Korean

Syllabus for the Senior External Examination

2008 (amended 2012)
Collaborative Curriculum and Assessment Framework for Languages (CCAFL)

Korean Syllabus for the Senior External Examination

To be used for the first time in the 2009 Senior External Examination in Korean.

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1. Rationale

The study of languages is an integral part of a general education, and the importance of knowing additional languages is recognised in *The Adelaide Declaration on National Goals for Schooling in the 21st Century* (1999) and the *National Statement for Languages Education in Australian Schools: National Plan for Languages Education in Australian Schools 2005–2008*.

Learning additional languages widens horizons, broadens cognitive and cultural experience, develops communicative and intercultural competence and opens up new perspectives for learners, as well as for their own language and cultural practices. Learning another language extends, diversifies and enriches learners’ cognitive, social and linguistic development.

Information and communication technologies (ICTs), trade and commerce have brought Australians into closer relationships and more frequent interactions with people of other cultures, countries and communities. In such an environment, learning another language takes on a sense of necessity and urgency. Language can be practised and used effectively in a domestic context. Cultural diversity within the borders of states is common in the modern world. Australia needs to continue its commitment to maintaining a pluralistic society where languages are valued.

Learning another language involves communicating in a way that is appropriate to the sociocultural context in which the language is used. It involves using language to comprehend and convey meaning. Learning languages contributes to and enriches candidates’ intellectual, educational, linguistic, personal, social and cultural development. It requires and improves intellectual discipline and systematic study habits. These habits are characterised by effective planning and organisation, incorporating processes of self-management and self-monitoring.

Because candidates need to reorganise their thinking to accommodate the structure of another language, they develop cognitive flexibility and problem-solving ability which can be applied when problems and solutions are not evident, as well as when critical thinking and creative approaches are required. As a result of candidates’ increased awareness of the ways in which relationships are expressed in language, they develop clear thinking and clarity of expression. Language study gives insights into the nature, purposes and styles of language and promotes a greater sensitivity to and understanding of languages in general, including English. Literacy skills acquired in another language enhance skills in one’s first language.

Why study Korean?

For Australia, the countries of the Asian region are of critical importance. They are our closest neighbours and major trading partners. They represent the cultural heritage of a growing number of Australians, and their rich traditional and contemporary cultures provide opportunities for our social, creative and intellectual development. (*National Statement for Engaging Young Australians with Asia in Australian Schools*, 2006. See Resources section for web details.)

To enable candidates to engage with Asia, the ability to communicate in one or more Asian languages is seen as a necessary skill. The national policy statement also identifies the ability to interact effectively and confidently with Asian people within and outside Australia, as a goal for the end of young people’s schooling.

Korean is a valuable language for Australians to learn.
It is the official language of North Korea and South Korea, spoken by more than 75 million people. There are substantial Korean-speaking communities in China, USA, Japan, Russia and Australia.

Korea has a rich and distinct culture which can be traced back 5000 years. Derived from Confucianism and Buddhism, Korean culture is manifested in the style of housing, architecture, costumes and beliefs. There is a strong tradition of art, literature and music which has been enthusiastically preserved and passed on from generation to generation. Korea has a significant presence in the international arena, as is evident in the staging of economic, cultural and sporting events.

Korea has emerged as one of Australia’s major trading partners; Australia ranks Korea as its fourth largest trading partner overall and Korea is ranked third in export destinations for Australian goods. Korea’s major industries include manufacturing (telecommunications equipment, passenger vehicles and electronics). South Korea is the eighth largest economy in the world and a major buyer of Australian primary goods (petroleum, coal, gold etc.) as well as services. Korean is, therefore, an important trade and diplomatic language.

Given Australia’s strong ties within the Asia-Pacific region, Korean has an important place in the curriculum offering of Queensland schools as it is one of the priority languages of the Asian region to be taught in Australian schools. Knowledge of Korean will equip candidates with the language skills necessary for involvement in the ever-increasing economic activities between Korea and Australia. It can provide valuable career opportunities in fields such as journalism, media, business management, marketing, e-commerce, information technology, corporate law, education, research, health care, tourism, diplomacy, foreign affairs and trade, banking, defence, international law, translating, and interpreting.

Australia has a significant Korean community. It hosts frequent candidate and business exchanges and is experiencing growth in the number of tourists coming into Australia from Korea. In addition, Queensland candidates have many opportunities to meet Korean-speaking people at school and in the general community. Australia has become a popular holiday destination for Korean tourists and is also attracting a large number of Korean candidates wishing to study here.

Korean is not closely related to any other language, although it is thought there may be a distant genetic kinship to Japanese. Korean was written with Chinese characters to represent, in various ways, Korean meanings and sounds as early as the 12th century. A unique phonetic script, Han-gul, was invented in 1443.

Korea’s unique alphabet (Han-gul) is phonemic like English. It represents syllables by arranging simple symbols for each phoneme into a square form like that of a Chinese character. The Korean alphabet has 24 letters and its use of simple forms enables candidates to master the written script quickly.

The language

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

Candidates 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
- Hangul script only.
Description of the target group

This syllabus is intended for candidates who wish to study Korean as an additional language and who have studied the language for a continuous period at junior secondary level in Australia or in a similar environment. Other candidates with less formal language learning experience may also be able to meet the requirements of the syllabus successfully.
2. Global aims

By studying Senior Korean, candidates should:

• enhance their capacity to communicate and interact effectively within and across languages and cultures
• appreciate the interrelationship of language and culture and the importance of intercultural competence
• extend their awareness and understanding of the nature of language through analysing the linguistic systems of Korean
• acquire language-learning strategies that can be applied in other studies
• recognise and appreciate the cultural, linguistic and racial diversity within Australia and globally
• increase the awareness and appreciation of their own language and culture as a result of learning about an additional language and culture
• understand the role of technology in enhancing communication
• expand their post-school options and meet the growing needs of business and industry for language skills and intercultural understanding.
3. General objectives

The primary object of the subject is that candidates should be able to communicate in Korean. Communication in Years 11 and 12 is 
receptive, involving listening and reading, as well as productive, involving speaking and writing.

While language is experienced and developed through the macroskills — Listening, Reading, Speaking and Writing — which often occur concurrently, proficiency in each of the macroskills may not evolve at exactly the same rate. Thus, the objectives are stated in terms of the macroskills, and each will be assessed separately. The four macroskills should be developed interdependently, integrating the themes and topics, functions, grammar and cultural understandings in the syllabus.

Comprehension (receptive communication)

These objectives are expressed in terms of Listening and Reading.

**Listening**

By the end of the study, candidates should:
- know and understand familiar and complex spoken language
- reason and respond to speakers’ attitudes, purposes, intentions and cultural meanings.

**Reading**

By the end of the study, candidates should:
- know and understand familiar and complex written language
- reason and respond to writers’ perspectives, purposes, intentions and cultural meanings.

Conveying meaning (productive communication)

These objectives are expressed in terms of Speaking and Writing.

**Speaking**

By the end of the study, candidates should:
- know and use features of the Korean language
- create spoken language in Korean and respond in situations relevant to their communication needs.

**Writing**

By the end of the study, candidates should:
- know and use features of the Korean language
- create written Korean language and respond in a manner suitable for the setting, audience and text type.
Attitudes and values

By the end of the study, candidates should:

- understand that learning a language is a continuous process through life
- willingly interact with others in Korean
- understand that attitudes and values, their own and those of others, are embedded in culture
- develop a view of the world shaped by intercultural understanding
- understand that language and culture are interdependent.
4. Perspectives on language teaching and learning

The basic principle underlying the study of Korean in the senior phase of learning is learning in communicative contexts. Communication encompasses the exchange and negotiation of meaning between individuals through the use of verbal and nonverbal symbols in aural, oral, visual and written modes. It involves receptive and productive processes through the application of language learning to new situations.

Language competency is acquired at varying rates and depends on a variety of factors including: exposure to the language, range and quality of learning experiences and continuity of studies. Language develops progressively as candidates endeavour to communicate with increasing precision and detail. Their language becomes more complex in form and more varied in vocabulary.

The *Australian Language Levels Guidelines* (Curriculum Development Centre 1988; see Resources section) states that candidates learn a language best when:
- they are treated as individuals with their own needs and interests
- they are provided with opportunities to participate in communicative use of the target language in a wide range of activities
- they are exposed to communicative data that are comprehensible and relevant to their own needs and interests
- they focus deliberately on various language forms, skills, and strategies in order to support the process of language acquisition
- they are exposed to sociocultural data and direct experience of the culture(s) embedded within the language that they are learning
- they become aware of the role and nature of language and of culture
- they are provided with appropriate feedback about their progress
- they are provided with opportunities to manage their own learning.

*The National Statement for Languages Education in Australian Schools: National Plan for Languages Education in Australian Schools 2005–2008* (see Resources section) states that learning languages:
- enriches learners intellectually, educationally and culturally
- enables learners to communicate across cultures
- contributes to social cohesiveness through better communication and understanding
- further develops the existing linguistic and cultural resources in the community
- contributes to Australia’s strategic, economic and international development
- enhances employment and career prospects for the individual.

To communicate effectively, candidates should:
- be aware of the sociocultural context in which they are operating
- have an understanding of the linguistic features of the language being used
• become familiar with strategies used to understand and use language
• develop intercultural understanding.

**Sociocultural context**

Knowledge of the sociocultural context is important to ensure effective communication. Members of cultural communities make individual and collective meaning of experience, and represent their understandings, values and attitudes through language.

Through exposure to authentic materials and realistic situations and, ideally, through personal contact with Korean-speaking people, candidates will gain an appreciation of how speakers of Korean engage with the world.

**Linguistic aspects**

To communicate effectively, candidates need knowledge and understanding of language features, including grammar, vocabulary and cohesive devices. Candidates are introduced to language structures through the study of various functions in a variety of settings.

The order in which language functions are taught will depend on the teachers’ perception of the candidates’ communicative needs, and on the complexity of the language structures required to express them.

**Communication strategies**

The communication skills that people learn in their first language are often employed when learning another language; for example strategies for replacing an unknown word with another word or phrase that will make the meaning clear. Such strategies need to be modelled and candidates should be expected to use them in realistic and lifelike situations.

**Intercultural understanding**

Intercultural understanding refers to the ability to view the world, not from the single perspective of one’s own first language and culture, but from the multiple perspectives gained through the study of additional languages and cultures. As a result, candidates should be able to develop better understandings of their place in the world and that of others, which in turn contributes to social cohesiveness (*National Statement for Languages Education in Australian Schools: National Plan for Languages Education in Australian Schools 2005–2008*).

Intercultural language learning requires that candidates adopt an inquiring state of mind, notice and question assumptions and reorient themselves in relation to others. Language cannot be separated from its social and cultural contexts; it involves the integration of language, culture and learning and helps learners to know and understand the world around them, and to understand commonality and difference, global connections and patterns.

