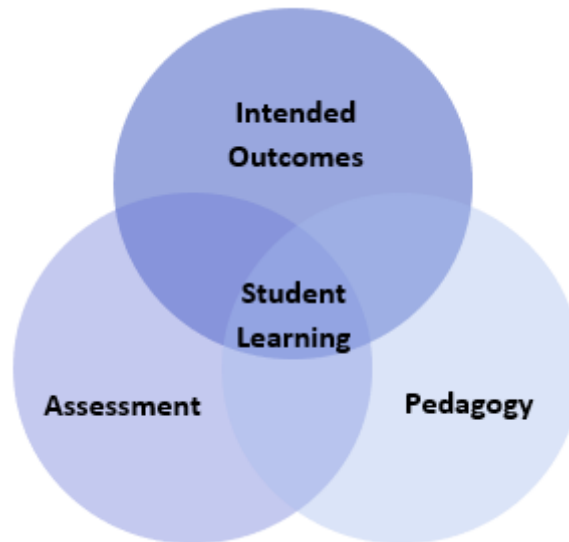
- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in contemporary issues relevant to their lives
- foster students' intellectual, social and ethical development
- nurture students' wellbeing, and physical and spiritual development
- enable effective and respectful participation in a diverse society.

Each course of study:

- comprises an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum
- is based on a model of learning that integrates intended student outcomes, pedagogy and assessment
- outlines teaching strategies which are grounded in learning principles and encompass quality teaching
- promotes intellectual quality, establish a rich learning environment and generate relevant connections between learning and life experiences
- provides formal assessment and certification of students' achievements.

Underpinning beliefs

- All students are able to learn.
- Learning is a partnership between students and teachers.
- Teachers are responsible for advancing student learning.



Learning Principles

1. Learning builds on existing knowledge, understandings and skills.
(Prior knowledge)
2. When learning is organised around major concepts, principles and significant real world issues, within and across disciplines, it helps students make connections and build knowledge structures.
(Deep knowledge and connectedness)
3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.
(Metacognition)
4. Learners' sense of self and motivation to learn affects learning.
(Self-concept)
5. Learning needs to take place in a context of high expectations.
(High expectations)
6. Learners learn in different ways and at different rates.
(Individual differences)
7. Different cultural environments, including the use of language, shape learners' understandings and the way they learn.
(Socio-cultural effects)
8. Learning is a social and collaborative function as well as an individual one.
(Collaborative learning)
9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.
(Explicit expectations and feedback)

General Capabilities

All courses of study for the ACT Senior Secondary Certificate should enable students to develop essential capabilities for twenty-first century learners. These 'capabilities' comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum.

The capabilities include:

- literacy
- numeracy
- information and communication technology (ICT)
- critical and creative thinking
- personal and social
- ethical understanding
- intercultural understanding

Courses of study for the ACT Senior Secondary Certificate should be both relevant to the lives of students and incorporate the contemporary issues they face. Hence, courses address the following three priorities. These priorities are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

Elaboration of these General Capabilities and priorities is available on the ACARA website at www.australiancurriculum.edu.au.

Literacy

In ANU H Course Korean Culture and Language, students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for listening, engaging in collaborate practice, and expressing their research and conclusions about questions and problems in Korean and English and consider how that translates into practical applications. Literacy in ANU H Course Korean Culture and Language, involves students listening to, reading, viewing, speaking, writing and creating academic texts, and using and modifying language for different purposes in an academic university context.

Numeracy

In ANU H Course Korean Culture and Language, students become numerate as they develop the knowledge and skills to use numeracy confidently to create and interpret data as they research and communicate their findings in their research and studies. They become aware of the contingency and malleability of data produced using mathematical methods. Numeracy in ANU H Course Korean Culture and Language encompasses the knowledge, skills, behaviours and dispositions that students need to use mathematical knowledge in a wide range of situations. It involves students recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.

Information and Communication Technology (ICT) Capability

In ANU H Course Korean Culture and Language, students develop Information and Communication Technology (ICT) capability as, in examining Korean issues, they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively. They consider the role and culpability of ICT in creating and in addressing Korean Culture and Language. ICT capability involves students learning to make the most of the digital technologies available to them, adapting to new ways of studying and being, as technologies evolve and understanding the risks to themselves and others in a digital environment. They learn to use hangul keyboards and develop a repertoire of search terms suitable for research in Korean studies.

Critical and Creative Thinking

In ANU H Course Korean Culture and Language, students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems in Korean Culture and Language. They engage in thinking critically about issues in Korean Culture and Language and the ways different theories highlight and obscure different questions and opportunities. They think creatively about solutions to challenges to individuals, groups and to Korean language communities. Critical and creative thinking involves students thinking broadly and deeply using skills, behaviours and dispositions such as reason, logic, resourcefulness, linguistic awareness, imagination and innovation.

Personal and Social Capability

In ANU H Course Korean Culture and Language, students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively by examining and accounting for Korean Culture and Language. They develop the skills to engage in respectful and thoughtful discussion and investigation of significant and controversial issues. As they investigate questions in Korean Culture and Language, they build personal and social capability through a range of practices including recognising and regulating emotions, developing empathy for others and understanding relationships, establishing and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills. These will be further developed by learning to operate and learn in the university context.

Ethical Understanding

In ANU H Course Korean Culture and Language, students develop ethical understanding, as they identify and investigate the nature of ethical concepts and values and understand how reasoning can assist ethical judgement. Further, they problematise ethical knowledge by examining how ethics affects the generation of knowledge in Korean Culture and Language. Ethical understanding involves students building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others through the exploration of their ethics as researchers and thinkers.