The study should enable candidates to engage in various intercultural contexts. The cultural aspects of learning should encompass the variety of people and lifestyles within a culture. Candidates should be aware of the differences that exist within cultures as well as the common features that permeate them. They should also realise that stereotypes may not reflect reality.
5. Macroskills

Language learning focuses on the use of the four macroskills. They are developed independently (speaking is developed by speaking, reading by reading etc.) and interdependently (one skill supports development in others). The greatest transfer of learning is from comprehension, involving listening and reading, to conveying meaning, involving speaking and writing.

A broadly concurrent approach should be adopted. At times one skill might be highlighted and developed, but in general, and over the length of the study, all the skills should be treated equally.

Candidates should be encouraged to use Korean text types and modes of communication, reflecting Korean culture. This includes the use of various forms of technology for communicative purposes.

A variety of tasks, which include inquiry and/or problem-solving, promotes the progressive development of the four macroskills.

5.1 Listening

Listening involves comprehending meaning in a range of situations and text types.

Candidates should be encouraged to develop strategies that are appropriate for the task. This may include the use of analysis and inductive reasoning to help comprehension, or listening for gist or specific details. Candidates should be able to actively take part in conversation.

Candidates should be guided gradually to think beyond the meaning of the immediate phrase or sentence and process sections of texts; they should consider cultural aspects of the communication, the speaker’s attitude to the topic, the situation or context, and the audience. Meaning may be enhanced by tone of voice, gesture or other visual means.

Candidates should be exposed to a range of Korean speakers (male and female, young and old). The speed of utterances should be gradually increased and the predictability of meaning reduced.

In one-to-one situations and in groups, candidates should be able to follow, respond appropriately, and interact effectively with a background speaker or speakers.

5.2 Reading

Reading involves comprehending meaning in a range of situations and text types.

Candidates should be encouraged to develop strategies that are appropriate for the task. This may include the use of analysis and inductive reasoning to assist in comprehension or reading for gist or specific details.

Candidates should be guided to consider the meaning of the immediate word, phrase or sentence in the context of the entire text; they should consider cultural aspects of the communication, the writer’s attitude to the topic, the situation or context, and the audience. Meaning may be enhanced by visual means or other specific Korean conventions.
Candidates should be exposed to a range of Korean text types, with a gradual increase in the level of difficulty and reduction in the predictability of the meaning. There should be variety in handwritten and printed fonts/characters.

5.3 Speaking

Speaking involves conveying meaning in a range of situations and text types.
Candidates communicate with others to negotiate meaning and should progress from using rehearsed language to the spontaneous use of familiar language.
Candidates should be encouraged to express their own ideas and opinions on topics of relevance to them. The focus of speaking is successful communication, which includes the use of appropriate language features and functions, non-verbal devices and cultural practices.
The development of features such as pronunciation, stress, intonation, range of vocabulary and idiom can be assisted by exposure to good models. Taking acceptable risks in speaking is part of the learning process. As a result, candidates’ confidence and control over their use of language may increase.

5.4 Writing

Writing involves conveying meaning in a range of situations and text types.
Candidates write to express information, ideas and opinions on topics of relevance to them. They should consider the audience and adopt a suitable style and tone.
They should be exposed to various Korean written conventions and be provided with opportunities to practise realistic written text types such as forms, letters, reports, articles, emails, notes, stories and cartoons. Writing tasks involve the flexible and original use of familiar language.
Practising grammatical structures in meaningful communicative contexts and in exercises that manipulate structures is necessary to develop proficiency.
By the end of the study candidates are expected, in some contexts, to write 350–400 cha of connected prose. The nature of the task should determine the length for any particular piece of writing. Such tasks should also allow the candidate to demonstrate the development of a range of ideas using a variety of structures.

5.4.1 Korean script

The use of Korean script (Han-gûl) is mandatory. The candidate should be expected to write in reasonable form, shape and proportion. Correct punctuation and accurate spacing should be observed.
Chinese characters (Han-ja) may be used as a teaching tool but will not be assessed. Teachers may choose to expose candidates to Han-ja when appropriate to the topic. The minimum standards for reading and writing skills do not assume any knowledge of Han-ja.
6. Organisation

6.1 Time allocation

For teaching centres preparing candidates for the interstate assessed examination the recommended number of hours for tuition in the subject based on this syllabus is an equivalent of four semester units.

Time allocation depends on the method of study. Candidates who elect to study without systematic tuition must organise their time according to syllabus requirements and individual circumstances.

6.2 Requirements

The following elements should be included:

- cultural context
- settings
- themes, topics and subtopics
- language functions
- language features
- text types.

Candidates should have opportunities to develop sufficient competency in Korean to use it in a variety of ways to achieve the communicative objectives.

Communication takes place in a cultural context that is dependent on specific cultural activities and text types. Within this context, there are settings that reflect more particular social contexts or situations, which in turn suggest the themes, topics and subtopics. In order to express and interpret factual and personal meanings within a topic, the intention or purpose (i.e. the function of language) needs to be taken into account. To express these meanings in connected discourse, the resources of the language system are called upon. These consist of grammar, vocabulary, cohesive devices and the sound and writing systems.

6.2.1 Cultural context

Language and culture are inextricably linked and references to culture in a language program must reflect this connection. Learners should view the world from multiple perspectives gained through study of second and subsequent languages and cultures. Aspects of Korean history, geography, literature, arts and especially characteristics of the everyday life of the Korean-speaking peoples should be integrated into the themes and topics selected for language learning. In this way, candidates should develop a cultural understanding of the Korean-speaking peoples, and, through this, develop an empathetic attitude to the world around them, and to commonality and difference.
6.2.2 Settings

Language use in a situation or social context involves both a setting and one or more topics. As far as possible, settings and situations should be related to the candidates’ interests. Within the settings, the social roles of the speakers (friend–friend, customer–attendant, adult–child) must be taken into account. The mode and medium of communication (for example, face-to-face, telephone conversation, letter, electronic communication, or print) must also be considered.

Settings can be defined as the location and circumstances for purposeful language use, for example a railway station at rush hour.

It is important that the settings chosen stimulate candidates’ interest in language learning and provide authentic opportunities for language use. These include:

- an Australian context in which they can discuss aspects of Australia and their own experiences, opinions and aspirations with someone who speaks Korean
- an overseas context where they can participate in the everyday life of a Korean-speaking community.

6.2.3 Themes, topics and subtopics

The study is organised around three prescribed themes, and a number of prescribed topics and suggested subtopics. These themes have been selected to enable candidates to extend their understanding of the interdependence of language, culture, and identity. All themes and topics must be covered, with at least one topic being studied in depth (see Section 6.2.4). Themes may be studied in any order.

The three prescribed themes are:

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

The theme “The individual” enables candidates to explore aspects of their personal world, for example sense of self, aspirations, personal values, opinions, ideas, and relationships with others. This theme also enables candidates to study topics from the perspectives of other people.

The theme “The Korean-speaking communities” explores topics from the perspectives of groups within those communities or the communities as a whole, and encourages candidates to reflect on their own and other cultures.

The theme “The changing world” enables candidates to explore change as it affects aspects of the world of work and other topics such as technology, trade and tourism, and social issues.

These three themes have a number of prescribed topics and suggested subtopics. The placement of topics under one or more of the three themes is intended to provide a particular perspective or perspectives on each of the topics. The suggested subtopics expand on the topics and provide guidance to candidates and teachers on how the topics may be treated.

The topics are sufficiently broad to allow flexibility, but specific enough to be of practical assistance to candidates and teachers. Not all topics will require the same amount of study time.

It is expected that candidates will study a range of oral and written texts in the language in their treatment of themes, topics, and subtopics. Depending upon the purpose of the assessment task(s) set, it may also be appropriate to select texts in English. Similarly, the language that candidates use to respond to a text may be either the language they are studying or English, as appropriate.
Topics should be chosen for reasons of interest, enjoyment and relevance rather than for their specific contribution to linguistic progression. Sequencing of topics should be coherent to ensure linguistic consolidation is achieved.

The length of time and depth of treatment for each topic will depend on a number of factors, including:

- the degree of familiarity that the candidate has with topics studied previously
- the needs and interests of the candidate
- the nature of the language itself
- the linguistic and conceptual complexity of the texts selected for study
- the linguistic and sociocultural distance between the topic and the candidate’s own world and experience
- access to resources.

### Table 1: Themes, topics and subtopics

<table>
<thead>
<tr>
<th>Theme 1</th>
<th>The individual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topics and subtopics</strong></td>
<td></td>
</tr>
<tr>
<td>• Personal identity</td>
<td>For example, interests, hobbies, health, family and friends, relationships, pressures and influences</td>
</tr>
<tr>
<td>• Education and aspirations</td>
<td>For example, school life in Australia and Korea, student exchanges, future aspirations and pathways, social status and education, overseas study</td>
</tr>
<tr>
<td>• Everyday life and activities</td>
<td>For example, holidays and travel experiences, food, fitness, leisure, sports, physical and mental wellbeing, self-expression</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Theme 2</th>
<th>The Korean-speaking communities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topics and subtopics</strong></td>
<td></td>
</tr>
<tr>
<td>• People and places</td>
<td>For example, traditions and festivals, public holidays, family celebrations, tourist sites, transport, accommodation/home visits, restaurants</td>
</tr>
<tr>
<td>• Past and present lifestyles</td>
<td>For example, lifestyles, historical influences on lifestyles, politics, reasons for migration, migrant experiences</td>
</tr>
<tr>
<td>• Arts and entertainment</td>
<td>For example, media, music and songs, movements in art, writers and literature, film and theatre</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Theme 3</th>
<th>The changing world</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topics and subtopics</strong></td>
<td></td>
</tr>
<tr>
<td>• Social issues</td>
<td>For example, youth issues, the changing role of men and women, equality, popular culture, the environment</td>
</tr>
<tr>
<td>• The world of work</td>
<td>For example, job prospects and careers, the business world, vocational pathways, tradition and innovation in the workplace, unemployment, technology, globalisation and its repercussions</td>
</tr>
<tr>
<td>• Tourism</td>
<td>For example, the growth of tourism, Korea as a tourist destination, development of ecotourism</td>
</tr>
</tbody>
</table>
Notes

1. Teachers have the flexibility to use these topics and subtopics as the focus of discussion or to prepare candidates for direct experience in these areas.

2. Teachers may select subtopics not specified in Table 1.

6.2.4 Detailed study

Candidates are required to undertake a detailed study. This enables them to extend their understanding of an aspect or aspects of a topic associated with “The Korean-speaking communities” theme. The detailed study should be based on a subtopic related to one or more of the prescribed topics listed in Table 1. It may be selected from any of the subtopics suggested for study in Table 2, or may range across the prescribed themes and topics.

The subject of the detailed study will be the focus of the discussion section of the external oral examination. Details of the discussion are under Section 8.1.2 Oral examination.