Intercultural Understanding

In ANU H Course Korean Culture and Language, students develop intercultural understanding as they learn to value their own cultures, languages and beliefs, and those of others. They come to understand how personal, group and national identities are shaped, and the variable and changing nature of culture. Intercultural understanding involves students learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect.

Cross Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Cultures

The Aboriginal and Torres Strait Islander histories and cultures priority provides the opportunity for all young Australians to gain a deeper understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures, deep knowledge traditions and holistic world views. This knowledge and understanding provided in ANU H Course Korean Culture and Language, will enrich all learners' ability to participate positively in the ongoing development of Australia through a deepening knowledge and connection with the world's oldest continuous living cultures.

Asia and Australia's Engagement with Asia

This priority in ANU H Course Korean Culture and Language, will ensure that students learn about and recognise the diversity within and between the countries of the Asia region. They will develop knowledge and understanding of Asian societies, cultures, beliefs and environments. Korean literacy provides students with the skills to communicate and engage with the peoples of Asia so they can effectively live, work and learn in the region, and in particular, Korea.

Sustainability

The sustainability priority ANU H Course Korean Culture and Language, provides the opportunity for students to develop an appreciation of the necessity of acting for a more sustainable future and so address the ongoing capacity of Earth to maintain all life and meet the needs of the present without compromising the needs of future generations. In particular they consider sustainability in the Korean context.

ANU H Course

Korean Culture and Language

Rationale

This H Course is intended to build the number of students studying Korean language and culture and improve the quality and depth of students' learning. It provides links between school-based education and tertiary studies, inviting new generations of Korean culture and language learners into a community of Korean language and culture experts at the Australian National University.

While this course can be undertaken in English, the specific content and language covered in the units of this course is designed to give challenging language learning opportunities for students who are currently enrolled in Korean T courses at their home school.

This H Course can complement the existing ACT Korean language courses, with an emphasis on studying contemporary and popular Korean culture in English and Korean, but also be accessible to students not studying Korean in their home college. Those students focus on developing an understanding of Korean culture. The course will focus on not only developing essential communication skills and intercultural capabilities, but also a broader understanding of the role of culture and language in human communication.

Topics include the transformation of the Korean language and communication strategy through technology, the emergence of K-Pop, and Korean in business. The course draws on the significant research into and success of *Content and Language Integrated Learning (CLIL)* - both in Europe and Australia to engage students creatively through performance-based activities, guided research into student-directed projects, and high-order content delivered in a prestigious university setting.

Goals

- synthesise, analyse and evaluate ideas, methodologies, concepts, issues and knowledge
- apply ethical frameworks that underpin relevant disciplines
- plan and develop research projects
- reflect on the learning process
- demonstrate interpersonal and communication skills
- build on and connect, concepts and skills from diverse disciplines
- use inquiry and research methods from diverse disciplines to identify problems and to research solutions
- use critical and creative thinking skills to synthesise methodologies and insights from a variety of disciplines
- demonstrate collaboration and build mentoring relationships within the community
- apply creative and innovative solutions to real life contexts.

Unit Titles

- Korean History and Language
- Contemporary Korea and Language.

Organisation of Content

Korean History and Language

This unit will examine the history and contemporary culture of Korea. Situational role playing and other activities based on a range of topics outlined below will assist the students to learn basic language, or for students in Korean in their home college, consolidate their language skills and develop their cultural and communication skills in Korean. Students will also be given opportunities to choose an area of interest related to Korea and to prepare a presentation (in Korean and English) and a final essay (in English). This unit will allow students to explore areas of their own interest in relation to Korea and will also focus on the many changes in the Korean written and spoken language, including those that have taken place during the age of the mobile phone and internet. Students will also have the opportunity to develop interpersonal skills further and better understand polite forms within the context of the Korean language.

Contemporary Korea and Language

This unit will examine aspects of Korean culture, and related vocabulary. This unit will focus on contemporary life, modern culture, and the economy, and will introduce, and consolidate through use, useful words, phrases and idioms in addition to learning basic grammar. Students will further develop their knowledge of the contemporary Korean culture and language to enhance their ability to interact with speakers of the Korean language and deepen their critical understanding of Korea.

Both units will follow a similar structure. Students will work on assignments using both English and Korean language sources, according to whether they study Korean in their home college. Each assignment will include practical tasks such as conducting research on current affairs in Korea, expanding vocabularies and debating. The students will be asked to conduct a presentation based on their chosen assignment, which will form the basis of a group discussion. They will also be asked to prepare and submit a final essay. Students will be asked to present their progress report in English but will be encouraged to use Korean where appropriate. In order to further improve their understanding of the culture and the language, students will be also assessed in various forms on their writing and speaking skills in Korean.

Assessment

The identification of criteria within the achievement standards and assessment tasks types and weightings provide a common and agreed basis for the collection of evidence of student achievement.

Assessment Criteria (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers must use all these criteria to assess students' performance but are not required to use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Assessment Tasks elicit responses that demonstrate the degree to which students have achieved the goals of a unit based on the assessment criteria. The Common Curriculum Elements (CCE) is a guide to developing assessment tasks that promote a range of thinking skills (see Appendix C). It is highly desirable that assessment tasks engage students in demonstrating higher order thinking.

Rubrics are constructed for individual tasks, informing the assessment criteria relevant for a particular task and can be used to assess a continuum that indicates levels of student performance against each criterion.

Assessment Criteria

Students will be assessed on the degree to which they demonstrate:

- knowledge and understanding
- skills.

Assessment Task Types

Weightings	Knowledge and understanding	Skills
	<p>Students synthesise their key findings (knowledge, skills, and ideas) to produce an outcome.</p> <p>Suggested tasks include:</p> <ul style="list-style-type: none"> • written results, conclusions, recommendations, or question (e.g. an essay, a report, a booklet, or an article) • a product (e.g. an artefact, a manufactured article, or a work of art or literature) • a display or exhibition • a multimedia presentation or podcast 	<p>Students demonstrate their skills in a variety of ways.</p> <p>Suggested tasks include:</p> <ul style="list-style-type: none"> • viva voce • field work • event management • social intelligence (teamwork, collaboration, leadership) • reflection on the research process • decision making • project management (including time management/organisation) • journal (reflecting on the process of learning)
Weightings for T 1.0	10 - 60%	10 - 60%

Additional Assessment Information

- For a 1.0 unit, students must complete a minimum of three assessment tasks.

Achievement Standards

A Year 12 student in any unit is assessed using the Year 12 achievement standards. A Year 11 student in any unit is assessed using the Year 11 achievement standards. Year 12 achievement standards reflect higher expectations of student achievement compared to the Year 11 achievement standards. Years 11 and 12 achievement standards are differentiated by cognitive demand, the number of dimensions and the depth of inquiry.

An achievement standard cannot be used as a rubric for an individual assessment task. Assessment is the responsibility of the college. Student tasks may be assessed using rubrics or marking schemes devised by the college. A teacher may use the achievement standards to inform development of rubrics. The verbs used in achievement standards may be reflected in the rubric. In the context of combined Years 11 and 12 classes, it is best practice to have a distinct rubric for Years 11 and 12. These rubrics should be available for students prior to completion of an assessment task so that success criteria are clear.

Unit Achievement Standards for Integrated Learning - Year 11

	<i>A student who achieves an A/ High Distinction grade typically</i>	<i>A student who achieves a B/ Distinction grade typically</i>	<i>A student who achieves a C/ Credit grade typically</i>	<i>A student who achieves a D/ Pass grade typically</i>	<i>A student who achieves an E/N Fail grade typically</i>
Knowledge and understanding	<ul style="list-style-type: none"> critically analyses the purpose and types of inquiry critically analyses theories, models, researchers, ideas, issues, arguments and themes synthesis of knowledge, skills, and ideas to produce a creative and innovative resolution to the focus of the inquiry question evaluates information and analyses for similarities, differences, contradictions, connections and interconnections to inform decisions 	<ul style="list-style-type: none"> analyses the purpose and types of inquiry analyses theories, models, researchers, ideas, issues, arguments and themes analyses knowledge, skills, and ideas to produce a creative resolution to the focus of the inquiry question analyses information and explains similarities, differences, contradictions, connections and interconnections to inform decisions 	<ul style="list-style-type: none"> explains the purpose and types of inquiry explains theories, models, researchers, ideas, issues, arguments and themes explains knowledge, skills, and ideas to produce a resolution to the focus of the inquiry question explains information and describes similarities, differences, contradictions, connections and interconnections to inform decisions 	<ul style="list-style-type: none"> describes the purpose and types of inquiry describes theories, models, researchers, ideas, issues, arguments and themes describes information and ideas to produce a partial resolution to the focus of the inquiry question describes information and identifies similarities, differences to inform decisions 	<ul style="list-style-type: none"> identifies the purpose and types of inquiry identifies theories, models, researchers, ideas, issues, arguments and themes identifies ideas to produce a limited resolution to the focus of the inquiry question identifies similarities, differences in information with little or no link to decision making
Skills	<ul style="list-style-type: none"> plans and undertakes independent inquiries incorporating specific discipline knowledge and skills and evaluates information for reliability and usefulness communicates effectively understanding, reasoned conclusions, and new ideas and insights about the learning interest with accurate referencing evaluates, reflects on and responds to the inquiry process, own learning and progress in learning with insight demonstrates effective communication, interpersonal and intrapersonal skills in a range of contexts within the community 	<ul style="list-style-type: none"> plans and undertakes independent inquiries incorporating specific discipline knowledge and skills and analyses information for reliability and usefulness communicates cogently understanding, reasoned conclusions, and new ideas about the learning interest with accurate referencing analyses, reflects on and responds to the inquiry process and own learning and progress in learning with insight demonstrates constructive communication, interpersonal and intrapersonal skills in a range of contexts within the community 	<ul style="list-style-type: none"> plans and undertakes independent inquiries incorporating discipline knowledge and skills with some analysis of information for reliability and usefulness communicates competently understanding, conclusions, and new ideas about the learning interest with referencing explains the inquiry process and own learning and progress in learning with considered reflection demonstrates highly developed communication, interpersonal and intrapersonal skills in familiar contexts within the community 	<ul style="list-style-type: none"> plans and undertakes independent inquiries incorporating some discipline knowledge and skills with minimal analysis of information for reliability and usefulness communicates basic information reflecting minimal understanding of the learning interest, with some referencing describes the inquiry process and own learning and progress in learning with minimal reflection demonstrates minimal communication, interpersonal and intrapersonal skills in familiar contexts within the community 	<ul style="list-style-type: none"> plans and undertakes independent inquiries incorporating minimal discipline knowledge and skills with little or no analysis of information for reliability and usefulness communicates basic information reflecting little or no understanding of the learning interest identifies key features of the inquiry process with little or no reflection demonstrates little or no communication, interpersonal and intrapersonal skills in familiar contexts within the community