The detailed study should enable candidates to explore and compare aspects of the language and culture of the Korean-speaking community through a range of oral and written texts related to the selected subtopic. This will allow candidates to develop knowledge and understanding of, for example, historical issues, aspects of contemporary society or the literacy or artistic heritage of the community. The texts which form the basis of this study might include films, short stories, newspaper articles, electronic texts, documentaries, music, painting and oral histories. The length of texts will vary depending on the type of texts, its density and level of complexity. To allow candidates to explore their subtopic in sufficient depth, 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.

Note: Candidates are expected to make reference to texts studied.

Teachers may either choose the subject of the detailed study, and the associated texts or support materials that the class will study, or allow each candidate to choose his or her own subject, and give advice and assistance in selecting and analysing appropriate texts. Some subjects may enable candidates to make comparisons between their learning and their personal experience.

The following topics and subtopics have been broken down to include suggested areas that might form the focus of a detailed study. Candidates 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.
Table 2: Suggested subtopics for detailed study

Theme: The individual

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

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

Topic: Everyday life and activities
Possible subtopics for detailed study:
- Language, culture and passions: their interrelated role in Korean society.
- Good manners in Korea.

Theme: The Korean-speaking communities

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

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

Possible subtopics for detailed study:

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

**Theme: The changing world**

**Topic: Social issues**

Possible subtopics for detailed study:

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

**Topic: Tourism**

Possible subtopics for detailed study:

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

**Topic: World of work**

Possible subtopics for detailed study:

- Balancing work and leisure.
- From apprentice to artist in traditional Korea.
- Part-time jobs and the changing workforce.
- Career and social status in Korea and issues of social mobility.
- The changing roles of men and women at work.
- The effects of twenty-first century life on the daily monastic life of a Korean monk or nun.

The texts that form the basis of the detailed study will depend on the availability of appropriate resources. These could include, for example, guest speakers, newspaper articles, websites, documentaries, films, short stories, songs, and oral histories, either in their original form or adapted for language learning. Texts used may also be subtitled, or produced in English, if appropriate. It is expected that at least three different texts relating to the subject of the detailed study will be selected for analysis, so that candidates are able to explore their subject in sufficient depth. At least two of the texts should be in Korean.
It is suggested that candidates collate evidence of their preparation for the detailed study. Such evidence may include:

- a list of words, phrases or expressions
- a written plan or cue cards for the oral presentation (in Korean or English)
- a draft of the response in Korean
- a draft of the response in English
- personal notes, paragraphs, or short summaries relating to the text in the candidate’s own words
- charts, maps, diagrams, pictures as appropriate
- a bibliography or references.

6.2.5 Language functions

Language functions are purposes for which language is used. The functions that candidates should be able to use by the end of the study are listed below in four groups.

The order in which functions are treated will depend on teachers’ perception of the candidates’ communicative needs, and on the complexity of the language structures required to express them. In general, teachers should emphasise high-frequency forms of the language. No rigid progression is recommended.

Functions can be developed to differing extents. Some may be achieved through set expressions and others are more open ended. Many functions will be revisited in the teaching program and at increasing levels of complexity. The order of the functions listed below does not indicate any suggested progression or degree of emphasis.

Socialising

- greeting | 안녕하세요, 처음 뵐겠습니다, 오래간만입니다, 안녕히 가세요.
- introducing people | 제 이름은 김대현입니다, 존이라고 합니다, 만나서 반갑습니다, 이분은 김선생님이십니다.
- leave-taking | 그럼 이만, 안녕히 계세요, 안녕히 가세요.
- attracting attention | 실례합니다, 여보세요.

Imparting and seeking factual information

- identifying/asking out | 누구예요, 무엇이에요, 어때요
  - people/things | 우리 선생님, 저기 키가 큰 사람이 철수예요.
  - problems | 왜 그러세요, 무슨 일이에요.
  - understanding/misunderstanding | 알겠습니다, 몰랐습니다.
- asking about/describing
  - people/things | 누구세요, 저희 어머니예요, 무엇이에요, 제 필통이에요.
  - places | 부산이 어디에 있어요, 남쪽에 있어요, 어디에 있어요, 위에 있어요.
  - manner | 성격이 어때요, 명랑하고, 참 착해요.
  - activities/events/situation (past, present, future)
    - 무엇을 해요, 공부해요, 방학동안에 무엇을 했어요, 호주에 다녀왔어요, 무엇을 할 거예요, 바다에 갈 거예요.
    - times | 몇 시예요, 열두 시예요, 언제 공부해요, 수요일에 공부해요.
    - physical features (colour, dimensions, number)
      - 무슨 색깔이에요, 검은 색이에요, 얼마나 커요, 168센치예요, 몇 명 있어요, 다섯 명 있어요.
- experiences | 한국에 가 본 적이 있어요, 김치 먹어 본 적이 있어요.
• asking for/giving
  - times 지금 몇 시예요, 언제 와요, 내년에 와요
  - cost 얼마예요, 삼천 원이에요
  - directions/locations 어디에 있어요, 곧장 가세요, 두 번째 신호에서 오른쪽으로 도세요
  - meaning 무슨 뜻이에요, 무슨 말이에요
  - clarification 왜예요, 어떤 거요
  - confirmation 내일 올 수 있지요, 제가 할 수 있어요
  - denial 아니예요, 틀려요
  - reasons 추위서 옷을 입었어요, 배가 고파서 밥을 먹었어요
• giving instructions 책을 읽으세요, 이리 오세요, 조용히 하세요
• counting (Chinese Korean, Pure Korean) 일, 이, 삼, 사, 하나, 둘, 셋, 넷
• correcting 틀렸으니까 다시 해 보세요
• reporting 일기예보에 의하면 내일 비가 온대요
• comparing 시드니가 멜보른보다 더 큰데요, 오렌지가 제일 좋아요
• expressing and finding out attitudes
  - inquiring about/expressing
    - opinions 어떻게 생각하세요
    - preference 어떤 것을 더 좋아하세요, 불고기로 하겠어요
    - intention 공부하려고 해요
    - wants and needs 책이 필요해요
    - fears 빵이 무서워요
    - purpose 한국어를 공부하기 위해서 책을 산어요
    - anger 화가 나요
    - joy 즐거워요, 기뻐요
    - certainty/uncertainty 그래요, 맞아요, 저도 그렇게 생각해요
    - possibility/impossibility 내일 친구 집에 갈 수도 있어요
    - probability/improbability 아마 철수가 올 거예요
    - ability/inability 한국어를 말할 수 있어요
    - likes/dislikes 테니스를 좋아해요
    - pleasure/displeasures 만나서 반가워요
    - approval/disapproval 가도 되요, 가면 안돼요
• expressing
  - gratitude 지난 주 대단히 감사했습니다
  - sympathy 참 안타깝요
  - regret 참 유감입니다
  - hope 건강하기를 바랄Porno
  - surprise 사진을 보고 깜짝 놀랐습니다
  - praise 참 잘했어요
• apologising 늦어서 미안합니다, 죄송합니다
• complaining 너무 비싸요, 너무 빨라요
• congratulating 축하합니다
• complimenting 한국말을 참 잘했어요, 훌륭하기요
• contradicting 좋지만 나는 가고 싶지 않아요
**Getting things done**

- **asking for/giving**
  - advice: 오늘은 일찍 자는 게 좋아요, 내일 시험이나 열심히 공부하세요, 도와주겠어요.
  - invitations: 저녁 파티에 와 주시겠어요.
  - permission: 이제 가도 돼요.
  - decisions: 결정해 주시겠어요.

- **requesting/offering**
  - help: 도와 주시겠어요.
  - goods and services: 무엇을 드시겠어요, 오렌지주스를 마시겠어요.
  - something to be done: 청소를 해 주시겠어요.

- **warning**
  - 조심하세요.

- **giving commands**
  - 따라 하세요.

- **accepting/declining**
  - 감사히 먹겠습니다, 죄송하지만 갈 수 없어요.

- **asking about/fulfilling obligations**
  - 공부해야 합니다, 세시까지 집에 가야합니다.

- **suggesting**
  - 집으로 가면 어떨까요, 불고기를 먹어보세요.

- **negotiating**
  - 한 달에 두 번 만나는 것이 어떨까요.

- **making attempts**
  - 한번 먹어 보세요.

- **making appointments/contacts**
  - 다음주 토요일에 만날까요/만날 수 있어요/만나기로 합가요.

### 6.2.6 Language features

To express meaning in connected text, the structural components or language features of language systems (written, spoken/signed, visual, nonverbal and auditory) are used. In both spoken and written language these include grammar, vocabulary and cohesive devices. In addition, features of spoken language encompass intonation (patterns of stress, pitch and rhythm), pronunciation and the use of appropriate pause fillers; features of written language encompass paragraphing and punctuation.

**Grammar** refers to morphology and syntax; that is, the structure of words and sentences in the language.

Grammar is an important component of communication and should not be neglected. Candidates should become familiar with the grammar outlined in this section, through the study of various functions, in a variety of settings. Candidates internalise grammar more efficiently through the communicative use of language structures. Language structures need to be reinforced at regular intervals.

The **vocabulary** used will be determined by the settings, functions and topics selected for study. While there is no prescribed vocabulary list, it is expected that candidates will be familiar with a range of vocabulary and idioms relevant to the topics prescribed in the syllabus.

**Dictionaries**

Candidates should be encouraged to use dictionaries and it is expected that teachers will help candidates develop the necessary skills and confidence to use dictionaries effectively.
Cohesion refers to the way parts of a text link with other parts. This can be achieved by:

- specific language features, for example:
  - pronouns, possessive adjectives, definite and indefinite articles
  - conjunctions and adverbs
  - synonyms, antonyms and homonyms
  - word chains (e.g. synonyms, antonyms, repetition)
  - word sets (e.g. classes and subclasses of words)
- the organisation of the information in a conventional way depending on the text type, for example:
  - a news article usually starts with the main newsworthy information, followed by background information
  - a narrative usually follows the structure of background, complication and resolution
  - a casual conversation consists of taking turns.

### 6.2.7 Mandatory requirements in grammar

Understanding, manipulating and using the grammatical structures outlined below are necessary to enable candidates to attain the language levels required. The structures will be assessed as they occur naturally in communicative tasks.

The examples given are suggestions only.