Unit Achievement Standards for Integrated Learning - Year 12

	<i>A student who achieves an A/ High Distinction grade typically</i>	<i>A student who achieves a B/ Distinction grade typically</i>	<i>A student who achieves a C/ Credit grade typically</i>	<i>A student who achieves a D/ Pass grade typically</i>	<i>A student who achieves an E/ N Fail grade typically</i>
Knowledge and understanding	<ul style="list-style-type: none"> critically analyses the purpose and types of inquiry including the skills, attitudes and ethical considerations required for research critically analyses theories, models, researchers, ideas, issues, arguments and themes including the role and structure of information synthesis of knowledge, skills, and ideas to produce a creative and innovative resolution to the focus of the inquiry evaluates information and analyses for similarities, differences, contradictions, connections and interconnections to inform decisions critically analyses different perspectives of various disciplines on the same topic 	<ul style="list-style-type: none"> analyses the purpose and types of inquiry including the skills, attitudes and ethical considerations required for research analyses theories, models, researchers, ideas, issues, arguments and themes including the role and structure of information analyses knowledge, skills, and ideas to produce a creative resolution to research question the focus of the inquiry analyses information and explains similarities, differences, contradictions, connections and interconnections to inform decisions analyses different perspectives of various disciplines on the same topic 	<ul style="list-style-type: none"> explains the purpose and types of inquiry including the skills, attitudes and ethical considerations required for research explains theories, models, researchers, ideas, issues, arguments and themes including the role and structure of information explains knowledge, skills, and ideas to produce a resolution to the focus of the inquiry explains information and describes similarities, differences, contradictions, connections and interconnections to inform decisions explains perspectives of various disciplines on the same topic 	<ul style="list-style-type: none"> describes the purpose and types of inquiry including with some consideration of skills, attitudes and ethical considerations required for research describes theories, models, researchers, ideas, issues, arguments and themes including the role and structure of information describes information and ideas to produce a partial resolution to the focus of the inquiry describes information and identifies similarities, differences to inform decisions describes perspectives of disciplines on the same topic 	<ul style="list-style-type: none"> identifies the purpose and types of inquiry with little or no consideration of skills, attitudes and ethical considerations required for research identifies theories, models, researchers, ideas, issues, arguments and themes including the role and structure of information identifies ideas to produce a limited resolution to the focus of the inquiry identifies similarities, differences in information with little or no link to decision making identifies limited or no perspectives on a topic
Skills	<ul style="list-style-type: none"> plans and undertakes independent inquiries incorporating specific discipline knowledge and skills and evaluates information for reliability and usefulness communicates effectively understanding, reasoned conclusions, and new ideas and insights about the learning interest with accurate referencing evaluates, reflects on and responds to the inquiry process, own learning and progress in learning with insight demonstrates effective communication, interpersonal and intrapersonal skills in a range of contexts within the community 	<ul style="list-style-type: none"> plans and undertakes independent inquiries incorporating specific discipline knowledge and skills and analyses information for reliability and usefulness communicates cogently understanding, reasoned conclusions, and new ideas about the learning interest with accurate referencing analyses, reflects on and responds to the inquiry process and own learning and progress in learning with insight demonstrates constructive communication, interpersonal and intrapersonal skills in a range of contexts within the community 	<ul style="list-style-type: none"> plans and undertakes independent inquiries incorporating discipline knowledge and skills with some analysis of information for reliability and usefulness communicates competently understanding, conclusions, and new ideas about the learning interest with referencing explains the inquiry process and own learning and progress in learning with considered reflection demonstrates highly developed communication, interpersonal and intrapersonal skills in familiar contexts within the community 	<ul style="list-style-type: none"> plans and undertakes independent inquiries incorporating some discipline knowledge and skills with minimal analysis of information for reliability and usefulness communicates basic information reflecting minimal understanding of the learning interest, with some referencing describes the inquiry process and own learning and progress in learning with minimal reflection demonstrates minimal communication, interpersonal and intrapersonal skills in familiar contexts within the community 	<ul style="list-style-type: none"> plans and undertakes independent inquiries incorporating minimal discipline knowledge and skills with little or no analysis of information for reliability and usefulness communicates basic information reflecting little or no understanding of the learning interest identifies key features of the inquiry process with little or no reflection demonstrates little or no communication, interpersonal and intrapersonal skills in familiar contexts within the community

Korean History and Language

Value: 1.0

Unit Description

This unit will discuss the history and contemporary culture of Korea. Situational role playing and other activities based on a range of topics outlined below will assist the students to learn basic language, or for students in Korean in their home college, consolidate their language skills and develop their cultural and communication skills in Korean. Students will also be given opportunities to choose an area of interest related to Korea and to prepare a presentation (in Korean and English) and a final essay (in English). This unit will allow students to explore areas of their own interest in relation to Korea and will also focus on the many changes in the Korean written and spoken language, including those that have taken place during the age of the mobile phone and Internet. Students will also have the opportunity to develop interpersonal skills further and better understand polite forms within the context of the Korean language.

Specific Unit Goals

This unit should enable students to:

- understand theories about Korean culture, society, language, and linguistics
- use research skills and knowledge of Korea in research
- communicate critically and creatively on issues in Korea.

Content Descriptions

All knowledge, understanding and skills below must be delivered:

Concepts and Ideas

- critically analyse major issues in Korean culture, society, language, and linguistics
- critically analyse diversity in the Korean language
- evaluate and apply research and inquiry skills.

Contexts

- evaluate how customs and traditions, including language, may vary within a culture, as well as between cultures, and across time
- critically analyse ways in which language shapes and embodies culture and identity in Korea
- critically analyse the effect of digital environments on Korean culture and language.

Communication

- demonstrate their Korean language skills
- demonstrate capacity in accessing Korean and English language sources in conducting research
- evaluate and apply communication strategies for pair and group work
- use appropriate texts and modes to communicate inquiry results, with appropriate referencing conventions.

Reflection

- evaluate decisions made in response to challenges and/or opportunities specific to the research and language learning processes used
- self-evaluate the quality of their own learning.

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 9-10

Contemporary Korea and Language

Value: 1.0

This unit will discuss particular aspects of Korean culture, and related vocabulary. This unit will focus on contemporary life, modern culture, and the economy, and will introduce, and consolidate through use, useful words, phrases and idioms in addition to learning basic grammar. Students will further develop their knowledge of the contemporary Korean culture and language to enhance their ability to interact with speakers of the Korean language and deepen their critical understanding of Korea.

Both units will follow a similar structure. Students will work on assignments using both English and Korean language sources, according to whether they study Korean in their home college. Each assignment will include practical tasks such as conducting research on current affairs in Korea, expanding vocabularies and debating. The students will be asked to conduct a presentation based on their chosen assignment, which will form the basis of a group discussion. They will also be asked to prepare and submit a final essay. Students will be asked to present their progress report in English but will be encouraged to use Korean where appropriate and reasonably expected according to their background. In order to further improve their understanding of the culture and the language, students will be also assessed in various forms on their writing and speaking skills in Korean.

Specific Unit Goals

This unit should enable students to:

- understand arguments about contemporary Korean politics and popular culture
- find and access source material for research in Korean politics and culture
- communicate critically and creatively on issues in Korea.

Content Descriptions

All knowledge, understanding and skills below must be delivered:

Concepts and Ideas

- critically analyse contemporary Korean politics and culture
- understand and apply principles of Korean grammar to beginning Korean language
- critically analyse Korean popular culture texts.

Contexts

- critically analyse ways in which language shapes and embodies culture and identity in Korea
- evaluate the perspectives and contexts of source material in conducting and reporting on research
- evaluate the relationship between culture, context and idiom, and use idiomatic Korean appropriately.

Communication

- consolidate Korean language skills
- demonstrate capacity in accessing Korean and English language sources in conducting research
- evaluate and apply communication strategies for pair and group work
- use appropriate texts and modes to communicate inquiry results, with appropriate referencing conventions.

Reflection

- evaluate decisions made in response to challenges and/or opportunities specific to the research and language learning processes used
- self-evaluate the quality of their own learning.

A guide to reading and implementing content descriptions

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A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to page 9-10.

Appendix A – Implementation Guidelines

Available course patterns

A standard 1.0 value unit is delivered over at least 55 hours. To be awarded a course, students must complete at least the minimum units over the whole minor, major, major/minor or double major course.

Course	Number of standard units to meet course requirements
Minor	Minimum of 2 units

Units in this course can be delivered in any order.

Co-requisite and prerequisites for the course or units within the course

The student should be undertaking English rich tertiary courses also.

Duplication of Content Rules

Students cannot be given credit towards the requirements for a Senior Secondary Certificate for a unit that significantly duplicates content in a unit studied in another course. The responsibility for preventing undesirable overlap of content studied by a student rests with the principal and the teacher delivering the course. Students will only be given credit for covering the content once.

Guidelines for Delivery

Program of Learning

A program of learning is what a school provides to implement the course for a subject. This meets the requirements for context, scope and sequence set out in the Board endorsed course. Students follow programs of learning in a college as part of their senior secondary studies. The detail, design and layout of a program of learning are a college decision.

The program of learning must be documented to show the planned learning activities and experiences that meet the needs of particular groups of students, taking into account their interests, prior knowledge, abilities and backgrounds. The program of learning is a record of the learning experiences that enable students to achieve the knowledge, understanding and skills of the content descriptions. There is no requirement to submit a program of learning to the OBSSS for approval. The Principal will need to sign off at the end of Year 12 that courses have been delivered as accredited.

Content Descriptions

Are all content descriptions of equal importance? No. It depends on the focus of study. Teachers can customise their program of learning to meet their own students' needs, adding additional content descriptions if desired or emphasising some over others. A teacher must balance student needs with their responsibility to teach all content descriptions. It is mandatory that teachers address all content descriptions and that students engage with all content descriptions.

Moderation

Moderation is a system designed and implemented to:

- provide comparability in the system of school-based assessment
- form the basis for valid and reliable assessment in senior secondary schools
- involve the ACT Board of Senior Secondary Studies and colleges in cooperation and partnership
- maintain the quality of school-based assessment and the credibility, validity and acceptability of Board certificates.

Moderation commences within individual colleges. Teachers develop assessment programs and instruments, apply assessment criteria, and allocate Unit Grades, according to the relevant Framework. Teachers within course teaching groups conduct consensus discussions to moderate marking or grading of individual assessment instruments and unit grade decisions.

The Moderation Model

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grades for all accredited courses, as well as statistical moderation of course scores, including small group procedures, for T courses.