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<td></td>
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<tr>
<td>- time</td>
<td>어제, 오늘, 내일, 모레, 지금, 이제, 요즘, 요새, 이미, 벌써, 일찍, ...</td>
</tr>
<tr>
<td>- frequency</td>
<td>때때로, 가끔, 또, 다시, 자주, 늘, 항상, ...</td>
</tr>
<tr>
<td>- common</td>
<td>모두, 다, 같이, 함께, 서로, 좀, 마침, 거우, 오히러, 차라리, 잘, 많이, 전혀, 별로, 걸코, 어서, 얼른, ...</td>
</tr>
<tr>
<td>- interrogative</td>
<td>왜, 언제</td>
</tr>
<tr>
<td>- degree</td>
<td>아주, 매우, 훨씬, 더욱, 더, 빠, 꽤, 상당히, 굉장히, 너무, ...</td>
</tr>
<tr>
<td>Conjunctions</td>
<td></td>
</tr>
<tr>
<td>- 그리고</td>
<td>아침을 먹었습니다. 그리고, 학교에 갔습니다.</td>
</tr>
<tr>
<td>- 하지만</td>
<td>그 여자는 큼니다. 하지만, 농구를 못 해요.</td>
</tr>
<tr>
<td>- 그리면</td>
<td>지금 3시예요. 그리면, 이제 가지요.</td>
</tr>
<tr>
<td>- 그래서</td>
<td>배가 아픕니다. 그래서, 병원에 갔습니다.</td>
</tr>
<tr>
<td>- 그런데</td>
<td>비가 옵니다. 그런데, 우산이 없군요.</td>
</tr>
<tr>
<td>- 그래도</td>
<td>한국말이 어렵습니다. 그래도 배우겠습니까.</td>
</tr>
<tr>
<td>- 그러니까</td>
<td>세상은 무서워요. 그러니까, 말조심하세요.</td>
</tr>
<tr>
<td>- 그리니까</td>
<td>선생님이 이 책을 주셨습니다. 그러시면서, 내일까지 읽으라고 하셨습니다.</td>
</tr>
<tr>
<td>- 그리고서</td>
<td></td>
</tr>
</tbody>
</table>
### Mandatory grammatical structures

#### Connectives/links
- conjunctions between nouns (and)
  - および, および (and)
- conjunctive — comparing
  - なり/なり (or)
  - ほうが (rather than)
  - なる … なる (compared with)
- complex sentences:
  - conjunctions to link phrases/clauses and sentences
    - それでも, それでも, それ (but, however, yet)
    - しかし, VST必ず
    - それで, 그리고 (therefore)
    - それで, それ (in that case)
    - それに, それに (and)
- reason: because + noun
- reason: so + verb

#### Honorific form
- subject honorifics
- hearer honorifics
- lexical honorifics
- humbleness

#### Nouns
- class of nouns:
  - independent nouns
  - dependent nouns
- special use of nouns
  - Vst - 를(을, 을) 모양이다:
  - Vst 였(을, 을) 일이 있다/없다:
  - Vst는 걸이다:
  - Vst는 (을, 을) 셀이다/치다:
  - Vst -(으)르 때:

#### Examples

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<th>Connectives/links</th>
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<tr>
<td>• conjunctions between nouns (and)</td>
<td>- および, および (and)</td>
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<tr>
<td>• conjunctive — comparing</td>
<td>- なり/なり (or)</td>
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<td>• complex sentences:</td>
<td>- ほうが (rather than)</td>
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<tr>
<td>- conjunctions to link phrases/clauses and sentences</td>
<td>- なる … なる (compared with)</td>
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<td>• reason: because + noun</td>
<td>Noun 때문에 (because of)</td>
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<td>• reason: so + verb</td>
<td>Vst 아/어서… (so… because)</td>
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<tr>
<td><strong>Honorific form</strong></td>
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<td>• subject honorifics</td>
<td>선생님께서 학교에 가십니다.</td>
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<tr>
<td>• hearer honorifics</td>
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<tr>
<td>• lexical honorifics</td>
<td>말씀, 연세, 대, 주무시다, 잡수시다, 챙서, 남, …</td>
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<tr>
<td>• humbleness</td>
<td>저, 저희, 드리다, 여쭈다, 빼다, …</td>
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<tr>
<td><strong>Nouns</strong></td>
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<td>- Vst - 를(을, 을) 모양이다:</td>
<td>길에 간 모양이에요.</td>
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<tr>
<td>- Vst 였(을, 을) 일이 있다/없다:</td>
<td>나는 한국에 가 본 일이 있습니다.</td>
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<td>- Vst는 걸이다:</td>
<td>학교에 가는 길이에요.</td>
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<tr>
<td>- Vst는 (을, 을) 셀이다/치다:</td>
<td>이제 정기는 거의 끝난 셈입니다.</td>
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<td>선생님, 사장님, 부모님, 하느님, 형님, 단님</td>
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<tr>
<td>- 들</td>
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<tr>
<td>- 좀</td>
<td>1시간쯤 되었어요.</td>
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<td>- 꺼</td>
<td>내일 몰래에 다시 올까요?</td>
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<tr>
<td>- 셋</td>
<td>매일 두 시간씩 한국말을 공부해요.</td>
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<tr>
<td>- 찍리</td>
<td>100원짜리 우표를 두장 주세요.</td>
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<tr>
<td>- (여)치</td>
<td>얼마치 드릴까요?</td>
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<tr>
<td>- 까리</td>
<td>친구들끼리 공부해요.</td>
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<td>- bound nouns — dependent nouns:</td>
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<td>한국말을 할 수 있어요?</td>
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<td>- 경: Vst(으)로 경이다</td>
<td>내일 비가 올 거예요.</td>
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<td>- 적: Vst(으)로 적이 있다/없다</td>
<td>나는 그 사람을 만난 적이 없어요.</td>
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<tr>
<td>- 옥: Vst(으)로 옥이다/모르다</td>
<td>한국말을 할 줄 알아요.</td>
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<tr>
<td>- 지: Vst(은, 을)지 알다/모르다</td>
<td>무엇을 해야 할 지 모르겠어요.</td>
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<tr>
<td>- 종: Vst는 종이다</td>
<td>공부하는 중이에요.</td>
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<td>- 뿐: Vst(으)로 뿐이다</td>
<td>이는 사람은 이 사람뿐입니다.</td>
</tr>
<tr>
<td>- 틀: Vst(으)로 틀이다</td>
<td>내가 할 테야.</td>
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<tr>
<td>- 채: Vst(으)로 채</td>
<td>옷을 입은 채로 갔어요.</td>
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<tr>
<td>- 무렵: Vst(으)로 무렵</td>
<td>저녁 무렵에 돌아 왔어요.</td>
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<tr>
<td>- 맛: N맛이다</td>
<td>나이 맛입니다.</td>
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<td>지금만큼 가세요.</td>
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<tr>
<td>- native Korean cardinal numbers</td>
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</tr>
<tr>
<td>- 하나, 둘, 세, 넷, 다섯, 여섯, 일곱, 여덟, 아홉, 열, 스물, 서른, 마흔, 검, 예순, 임훈, 여든 아홉, 백...</td>
<td></td>
</tr>
<tr>
<td>- adnominal cardinal numbers</td>
<td></td>
</tr>
<tr>
<td>- 한, 두, 세, 넷, ...</td>
<td></td>
</tr>
<tr>
<td>- 연필 두 자루, 인삼차 두 잔, ...</td>
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<tr>
<td>- cardinal numbers counting days</td>
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<tr>
<td>- 하루(초하루), 이틀, 사흘, 나흘, 덕새, 엽새, 이레, 여드래, 아호례, 열흘, 열하루, 열이틀, 열짓새(보름), 스무날, 스무 하루, 스무 이래, 쯔름</td>
<td></td>
</tr>
<tr>
<td>- Sino-Korean cardinal numbers</td>
<td></td>
</tr>
<tr>
<td>- 1일, 2일, 3일, 4일, 5일, 6일, 7일, 8일, 9일, 10일, ...</td>
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<tr>
<td>- 20이십, 30삼십, 100백, 1000천, ...</td>
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<tr>
<td>- frozen use of cardinal numbers</td>
<td></td>
</tr>
<tr>
<td>- 세시 삼십분, 1991년 2월 14일, 삼 인분, 한 근, 육백 그램, ...</td>
<td></td>
</tr>
<tr>
<td>- ordinal numbers:</td>
<td></td>
</tr>
<tr>
<td>- native Korean ordinal numbers</td>
<td></td>
</tr>
<tr>
<td>- 첫(번)째, 두(번)째, 세(번)째, ...</td>
<td></td>
</tr>
<tr>
<td>- Sino-Korean ordinal numbers</td>
<td></td>
</tr>
<tr>
<td>- ‘제’+ ordinal number: 제 일, 제 이, 제 삼, ...</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Particles</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>- nominative particle</td>
<td></td>
</tr>
<tr>
<td>- objective particle</td>
<td></td>
</tr>
</tbody>
</table>

| 이/가, 까서: 비가 와요. / 선생님께서 오십시오.          |
| 올/를: 나는 운동을 좋아해요.                           |
## Mandatory grammatical structures

- **adverbial particle:**
  - dative particle: 에,에게,한테
  - locative particle: 에,에서,에게서,한테서
  - instrumental particle: -(으)로
- **possessive particle (= adnominal particle):** 의
- **auxiliary particle:**
  - 는 (은)
  - 만
  - 도
  - 부터
  - 가지
  - 부터-까지
  - 마다
  - (이)나
  - 보다
  - 처럼
- **conjunctive particle**
  - 와 / 과, 하고, (이)랑

### Examples

- 예, 에게/한테, 계: 나는철수에게 편지를 썼어요.
- 에, 에서, 에게서/한테서: 어디에서 공부해요?
- -(으)로: 한국에 비행기로 왔어요. / 저는학생으로 한국에 왔습니다.
- 의 = +s
- 의: 철수의 책

### Pronouns

- **personal pronouns:**

<table>
<thead>
<tr>
<th>Person</th>
<th>Level</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>first person</td>
<td>plain</td>
<td>나/내</td>
<td>우리</td>
</tr>
<tr>
<td></td>
<td>humble</td>
<td>저/제</td>
<td>저희</td>
</tr>
<tr>
<td>second person</td>
<td>plain</td>
<td>너/네</td>
<td>너희(들)</td>
</tr>
<tr>
<td></td>
<td>honorific</td>
<td>선생</td>
<td>선생들</td>
</tr>
<tr>
<td>third person</td>
<td>plain</td>
<td>이/그/저 사람</td>
<td>이/그/저 사람들</td>
</tr>
<tr>
<td></td>
<td>honorific</td>
<td>이/그/저분</td>
<td>이/그/저분들</td>
</tr>
</tbody>
</table>

- **demonstrative pronouns:**
  - material demonstrative pronouns:

<table>
<thead>
<tr>
<th>Number</th>
<th>Near</th>
<th>Middle</th>
<th>Far</th>
</tr>
</thead>
<tbody>
<tr>
<td>singular</td>
<td>이것</td>
<td>그것</td>
<td>저것</td>
</tr>
<tr>
<td>plural</td>
<td>이것들</td>
<td>그것들</td>
<td>저것들</td>
</tr>
</tbody>
</table>
### Mandatory grammatical structures

<table>
<thead>
<tr>
<th>Near</th>
<th>Middle</th>
<th>Far</th>
</tr>
</thead>
<tbody>
<tr>
<td>여기 (here)</td>
<td>거기 (there)</td>
<td>저기 (over there)</td>
</tr>
<tr>
<td>이곳 (this place)</td>
<td>그곳 (that place)</td>
<td>저곳 (that place over there)</td>
</tr>
</tbody>
</table>

- **place demonstrative pronouns:**
  - interrogative pronouns:
    - 누구 (who) / 어디 (where) / 얼마나 (how much) / 무엇 (what) / 어떤 (which kind) / 어느 (which) / 무슨 (what kind) / 몇 (how many) / 언제 (when) / 왜 (why)

### Sentence structure

- basic sentence structure
  - 하늘이 높다.
  - 기차가 달린다.
  - 철수가 책을 읽는다.