Moderation by Structured, Consensus-based Peer Review

Review is a subcategory of moderation, comprising the review of standards and the validation of Unit Grades. In the review process, Unit Grades, determined for Year 11 and Year 12 student assessment portfolios that have been assessed in schools by teachers under accredited courses, are moderated by peer review against system wide criteria and standards. This is done by matching student performance with the criteria and standards outlined in the unit grade descriptors as stated in the Framework. Advice is then given to colleges to assist teachers with, and/or reassure them on, their judgments.

Preparation for Structured, Consensus-based Peer Review

Each year, teachers teaching a Year 11 class are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers teaching a Year 12 class should retain originals or copies of student work completed in Semester 1. Assessment and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept. Year 11 work from Semester 2 of the previous year is presented for review at Moderation Day 1 in March, and Year 12 work from Semester 1 is presented for review at Moderation Day 2 in August.

In the lead up to Moderation Day, a College Course Presentation (comprised of a document folder and a set of student portfolios) is prepared for each A, T and M course/units offered by the school and is sent into the Office of the Board of Senior Secondary Studies.

The College Course Presentation

The package of materials (College Course Presentation) presented by a college for review on moderation days in each course area will comprise the following:

- a folder containing supporting documentation as requested by the Office of the Board through memoranda to colleges
- a set of student portfolios containing marked and/or graded written and non-written assessment responses and completed criteria and standards feedback forms. Evidence of all assessment responses on which the unit grade decision has been made is to be included in the student review portfolios.

Specific requirements for subject areas and types of evidence to be presented for each Moderation Day will be outlined by the Board Secretariat through memoranda and Information Papers.

Visual evidence for judgements made about practical performances

(also refer to BSSS Website Guidelines)

It is a requirement that schools' judgements of standards to practical performances (A/T/M) be supported by visual evidence (still photos or video).

The photographic evidence submitted must be drawn from practical skills performed as part of the assessment process.

Teachers should consult the BSSS guidelines at:

http://www.bsss.act.edu.au/grade_moderation/moderation_information_for_teachers

for current information regarding all moderation requirements including subject specific and photographic evidence.

Appendix B – Course Developers

Name	College
Roald Maliangkay	College of Asia and the Pacific, ANU
Narah Lee	College of Asia and the Pacific, ANU
Joowhee Lee	College of Asia and the Pacific, ANU

Appendix C – Common Curriculum Elements

Common curriculum elements assist in the development of high-quality assessment tasks by encouraging breadth and depth and discrimination in levels of achievement.

Organisers	Elements	Examples
create, compose and apply	apply	ideas and procedures in unfamiliar situations, content and processes in non-routine settings
	compose	oral, written and multimodal texts, music, visual images, responses to complex topics, new outcomes
	represent	images, symbols or signs
	create	creative thinking to identify areas for change, growth and innovation, recognise opportunities, experiment to achieve innovative solutions, construct objects, imagine alternatives
	manipulate	images, text, data, points of view
analyse, synthesise and evaluate	justify	arguments, points of view, phenomena, choices
	hypothesise	statement/theory that can be tested by data
	extrapolate	trends, cause/effect, impact of a decision
	predict	data, trends, inferences
	evaluate	text, images, points of view, solutions, phenomenon, graphics
	test	validity of assumptions, ideas, procedures, strategies
	argue	trends, cause/effect, strengths and weaknesses
	reflect	on strengths and weaknesses
	synthesise	data and knowledge, points of view from several sources
	analyse	text, images, graphs, data, points of view
	examine	data, visual images, arguments, points of view
	investigate	issues, problems
organise, sequence and explain	sequence	text, data, relationships, arguments, patterns
	visualise	trends, futures, patterns, cause and effect
	compare/contrast	data, visual images, arguments, points of view
	discuss	issues, data, relationships, choices/options
	interpret	symbols, text, images, graphs
	explain	explicit/implicit assumptions, bias, themes/arguments, cause/effect, strengths/weaknesses
	translate	data, visual images, arguments, points of view
	assess	probabilities, choices/options
	select	main points, words, ideas in text
identify, summarise and plan	reproduce	information, data, words, images, graphics
	respond	data, visual images, arguments, points of view
	relate	events, processes, situations
	demonstrate	probabilities, choices/options
	describe	data, visual images, arguments, points of view
	plan	strategies, ideas in text, arguments
	classify	information, data, words, images
	identify	spatial relationships, patterns, interrelationships
	summarise	main points, words, ideas in text, review, draft and edit

Appendix D – Glossary of Verbs

Verbs	Definition
Analyse	Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences
Apply	Use, utilise or employ in a particular situation
Argue	Give reasons for or against something
Assess	Make a Judgement about the value of
Classify	Arrange into named categories in order to sort, group or identify
Compare	Estimate, measure or note how things are similar or dissimilar
Compose	The activity that occurs when students produce written, spoken, or visual texts
Contrast	Compare in such a way as to emphasise differences
Create	Bring into existence, to originate
Demonstrate	Give a practical exhibition an explanation
Describe	Give an account of characteristics or features
Discuss	Talk or write about a topic, taking into account different issues or ideas
Evaluate	Examine and judge the merit or significance of something
Examine	Determine the nature or condition of
Explain	Provide additional information that demonstrates understanding of reasoning and /or application
Extrapolate	Infer from what is known
Hypothesise	Put forward a supposition or conjecture to account for certain facts and used as a basis for further investigation by which it may be proved or disproved
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Planning, inquiry into and drawing conclusions about
Justify	Show how argument or conclusion is right or reasonable
Manipulate	Adapt or change
Plan	Strategize, develop a series of steps, processes
Predict	Suggest what might happen in the future or as a consequence of something
Reflect	The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience
Relate	Tell or report about happenings, events or circumstances
Represent	Use words, images, symbols or signs to convey meaning
Reproduce	Copy or make close imitation
Respond	React to a person or text
Select	Choose in preference to another or others
Sequence	Arrange in order
Summarise	Give a brief statement of the main points
Synthesise	Combine elements (information/ideas/components) into a coherent whole
Test	Examine qualities or abilities
Translate	Express in another language or form, or in simpler terms
Visualise	The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words

Appendix E – Glossary for ACT Senior Secondary Curriculum

Courses will detail what teachers are expected to teach and students are expected to learn for year 11 and 12. They will describe the knowledge, understanding and skills that students will be expected to develop for each learning area across the years of schooling.

Learning areas are broad areas of the curriculum, including English, mathematics, science, the arts, languages, health and physical education.

A **subject** is a discrete area of study that is part of a learning area. There may be one or more subjects in a single learning area.

Frameworks are system documents for Years 11 and 12 which provide the basis for the development and accreditation of any course within a designated learning area. In addition, frameworks provide a common basis for assessment, moderation and reporting of student outcomes in courses based on the framework.

The **course** sets out the requirements for the implementation of a subject. Key elements of a course include the rationale, goals, content descriptions, assessment, and achievement standards as designated by the framework.

BSSS courses will be organised into units. A unit is a distinct focus of study within a course. A standard 1.0 unit is delivered for a minimum of 55 hours generally over one semester.

Core units are foundational units that provide students with the breadth of the subject.

Additional units are avenues of learning that cannot be provided for within the four core 1.0 standard units by an adjustment to the program of learning.

A **negotiated study unit** makes provision for students, classes, groups or individuals to negotiate the program of learning based on the specific unit goals, content descriptions, assessment and achievement standards of the course.

An **elective** is a lens for demonstrating the content descriptions within a standard 1.0 unit.

A **lens** is a particular focus or viewpoint within a broader study.

Content descriptions refer to the subject-based knowledge, understanding and skills to be taught and learned.

A **program of learning** is what a college develops to implement the course for a subject and to ensure that the content descriptions are taught and learned.

Achievement standards provide an indication of typical performance at five different levels (corresponding to grades A to E) following completion of study of senior secondary course content for units in a subject.

ACT senior secondary system **curriculum** comprises all BSSS approved courses of study.

Appendix F – Language Information

Beginning Korean

Essential Understandings

1. How do Korean language and culture shape the way Koreans think and view the world?
2. What is the nature and impact of the invention of Hangeul, Korean Script?
3. How is the connection between oral and written text represented in Korean language?
4. How is the structure of subject-object-verb evidenced in Korean language?
5. How are ideas and opinions communicated and justified by Korean-speakers?
6. In what way do the Korean language and nonverbal language differentiate formal and informal relationships?
7. What is the nature of the honorific form in social interaction in Korean language?
8. How does the concept of formal and informal communication shape the social experience?
9. How has rapid economic change within Korea influenced Korean language?
10. In what ways have other languages enriched the Korean language?
11. How have Korean language and culture influenced other countries?

Beginning Korean Grammar

Grammatical Items	Formation or example(s)	In phrases or sentences
Text forms		
Polite Informal Form (PIF)	-요	가요 먹어요?
Formal Form	입니다 습니다	입니까? 습니까?
Informal Casual Form (Banmal)	Drop '요' from PIF	가, 먹어 / 가? 먹어?
Particles and Suffixes		
Topic particles	N+는 (V) N+은 (C)	순이는 상훈은
Subject particles	N+가 (V) N+이 (C)	미나가 준영이
Object particles	N+를 (V) N+을 (C)	나는 드라마를 좋아해요 나는 운동을 싫어해요
Locative particle	에	슈퍼마켓에
Grammatical Items	Formation or example(s)	In phrases or sentences
Particle indicating place	에서	수영장에서 수영해요

Particle indicating time	에	오전에
Particles indicating direction	로/으로	호텔로 가요 왼쪽으로/오른쪽으로
Particle indicating instrument	로	버스로 연필로
Particles indicating start and end point	-부터 ~까지 -에서 ~까지	1시부터 2시까지 캠버라에서 서울까지
Particle conveying inclusiveness	도	나도 가고 싶어요
Delimiters only Each, every, all	만 마다	학생들만 들어오세요 날마다 수영해요
Particle indicating purpose or goal	VST+(으)러	사러 먹으러
Dative particles	에게/한테 에게서/ 한테서	김 선생님에게/한테 강아지한테 과자를 주었어요 친구에게서/한테서 선물을 받았어요
Possessive particles	의	피터의 아들 순영이의 가방
Linking particles (and/with) (or)	와/과 하고 (이)랑 (이)나	어머니와 아버지, 선생님과 학생 미술하고 음악 친구랑 같이 갔어요 어머니나 아버지, 선생님이나 학생