- modified sentence structure:
  - modified sentence structure with attributive — determinative words
    - 철수가 새 책을 산다.
    - 저것이 철수의 학교이다.
    - 철수는 재미있는 영화를 본다.
    - 저기 가는 사람이 메리의 동생이다.
  - modified sentence structure with adverbs
    - 순희는 아주 예쁘다.
    - 대개, 한국 사람은 친절하다.
    - 학생들이 도서관에서 책을 읽는다.
    - 꽃이 예쁘게 핀다.
  - conjunctive sentence structure
    - 여름이 오고, 날씨가 덥다. (enumeration)
    - 여름이 오니, 날씨가 덥다. (presentation of situation)

### Verbs

- auxiliary verbs:
  - auxiliary verbs (completion)
  - auxiliary verbs (service)
  - auxiliary verbs (attempt)
  - auxiliary verbs (repletion)
  - auxiliary verbs (holding)
  - auxiliary verbs (hoping)
  - auxiliary verbs (existence)
  - auxiliary verbs (‘하다’ type verb)

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>가다, 오다, 내다, 버리다, 말다</td>
<td>주다, 드리다</td>
<td>보다</td>
</tr>
<tr>
<td>쌓다, 대다</td>
<td>놓다, 두다, 가지다</td>
<td>싸다</td>
</tr>
<tr>
<td>있다</td>
<td>어야 하다, -기는 하다</td>
<td>놓 제하다 (ㄴ 양하다, 놓 적하다)</td>
</tr>
<tr>
<td>놓 볼하다, -르 만하다, -리고 하다</td>
<td>고자 하다, -곤 하다, -는 가 하다</td>
<td>놓 까 하다, -도록 하다</td>
</tr>
</tbody>
</table>
Mandatory grammatical structures

- class of verbs:
  - action verbs
    - 오다, 먹다, ...
  - descriptive verbs
    - 좋다, 예쁘다, ...
  - ‘이다’ verb
    - 이다
  - ‘있다’ verb
    - 있다, 재미있다, ...
  - compound verbs
    - Vst 아/어 보다: try to
      - 오가다, 검푸르다, ...
    - 아/어 가다: to go
      - to try to read = 읽어 보다
      - to go up = 올라 가다

- conjugation of verbs:
  - terminative ending
    - Sentence type Vst + ending Examples
      - declarative Vst + -ㅂ/습니다 -요 갑니다 가요
      - interrogative Vst + -ㅂ/습니까 -요 갑니까? 읽어요?
      - imperative Vst + -(으)십시오 -요 갓십시오 읽어요
      - propositive Vst + -ㅂ/읍시다 -요 갓시다 읽어요

- conjunctive endings:
  - 고 나는 피아노를 치고, 동생은 노래를 불렀습니다.
  - 아(어,여)서 놓어서 미안합니다.
  - (으)니가 오늘은 날씨가 추우니까 옷을 많이 입으세요.
  - (으)님께 비가 오는데, 우산이 있습니까?
  - 아(어,여)도 지금 집에 가도 해요.
  - (으)라고 한국말을 배우러고 해요.
  - (으)러 도 학교에 갔습니다.
  - (으)멘 3시가 되면 끝내요.
  - 아(어,여)야 지금 가야 해요.
  - 도록 여제 밤에 새도록 공부했습니다.
  - (으)면서 TV를 보면서 재미있는 이야기를 했습니다.
  - (으)며 철수는 웃으며 말했습니다.
  - 지만 비가 오지 않을 수 있습니다.
  - 다가 학교에 가다(가) 친구를 만났어요.
  - (으)르수록 한국말을 공부할수록 재미있습니다.
  - 자 점에 도착하자마자 친구에게 전화했습니다.
  - 거든 바쁘기든, 오지 마세요.
Mandatory grammatical structures

− adnominal endings:

<table>
<thead>
<tr>
<th>Action verb</th>
<th>Descriptive verb</th>
<th>‘있다’ verb</th>
<th>‘이다’ verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>present (continuation)</td>
<td>-는</td>
<td>-(으)ㄴ</td>
<td>-는</td>
</tr>
<tr>
<td>past (completion)</td>
<td>-(으)ㄴ</td>
<td></td>
<td></td>
</tr>
<tr>
<td>future (estimation)</td>
<td>-(으)ㄹ</td>
<td>-(으)ㄹ</td>
<td>-을</td>
</tr>
<tr>
<td>past (reminiscence)</td>
<td>-던</td>
<td>-던</td>
<td>-던</td>
</tr>
</tbody>
</table>

− nominal endings:
  - (으)ㅁ 걸음, 잠, 울음, 웃음, …
  - 기 듣기, 걷기

• special terminative endings:
  - (으)께서 (가)? 제 이름을 소개할까요?
  - 나(가)? 언제 가나요?
  - 지(가)? 제가 할까요?
  - 군(가)/군나 한국말을 공부하는군요.

• narrative:
  − direct narrative
    [subject + addressee + “quoted sentence” + (이/가)라고/하고 + predicate]
    선생님이 학생들에게 “오늘은 제 5과를 배우겠습니다”라고 말했습니다.
  − indirect narrative
    [subject + addressee + quoted sentence (-다/-나/-지/라) + 고 + predicate]
    선생님이 학생들에게 오늘은 제 5과를 배웠다고 말했습니다.

• negation

Table of negation

<table>
<thead>
<tr>
<th>Verb type</th>
<th>Sentence type</th>
<th>Negation form</th>
</tr>
</thead>
<tbody>
<tr>
<td>action verb</td>
<td>declarative</td>
<td>안</td>
</tr>
<tr>
<td></td>
<td>interrogative</td>
<td>못</td>
</tr>
<tr>
<td></td>
<td>imperative</td>
<td></td>
</tr>
<tr>
<td></td>
<td>propositive</td>
<td></td>
</tr>
<tr>
<td>descriptive verb</td>
<td>declarative</td>
<td>안</td>
</tr>
</tbody>
</table>

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Mandatory grammatical structures

<table>
<thead>
<tr>
<th>Korean</th>
<th>English</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘이다’ verb</td>
<td>declarative</td>
<td>이 아니다</td>
</tr>
<tr>
<td>interrogative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>‘있다’ verb</td>
<td>declarative</td>
<td>이 없다</td>
</tr>
<tr>
<td>interrogative</td>
<td></td>
<td></td>
</tr>
<tr>
<td>‘알다’ verb</td>
<td>declarative</td>
<td>모르다</td>
</tr>
<tr>
<td>interrogative</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- speech levels (refer to table of terminative endings)
- tense
  - present: 는/ㄴ
  - past:
    - 있/있/있던
    - (있/있)던
  - future: (imiento)
  - progressive: (Vst + 고 있다)

Further examples of mandatory grammatical structures for Senior Korean

<table>
<thead>
<tr>
<th>Grammatical item</th>
<th>Korean — Hangul</th>
<th>English equivalent and/or examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Particles and suffixes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>subject/topic particles (after nouns, pronouns)</td>
<td>은/는, -이/가</td>
<td>to</td>
</tr>
<tr>
<td>object particle (after nouns, pronouns)</td>
<td>을/를</td>
<td>to (a person)</td>
</tr>
<tr>
<td>locative directional</td>
<td>에</td>
<td>to (a person) — honorific</td>
</tr>
<tr>
<td></td>
<td>에게/에한테</td>
<td>from (a person)</td>
</tr>
<tr>
<td></td>
<td>에게서/에한테서</td>
<td>at (action taking place)</td>
</tr>
<tr>
<td>locative positional</td>
<td>에서</td>
<td>to, towards</td>
</tr>
<tr>
<td>locative, establishing direction</td>
<td>-(으)로</td>
<td>by means of</td>
</tr>
<tr>
<td>implement</td>
<td>-(으)로</td>
<td></td>
</tr>
<tr>
<td>Grammatical item</td>
<td>Korean — Hangul</td>
<td>English equivalent and/or examples</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>----------------</td>
<td>------------------------------------</td>
</tr>
<tr>
<td>possessive</td>
<td>-의</td>
<td>-’s</td>
</tr>
<tr>
<td>(when combined with 저 becomes 제)</td>
<td>학생의 책 = the candidate’s book</td>
<td></td>
</tr>
<tr>
<td>delimiters</td>
<td>-만</td>
<td>only</td>
</tr>
<tr>
<td>-마다</td>
<td>each, every, all</td>
<td></td>
</tr>
<tr>
<td>-부터 … 가지</td>
<td>from … to (time)</td>
<td></td>
</tr>
<tr>
<td>-에서 … 가지</td>
<td>from … to (distance)</td>
<td></td>
</tr>
<tr>
<td>emphasiser suffix</td>
<td>-다</td>
<td>also, too</td>
</tr>
<tr>
<td></td>
<td>-도</td>
<td>even, still, yet, at all</td>
</tr>
<tr>
<td></td>
<td>-도 … 도</td>
<td>both … and; neither … not</td>
</tr>
<tr>
<td>emphasisers — combined particles</td>
<td>에도, …에는</td>
<td></td>
</tr>
<tr>
<td>plural marker</td>
<td>-들</td>
<td>people = 사람들</td>
</tr>
<tr>
<td>introductory statement</td>
<td>AVst … 녀네 …</td>
<td>Grandmother is sick, so please come</td>
</tr>
<tr>
<td></td>
<td>DVst … 니/이네…</td>
<td>tomorrow. = 할머니가 아프신데,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>내일 오세요.</td>
</tr>
<tr>
<td>purpose</td>
<td>Vst (으) 러 + verb of motion</td>
<td>I went to the library (in order) to</td>
</tr>
<tr>
<td></td>
<td></td>
<td>study. = 공부하러 도서관에 갑어요.</td>
</tr>
</tbody>
</table>

**Classifiers**

| some are used with pure Korean numerals | 개, 명, 병, 마리,… | two apples = 사과 두 개 |
|                                         |                 | two candidates = 학생 두 명 |
| some with Sino-Korean numerals         | 분(minutes), 년, 월… | three bottles of milk = 우유 세 병 |
|                                         |                 | three ducks = 오리 세 마리 |
|                                         |                 | 15 minutes = 십오 분 |
|                                         |                 | 1900 = 천구백 년 |
|                                         |                 | March = 삼 월 |

**Connectives/links**

| conjunctions between nouns           | -과/와, -하고    | and                               |
|                                     |                 | or                                |
| conjunctive — comparing             | -이나/나         | rather than                       |
|                                     | -보다            | compared with                     |
|                                     | -는 … 보다       |                                    |
### Korean — Hangul

<table>
<thead>
<tr>
<th>Grammatical item</th>
<th>Korean — Hangul</th>
<th>English equivalent and/or examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>complex sentences: conjunctions to link phrases/ clauses and sentences</td>
<td>그렇지지만, 하지만, 그러나, VST지만\n그래서/그러니까\n그러면\n그리고</td>
<td>but, however, yet</td>
</tr>
<tr>
<td>reason: because + noun</td>
<td>Noun 때문에</td>
<td>because of</td>
</tr>
<tr>
<td>reason: so + verb</td>
<td>Vst 아/어서…</td>
<td>so… because</td>
</tr>
</tbody>
</table>

### Location

| Following a noun | 앞에, 뒤에, 옆에, 사이에, 밑에, 위에, 건너편에, 안에, 밖에 | in front of, behind, beside between, under, above opposite, inside outside |

### Verbs

<table>
<thead>
<tr>
<th>Verbs</th>
<th>active voice</th>
<th>all tenses</th>
<th>infinitive</th>
<th>Vst 다</th>
<th>가다 =</th>
</tr>
</thead>
<tbody>
<tr>
<td>conjugation — three registers: present tense</td>
<td>Vst 뷔(습)니다:</td>
<td>감니다: go (polite formal)</td>
<td>Vst 아/어</td>
<td>가요: go (polite informal)</td>
<td>Vst 거: go (informal casual)</td>
</tr>
<tr>
<td>irregular conjugation †</td>
<td>들다 † (ㄷ - ㄹ)</td>
<td>들어요: 들었습니다</td>
<td>Vst 앞/있었습니다</td>
<td>갔어요 = I went</td>
<td>갔어요</td>
</tr>
<tr>
<td>past tense</td>
<td>Vst 앞/있어요</td>
<td>갔어요</td>
<td>Vst 앞/있어요</td>
<td>갔어요</td>
<td>갔어요</td>
</tr>
<tr>
<td>future tense</td>
<td>Vst 갔습니다</td>
<td>가겠습니다 = I will go</td>
<td>Vst 갔어요</td>
<td>가겠습니다</td>
<td>가겠습니다</td>
</tr>
<tr>
<td>future — intent to perform the action</td>
<td>Vst 을/ㄹ 것입니다</td>
<td>내일은 공부 할 거예요. = Tomorrow I’m going to study.</td>
<td>Vst 을/ㄹ 거예요</td>
<td>가겠습니다</td>
<td>가겠습니다</td>
</tr>
<tr>
<td>continuous action</td>
<td>Vst하고 있다</td>
<td>She is doing her homework. = 숙제를 하고 있어요.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammatical item</td>
<td>Korean — Hangul</td>
<td>English equivalent and/or examples</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>interrogative</td>
<td>갑니까? Vst 는 (습)니까?</td>
<td>Is he going? (polite formal)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“tag” question</td>
<td>…지요?</td>
<td>… isn’t it?/aren’t you?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>proposition, asking for an</td>
<td>Vst (으)르 깬니다?</td>
<td>Shall we …?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>opinion (oral)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>preposition — response</td>
<td>Vst (으)르 시다</td>
<td>let’s…</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>casual — informal</td>
<td>Vst 자</td>
<td>Let’s eat! = 먹읍시다.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>exlamatory sentence ending</td>
<td>Vst 굿요/네요 (after descriptive verb)*</td>
<td>Korean is interesting! = 한국어가 재미있군요/네요.</td>
<td></td>
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<tr>
<td>— oral †</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>negative command</td>
<td>Vst 지 말아요†</td>
<td>Don’t…</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>honorific: polite request/suggestion or command</td>
<td>-(으)시</td>
<td>Please sit down! = 앉으세요.</td>
<td></td>
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<tr>
<td></td>
<td>시 + 어요 - 세요.</td>
<td>Please give me. = 주세요.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>subjunctive mood</td>
<td>Vst (으)면…</td>
<td>If we had some money, we would go to America. = 돈이 있으면 미국에 갈 거예요.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>adjectival phrases and clauses</td>
<td>-은/ㄴ -</td>
<td>the book I read = 읽은 책</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>— verbs as adjectives</td>
<td>-는</td>
<td>the book I’m reading = 읽는 책</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>descriptive verbs as adjectives</td>
<td>-은/ㄴ -</td>
<td>the book I will read = 읽을 책</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>verbs as adverbs</td>
<td>Vst 게</td>
<td>easily = 쉽게</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>verbs as nouns (gerunds):</td>
<td>Vst 기</td>
<td>dancing = 춤추기</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>suffix</td>
<td>Vst 는 것 (the fact of …, the acting of … ing)</td>
<td>studying = 공부하는 것</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Vst 을 †</td>
<td></td>
<td>singing = 노래부름 †</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>compound verbs</td>
<td>Vst 아/어 보다: try to</td>
<td>to try to read = 읽어 보다</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>아/어 가다: to go</td>
<td>to go up = 올라 가다</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>obligation or necessity</td>
<td>Vst 아/어 야 하다/되다</td>
<td>I must/should go. = 가야 해요/돼요.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Grammatical item</td>
<td>Korean — Hangul</td>
<td>English equivalent and/or examples</td>
<td></td>
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<td>------------------------------------</td>
<td></td>
<td></td>
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<tr>
<td>vocabulary items</td>
<td>to be =이다</td>
<td>He is Japanese. = 일본 사람이예요.</td>
<td></td>
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<tr>
<td></td>
<td>to exist/be located =있다</td>
<td>There is a book in the bag. = 가방에 책이 있어요.</td>
<td></td>
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<tr>
<td></td>
<td>to not exist =없다</td>
<td>There is no milk. = 우유가 없어요.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>negatives: before a verb</td>
<td>안…</td>
<td>I do not go, I’m not going. = 안 가요.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>못</td>
<td>I can’t do it. = 못 해요.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>negatives: after verb stem</td>
<td>Vst 지 않다</td>
<td>He is not studying. = 공부하지 않아요.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to want to (do something)</td>
<td>Vst 고 싶다</td>
<td>I want to study. = 공부하고 싶어요.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ability</td>
<td>Vst (으)르 수 있다</td>
<td>to be able to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>indicating intention</td>
<td>Vst (으)러리 하고 하다</td>
<td>I intend to go. = 가려고 해요.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>intention</td>
<td>Vst (으)르 계획이다</td>
<td>I plan to go. = 갈 계획이에요.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>it seems, it looks like</td>
<td>Vst 것 같아요</td>
<td>It seems cold. = 추운 것 같아요.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>have you ever …?</td>
<td>Vst 아/어 본 적(이) 있어요?</td>
<td>Have you ever eaten Kimchi? = 김치를 먹어 본 적이 있어요?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>how long has it been since…?</td>
<td>Vst 은/ㄴ 지 얼마나 됐어요?</td>
<td>How long have you been in Korea? = 한국에 오신 지 얼마나 됐어요?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>purpose/intention</td>
<td>Vst (으)러 + verb of motion</td>
<td>I went to the library (in order) to study. = 도서관에 공부하러 갔어요.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>because (reason)</td>
<td>Vst (으)니까</td>
<td>Because the weather is fine, let’s go to the beach. = 날씨가 좋아요니까, 바다에 갈아요.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>direct speech</td>
<td>“…”라고 (말)했어요†</td>
<td>Sumi said “Let’s go to Melbourne”. = 수미는 “ 멜본에 갈시다” 라고 말했어요.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>reported/indirect speech</td>
<td>Vst 다르고 했어요†</td>
<td>John said that Michael has gone home. = 존은 마이클이 집에 갔다고 했어요.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>purpose/intention</td>
<td>Vst (으)러 + verb of motion</td>
<td>I went to the library (in order) to study. = 도서관에 공부하러 갔어요.</td>
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<tr>
<td>Grammatical item</td>
<td>Korean — Hangul</td>
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<td>------------------</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>because (reason)</td>
<td>Vst 기 때문에</td>
<td>I’m not going because I am busy. = 바쁘기 때문에 안가요.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vst</td>
<td>Since the weather is fine, let’s go to the beach. = 날씨가 좋은니가, 바다에 갑시다.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>adverb following a noun</td>
<td>… 대신에</td>
<td>instead of … e.g. I’ll learn German instead of English. = 영어 대신에 독일어를 배우겠어요.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>adverbs of time</td>
<td>자주, 가끔, 때때로, 주로, 보통, 언제나, 늦게, 일찍, 남마다, 동안, 요즘</td>
<td>often, occasionally, sometimes, mainly, generally, usually, always, late, early, every day, during, recently/theses day,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>descriptive verb + rather</td>
<td>DVst 데 편이에요</td>
<td>그는 나이에 비해 키가 큰 편이에요. = He is rather tall for his age.</td>
<td></td>
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</tr>
<tr>
<td>double negative</td>
<td>아무 것도 + negative verb</td>
<td>아무 것도 안 했어요. = I didn’t do anything.</td>
<td></td>
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</tr>
</tbody>
</table>

6.2.8 Text types

Literacy has in the past been centred on language, but it goes beyond print language and incorporates the multiple modes of meaning found in new information and communication technologies. The term “multiliteracies” describes what constitutes literacy in today’s world. Multiliteracies refers to the “multiplicity of communication channels and mass media, as well as cultural and linguistic diversity”. (Multiliteracies: Literacy Learning and the Design of Social Futures, Cope, B and Kalantzis, M, eds, Routledge, London, 2000.)

When we focus on multiliteracies, we keep in mind the importance of cultural contexts in what we are seeing, viewing, hearing and interpreting. We ask questions and listen to different points of view around the kinds of “social futures” we envisage for ourselves in our community and in our world.