Grammatical Items	Formation or example(s)	In phrases or sentences
Adjectival suffix	VST +ㄴ (V) VST +은 (C) VST +는 (C)	조용한 (조용하+ㄴ) 좋은 (좋+은) 재미있는 (재미있+는)
Adverbial suffix	VST +게	바쁘게 (바쁘+게)
Comparative suffix (than)	보다	우리 형은 나보다 키가 커요
Honorific suffix	(으)시	우리 학교에 오셔서 반가워요 (셔=시+어) 어서 오십시오
Numerals		
Cardinal numbers (Pure Korean)	하나(한), 둘(두), (세), 넷(네), 다섯, 여섯, 일곱, 여덟, 아홉, 열스물(스무), 서른, 마흔, 쉰, 예순, 일흔, 여든, 아흔	우리 형은 스물 한살이에요
Cardinal numbers (Sino Korean)	공, 일, 이, 삼, 사, 오, 육, 칠, 팔, 구, 십, 백, 만	전화번호는 9021 3547(구공이일 삼오사칠) 이에요
Ordinal numbers	첫 번째(첫째), 두 번째(둘째), 세 번째(셋째)	첫 번째 사거리에서 오른쪽으로 가세요
Nouns		
Free nouns -independent nouns	학생, 옷, 가방, 하늘, 대한민국	
Special use of nouns -approximate time, when	ㄹ 때	이 사진은 내가 두 살 때예요
-counting numbers	-에 -번	하루에 한 번
-afterwards, later on -before	후 전	밥을 먹은 후에 밥을 먹기 전에

Grammatical Items	Formation or example(s)	In phrases or sentences
Bound nouns - dependant nouns	-것 -수 -적 -줄 -동안	노래하는 것을 좋아해요 수영할 수 있어요/없어요 만난 적이 없어요/있어요 할 줄 알아요? / 몰라요. 방학 동안에 책을 많이 읽었어요
Suffixes after nouns	님 들 썸 짜리	선생님, 사람들, 한시썸, 100원 짜리
Pronouns		
Personal pronouns	나/저, 우리/저희, 내/제 너, 너희, 이 사람/이분, 저 사람/저분 누/누구	내 이름은 김 은영이에요. 이분은 우리 어머니세요.
Demonstrative pronouns	이것, 그것, 저것 여기, 거기, 저기 이곳, 저곳 아무 것, 아무데	이것은 뭐예요? 여기는 내가 운동하는 곳이에요. 이곳은 도서관이에요 아무 것도 없어요
Interrogative pronouns	누구 어디 얼마 무엇/뭐/ 뭘 왜 언제 어떤 무슨 몇	누구세요? 어디에 가요? 얼마예요 뭘 좋아해요? 왜요? 언제예요? 어떤 사람이 그렇게 말해요? 무슨 색이에요? 학생이 몇 명이에요?

Grammatical Items	Formation or example(s)	In phrases or sentences
Adverbs		
Adverbs of time	어제, 오늘, 내일, 모레 지금, 이제, 일찍, 요즘	어제 뭘 했어요? 지금 가야겠어요.
Adverbs of frequency	언제나/항상, 자주, 가끔, 다시, 또	피터는 나한테 자주 전화해요
Adverbs of degree	아주, 보통, 너무, 별로, 전혀	피터는 노래를 아주 잘 불러요. 별로 할 일이 없어요
Adverbs indicating duration	얼마나 (오래)	얼마나 걸려요?
Adverbs that connect nouns and noun phrases	N+와 함께 (V) N+과 함께 (C)	내 친구와 함께 우리 부모님과 함께
Common adverbs	모두, 같이, 조금, 많이	나는 한국 드라마를 많이 봤어요.
Negative adverbs	안 못	학교에 안 가요. 학교에 못 가요.
Superlative form	제일	시드니는 제일 아름다운 도시예요.
Connectives		
Indicating equal status	그리고	이 방은 커요. 그리고 밝아요.
Providing an explanation for the previous sentence or clause	그러면	배가 고파요? 그러면 밥을 먹으세요.
Indicating the opposite in meaning or a contrast	그러나/ 그렇지만/하지만 /그런데	오빠는 운동을 잘 해요. 그렇지만 나는 운동을 잘 못해요. 그런데 노래는 잘해요
Indicating reason	그래서 /그러니까	내일은 내 생일이예요. 그래서 경희를 내 생일 파티에 초대하고 싶어요. 그러니까 경희를 내 생일 파티에 초대합시다.
Indicating cause	왜냐하면	창문을 닫으세요. 왜냐하면, 오늘은 날씨가 선선해요

Grammatical Items	Formation or example(s)	In phrases or sentences
Adverbs		
Prepositions		
Simple prepositions	중에서	한국 음식 중에서 제일 맛있는 음식이 뭐예요?
	앞에/뒤에/옆에/안에/ 밖에/건너편에/위에/ 아래에/사이에/ 오른쪽에/왼쪽에	우리 집은 학교 건너편에 있어요
Classifiers		
Using Sino-Korean numerals	년/월/일,	이천이십년 삼월 십칠일(17/03/2020)
	학년, 그램/미터/리터	십일 학년, 십오 그램
	원, 달러/불	오천 원
	분(minute(s))	이십 분
Using Pure-Korean numerals	개, 마리, 컵, 병, 명, 분(person(s)), 살, 시/시간	한 개 세 마리
Serving for [number] people	인분	불고기 삼인분
Honorific Expressions		
Honorific: Polite request/ suggestion /command	VST -(으)시 + 어요, 세요	어머니가 캔버라에 가세요 여기 앉으세요 비빔밥 주세요
Lexical honorifics	성함, 생신, 말씀, 연세, 댁 주무시다, 계시다	성함이 어떻게 되세요?
Humbleness	저, 저희 드리다	할머니께 선물을 드려요