Candidates are expected to be familiar with a range of text types in their learning and assessment. The examples in Table 3 indicate the range through which candidates convey meaning and comprehend.
Candidates may be expected to produce any of the following text types in the external examination:

<table>
<thead>
<tr>
<th>Advertisement</th>
<th>Leaflet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Announcement</td>
<td>News item</td>
</tr>
<tr>
<td>Article</td>
<td>Note/message</td>
</tr>
<tr>
<td>Conversation</td>
<td>Personal profile</td>
</tr>
<tr>
<td>Discussion</td>
<td>Postcard</td>
</tr>
<tr>
<td>Folk tale</td>
<td>Report</td>
</tr>
<tr>
<td>Formal letter</td>
<td>Résumé</td>
</tr>
<tr>
<td>Informal letter</td>
<td>Review</td>
</tr>
<tr>
<td>Interview (script)</td>
<td>Speech or talk (script)</td>
</tr>
<tr>
<td>Invitation</td>
<td>Story</td>
</tr>
<tr>
<td>Journal/diary entry</td>
<td>Summary</td>
</tr>
</tbody>
</table>

See Appendix 2 for the main characteristics of the common text types.
Table 3: Text types

<table>
<thead>
<tr>
<th>Categories</th>
<th>Text types</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literary texts</strong></td>
<td>contemporary and traditional literary texts that use language in aesthetic,</td>
</tr>
<tr>
<td></td>
<td>imaginative and engaging ways to express and reinforce cultural identity and</td>
</tr>
<tr>
<td></td>
<td>to reflect.</td>
</tr>
<tr>
<td>narrative</td>
<td>novels, short stories, popular culture texts,</td>
</tr>
<tr>
<td></td>
<td>memoirs, fables, folk tales</td>
</tr>
<tr>
<td>lyric, narrative and</td>
<td></td>
</tr>
<tr>
<td>dramatic poetry</td>
<td>role plays, scripted and performed drama,</td>
</tr>
<tr>
<td></td>
<td>television and film scripts, radio plays, song lyrics</td>
</tr>
<tr>
<td>non-narrative</td>
<td></td>
</tr>
</tbody>
</table>

| Non-literary texts    | contemporary, traditional and everyday texts that use language in precise  |
|                       | and accurate ways to:                                                      |
| transact and         | invitations, personal letters, conversations,                             |
| negotiate relationships| discussions, scripts of interviews                                       |
|                       | business/formal letters, messages,                                        |
|                       | advertisements                                                             |
| report on things,    | biographies, reports, observations, descriptions,                          |
| events and issues    | commentaries, documentaries, summaries,                                    |
|                       | reviews, radio/television news features, news and information reports,     |
|                       | magazine and newspaper articles, newscasts, commercials, emails            |
| give directions       | instructions, directions                                                   |
| explain, analyse,    | webcasts, webpages, internet articles, audio podcasts                     |
| argue and persuade   | radio/television programs                                                  |
|                       | arguments, explanations, scripts of persuasive and formal speeches,        |
|                       | analytical expositions, debates                                            |
|                       | documentaries, magazine and newspaper articles, feature articles,          |
|                       | editorials, letters to the editor, advertisements                          |
|                       | journals, essays, personal letters, autobiographies, memoirs, personal    |
|                       | diary or journal entries                                                   |

6.2.9 Kinds of writing

In the external examination, candidates are expected to be familiar with, and be able to produce, the following **seven** kinds of writing:

- descriptive
- narrative
- personal
- informative
- persuasive
- evaluative
- imaginative.

See Appendix 3 for the main characteristics of the different kinds of writing.
7. Learning experiences

Candidates will engage in a variety of learning experiences using Korean. These should be candidate-centred, valid and relevant to the needs and interests of the learners. Candidates develop understanding and control of language by using spoken or written language in purposeful ways and in a range of authentic contexts.

7.1 Learning strategies

A range of learning strategies should be used to assist candidates to further their language development through reflecting on the learning processes. Candidates should be encouraged to take responsibility for their own learning. Examples of such strategies are given below.

7.1.1 Metacognitive

Metacognition as a concept is the awareness and understanding of oneself as a thinker and involves thinking about the learning process, planning for learning, monitoring the learning task, and evaluating how well one has learned or used language.

Strategies include:

**Planning**
- previewing the organising concept or principle or anticipated learning task — advance organiser
- proposing strategies for handling an upcoming task
- generating a plan for the parts, sequence, main ideas or language functions to be used in handling a task

**Directed attention**
- deciding in advance to attend in general to a learning task and to ignore irrelevant distractors
- maintaining attention during task execution

**Selective attention**
- deciding in advance to attend to specific aspects of language input or situational details that assist in the performance of a task
- attending to specific aspects of language input during task execution

**Self-management**
- understanding the conditions that help one successfully accomplish language tasks and arranging for the presence of those conditions
- controlling one’s language performance to maximise use of what is already known
Self-monitoring

- checking, verifying or correcting one’s comprehension or performance in the course of a language task including:
  - comprehension monitoring: checking, verifying or correcting one’s understanding
  - production monitoring: checking, verifying or correcting one’s language production
  - auditory monitoring: using one’s “ear” for the language (how something sounds) to make decisions
  - visual monitoring: using one’s “eye” for the language (how something looks) to make decisions
  - style monitoring: checking, verifying or correcting based upon an internal stylistic register
  - strategy monitoring: tracking use of how well a strategy is working
  - plan monitoring: tracking how well a plan is working
  - double check monitoring: tracking, across the task, previously undertaken acts or possibilities considered

Problem identification

- explicitly identifying the central point needing resolution in a task, or identifying an aspect of the task that hinders its successful completion

Self-evaluation

- checking the outcomes of one’s own language performance against an internal measure of completeness and accuracy including:
  - checking one’s language repertoire, strategy use or ability to perform the task at hand
  - production evaluation: checking one’s work when the task is finished
  - performance evaluation: judging one’s overall execution of the task
  - ability evaluation: judging one’s ability to perform the task
  - strategy evaluation: judging one’s strategy use when the task is completed
  - language repertoire evaluation: judging how much one knows of the target language, at the word, phrase, sentence or concept level.

7.1.2 Cognitive

Cognition refers to the processing of information and application of knowledge.

Strategies that involve interacting with the material to be learned, manipulating the language mentally or physically, or applying a specific technique to a learning task include:

Repetition

- repeating a chunk of language (a word or phrase) in the course of performing a language task

Resourcing

- using available reference sources of information about the target language, including dictionaries, texts and prior work

Grouping

- ordering, classifying or labelling material used in a language task based on common attributes
- recalling information based upon grouping previously done

Note-taking

- writing down key words and concepts in abbreviated verbal, graphic or numerical form to assist performance of a language task
Deduction/induction
- consciously applying learned or developed rules to produce or understand the target language

Substitution
- selecting alternative approaches, revised plans or different words or phrases to accomplish a language task

Elaboration
- relating new information to prior knowledge
- relating different parts of new information to each other
- making meaningful personal associations to information presented including:
  - personal elaboration; making judgments about or reacting personally to the material presented
  - world elaboration: using knowledge gained from experiences in the world
  - academic elaboration: using knowledge gained in academic situations
  - between parts elaboration: relating parts of the task to each other
  - questioning elaboration: using a combination of questions and world knowledge to brainstorm logical solutions to a task
  - self-evaluative elaboration: judging self in relation to materials
  - creative elaboration: making up a story line or adopting a clever perspective
  - imagery: using mental or actual pictures or visuals to represent information, coded as a separate category, but viewed as a form of elaboration

Summarisation
- making mental or written summary of language and information presented in a task

Translation
- rendering ideas from one language to another in a relatively verbatim manner

Transfer
- using previously acquired linguistic knowledge to facilitate a language task

Inferencing
- using available information to:
  - guess the meanings or usage of unfamiliar language items associated with a language task
  - predict outcomes
  - fill in missing information.

7.1.3 Social/affective
Strategies that involve interacting with another person to assist learning or using affective control to assist a learning task include:

Questioning
- asking for explanation, verification, rephrasing examples about the material
- asking for clarification or verification about the task
- posing questions to self
- self-reinforcement.

7.2 Range of learning experiences

A range of learning experiences across the four macroskills should be employed to develop candidates’ skills in using Korean in realistic situations. These learning experiences may be organised in relation to the macroskills, learning processes, technology and/or units of work. Examples are listed under the categories of:

- general activities in the four macroskills (7.2.1)
- activities using a particular learning process (7.2.2)
- activities focused on the use of technology (7.2.3)
- a series of activities for particular units of work (7.2.4).

7.2.1 General activities in the four macroskills

Here are examples of language activities or learning experiences appropriate to Korean.

**Primarily for listening and speaking**

- listening to radio broadcasts and audio podcasts
- viewing and listening to television programs and webcasts
- listening to public announcements
- conducting and/or answering an opinion poll or survey
- role-playing in specific settings
- talking on the telephone
- listening to an answering machine
- giving an oral report, speech or multimedia presentation
- commenting on photos or videos
- giving instructions and explanations to others
- holding a debate or participating in a discussion
- listening to and speaking with a background speaker
- listening to songs, poems and jokes

**Primarily for reading and writing**

- reading and writing letters, postcards and notes
- reading and writing advertisements and instructions
- reading and writing pamphlets and brochures
- reading and writing magazine articles and advice columns
- reading news reports and articles from a range of media
- reading cartoons, short stories, poems, song lyrics
- filling out official forms and questionnaires
- accessing information in dictionaries
- reading timetables, graphs and statistics
- writing a diary, journal or weblog
- composing an email or SMS/text message
- reading and responding to a discussion board
- participating in chat rooms/MSN Messenger and forums.
7.2.2 **Activities using a particular learning process**

The Languages inquiry process is a way of thinking and problem solving that positions intercultural understanding at the centre of candidate learning. In the process, the candidate analyses a collection of texts to identify a focus for the inquiry. Information would need to be reorganised and evaluated to reach a decision or propose a strategy.

As part of this, the candidate would reflect upon:
- values that underpin texts
- personal values and beliefs
- community values.

In this way, intercultural understanding, the ability to know and view the world from multiple perspectives, would be integral to the inquiry process and be evident in the decisions made and the strategies proposed.

Learning by inquiry facilitates a much deeper engagement by candidates with the language they study.

The inquiry process asks the candidate to investigate information and issues presented in a variety of modes and text types in Korean. The candidate does not just translate texts, but engages with them by:
- collecting and organising information
- analysing and evaluating information
- establishing the purpose of texts and the intention of the authors.

Inquiry learning in Korean is facilitated by creating authentic scenarios so that candidates may make decisions about and propose solutions and new approaches to issues, situations and problems. The teacher may specify the topic and the purpose of the inquiry but the candidate should conduct the process and direct their own learning.

The process of inquiry allows for time to consider and reflect on the issues as well as the way in which learning has occurred. This leads to deeper understandings about communication and metacognitive processes.

The following table suggests a way of studying a topic using an inquiry approach. Intercultural understanding is a key component in the Languages inquiry model and allows candidates to focus on an issue from multiple perspectives.
Table 4: A Languages inquiry model

Sample context for learning

A school is establishing an international program for Korean students. You are part of the consultative committee advising on the establishment of the program.

Your task is to develop a student guide to facilitate a successful experience for the visiting students as well as the school community.

You will need to investigate a range of aspects related to Korean and Australian cultural, social and educational life.

<table>
<thead>
<tr>
<th>The inquiry process</th>
<th>Questions to guide the inquiry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and analyse</td>
<td></td>
</tr>
<tr>
<td>Identify sources of information and collect texts relevant to an issue or problem.</td>
<td>What information is relevant to the focus of the inquiry?</td>
</tr>
<tr>
<td>Analyse the texts to select data relevant to the inquiry.</td>
<td>What cultural assumptions underpin the information presented?</td>
</tr>
<tr>
<td>Identify cultural perspectives that influence texts and the issue.</td>
<td>How are the cultural assumptions of the author and the reader similar and how are they different?</td>
</tr>
<tr>
<td>Evaluate</td>
<td></td>
</tr>
<tr>
<td>Evaluate strategies that may resolve the issue or solve the problem.</td>
<td>What actions can be taken to deal with the issue or problem?</td>
</tr>
<tr>
<td>How do these actions relate to the data and the issues?</td>
<td>How do cultural assumptions influence the possible actions?</td>
</tr>
<tr>
<td>Create</td>
<td></td>
</tr>
<tr>
<td>Create a strategy to resolve the issue or make a decision to solve the problem.</td>
<td>How does the proposed strategy resolve the issue or solve the problem?</td>
</tr>
<tr>
<td>Analyse the effectiveness of the strategy.</td>
<td>How does the strategy reconcile different cultural assumptions?</td>
</tr>
<tr>
<td>Reorganise and re-present information to support the strategy and its analysis.</td>
<td>How effectively is evidence presented to support the proposed solution?</td>
</tr>
</tbody>
</table>

The inquiry process is iterative; information, assumptions, values, attitudes and processes are revisited, challenged, reconsidered and re-examined at any stage of the inquiry.
7.2.3 Activities focused on the use of technology

Various technologies are used in everyday communication and need to play a part in language learning. Technologies can be used to provide valuable learning experiences for candidates and to allow them to engage with the wider world in Korean.

Suggested use of technologies

- writing and receiving emails
- sending e-cards
- word-processing reports
- recording and listening to audio podcasts
- viewing and listening to information via the internet
- participating in discussion forums
- engaging in synchronous chats
- using mobile phones
- desktop publishing of posters, invitations
- viewing DVDs
- accessing online resources
- using electronic dictionaries, translators and calculators
- designing a webpage or viewing websites

7.2.4 A series of activities for particular units of work

These samples, starting on the next page, involve all four macroskills incorporating various language functions, and a range of learning experiences and strategies. They provide the basis for developing a unit of work with integrated task-based activities.
This theme engages the candidates in an inquiry process through the task below:

You are trying to find a fitness program that suits your needs, but you are looking for something a little different. Because of your interest in Korean, you decide to research the Korean approach to fitness and diet. Investigate approaches that suit your needs and evaluate their benefits. Incorporate aspects of Korean culture that may be beneficial to your goals.

**Listening and speaking**
- talking about diets and fitness programs
- discussing personal goals and motivation
- asking for advice about health issues and exercise programs
- describing body image and suitability of diets
- interviewing people about exercise, diet and fitness programs
- listening to people giving advice and being interviewed about health issues
- watching television programs about food and cooking
- watching DVDs about exercise and fitness programs
- delivering an electronic presentation comparing and contrasting cultural attitudes to diet and exercise in Australia and Korea

**Reading and writing**
- reading about diets and nutritional information
- reading about Korean attitudes to food and fitness
- writing a letter to ask about attitudes to health and exercise
- writing a questionnaire about diet and exercise
- designing an electronic presentation in which Australian and Korean cultural attitudes to diet and exercise are compared and contrasted
- presenting a personal fitness plan

**Learning strategies**
- planning for the upcoming tasks:
  - generating plans for the tasks
  - sequencing main information to be obtained
  - deciding on language functions and vocabulary to be used
  - rehearsing language necessary to carry out the tasks, e.g. delivering an electronic presentation, preparing a questionnaire about diet and exercise
- collecting a variety of texts in Korean relevant to the issue of diet and exercise
- analysing those texts, investigating and evaluating the diet and exercise regimes of both cultures, and developing a personal fitness program that incorporates the best aspects of the Australian and Korean approaches
- organising the information that supports the decision made about the choice of fitness program
- presenting the decision and re-presenting information in a way that supports the strategy.
This activity involves small groups of candidates planning a trip to Korea. They are required to organise the itinerary to include a homestay as well as other accommodation.

**Listening and speaking**
- telephoning the Korean Consulate to request assistance with plans or brochures
- viewing DVD or online travelogues about Korea
- discussing options and making decisions involving interaction with others
- speaking with a travel agent in Korean about booking flights and accommodation
- communicating information to the group explaining the itinerary
- telephoning the homestay family to give important information
- presenting the finished itinerary to the class

**Reading and writing**
- writing letters, sending emails or faxes to the tourist office asking for brochures
- locating and collecting information from websites, maps, brochures, magazines and tourist guides on possible attractions to visit
- consulting timetables both online and in print form
- estimating costs (including exchange rates)
- preparing a detailed itinerary and writing it in Korean
- planning a journey and compiling a weblog while on the journey
- booking accommodation using hotel websites and online booking forms
- emailing a friend or homestay family to relay plans

**Learning strategies**
- planning for the upcoming tasks
  - generating plans for the tasks
  - sequencing main information to be obtained
  - deciding on language functions and vocabulary to be used
  - rehearsing language necessary to carry out the tasks
- recording and noting data
- assessing and classifying the information found, including making comparisons
- interpreting relevant tables, diagrams, maps and graphs presented in tourist information
- identifying problems that hinder successful completion of any of the tasks
- checking, verifying, or correcting comprehension of materials consulted
- hypothesising on currency fluctuations
- justifying decisions on destinations
- summarising findings for oral presentation of itinerary to class
- evaluating the outcomes of the language tasks for completeness and/or accuracy before presentation to class.
Theme | The changing world
---|---
Topic | The world of work
Subtopic | Job prospects
Activity | Looking for a part-time job

**Listening and speaking**
- candidates talk about the ideal job or the job of their dreams
- talking about future careers
- telephoning for information about the job
- preparing an interview with the prospective employer
- preparing an oral description of themselves and their suitability for the job
- listening to other people being interviewed
- viewing TV programs on job prospects in Korea
- listening to other young people talking about their aspirations for the future
- interviewing other candidates on their post-school plans

**Reading and writing**
- reading CVs from the internet
- reading job descriptions and ads from the internet and newspapers
- writing a CV based on examples seen
- preparing and writing a letter of application for a job
- writing to a penpal about the candidate’s part-time work and their aspirations, work wise, for the future
- comparing and contrasting part-time jobs for candidates in Australia and in Korea

**Learning strategies**
- planning for the upcoming tasks:
  - generating plans for the tasks
  - sequencing main information to be obtained
  - deciding on language functions and vocabulary to be used
  - rehearsing language necessary to carry out the tasks, e.g. compiling a CV, preparing for an interview with an employer
- hypothesising on future job prospects and careers
- justifying decisions on chosen career
- evaluating their strengths and weaknesses for the job
- identifying steps required to acquire a job
- compiling a list of questions the candidate would need to ask at an interview.
<table>
<thead>
<tr>
<th>Theme</th>
<th>The changing world</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>Social issues</td>
</tr>
<tr>
<td>Subtopic</td>
<td>Youth issues</td>
</tr>
<tr>
<td>Activity</td>
<td>Preparing a debate and a campaign on a current youth issue</td>
</tr>
</tbody>
</table>

**Listening and speaking**
- listening to the radio and viewing TV and films to collate required information
- listening to debates on current issues
- presenting an argument on the topic
- discussing, questioning and rebutting other people’s points of view
- telephoning organisations to acquire information
- preparing and presenting a TV/radio advertisement to support a point of view
- preparing a TV/radio debate/interview with invited guests
- presenting the debate to the class

**Reading and writing**
- collecting information from the media, e.g. newspapers, magazines, the internet
- analysing and organising information required for the task/campaign
- preparing a newspaper/magazine advertisement or article to support a point of view on the issue
- preparing a webpage on a social issue, including links to other sites
- writing a “letter to the editor”
- reading “letters to the editor”

**Learning strategies**
- planning for the upcoming tasks
  - generating plans for the tasks
  - sequencing main information to be obtained
  - deciding on language functions and vocabulary to be used
  - rehearsing language necessary to carry out the tasks, e.g. debating a topic with the class
- interpreting relevant material from the media
- note-taking in the debate to produce a simple rebuttal
- cooperating with peers
- justifying an argument or point of view
- summarising an argument for or against the issue
- criticising and evaluating other points of view.
8. Assessment

8.1 Summative assessment

8.1.1 Format of the external examination

The external examination consists of four parts, each of which assesses one of the four macroskills:

- an oral examination, assessing the speaking skill
- a written examination, assessing the skills of listening, reading and writing.

It is essential for a candidate in Queensland to undertake all four parts of the examination. A level of achievement can only be determined if the candidate is awarded a standard in each of the four macroskills.

The examination format is determined by the Collaborative Curriculum and Assessment Framework for Languages (CCAFL), which is a national model for the teaching, learning and assessment of language subjects with small candidatures.

The examination is held in either October or November each year. The oral and written examinations will be set and vetted by a panel appointed by the Victorian Curriculum and Assessment Authority (VCAA).

The external examination in Korean is administered by the QSA for Queensland candidates.

Please refer to the Resources section of the syllabus for access to information on assessment and past examination papers.

**Oral examination (approximately 15 minutes)**

Section 1: Conversation (approximately 7 minutes)
Section 2: Discussion (approximately 8 minutes)

**Written examination (2 hours, plus 15 minutes reading time)**

Section 1: Listening and Responding
Section 2: Reading and Responding
Section 3: Writing in Korean

8.1.2 Oral examination (approximately 15 minutes)

The oral examination is designed primarily to assess candidates’ 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 candidate and the assessor(s). It will consist of a general conversation about the candidate’s personal world, for example school and home life, family and friends, interests and aspirations.

Section 2: Discussion (approximately 8 minutes)

After the conversation, the candidate will indicate to the assessor(s) the subtopic chosen for the detailed study (refer to Section 6.2.4) and, in no more than one minute, briefly introduce the main focus of their subtopic, alerting the assessors(s) to any objects brought to support the discussion. In the discussion, the candidate will be expected to explore aspects of the language and culture of Korean-speaking communities. The candidate will be expected to make reference to the texts studied. The candidate may also wish to refer to personal experiences related to the subject of the detailed study and may support the conversation and discussion with objects such as photographs, diagrams, pictures, and maps. Notes and cue cards are not permitted.

8.1.3 Written examination (2 hours, plus 15 minutes reading time)

The written examination will take 2 hours, plus 15 minutes reading time. It has three sections. Candidates may use monolingual and/or bilingual printed dictionaries in the written examination.

Section 1: Listening and responding

Section 1 of the written examination is designed primarily to assess candidates’ knowledge and skill in analysing information from spoken texts.

Candidates will be expected to demonstrate understanding of general and specific information from spoken texts and to respond, in English in Part A and in Korean in Part B, to questions on this information. The questions may require candidates to identify information related to:

- the context, purpose, and audience of the text
- aspects of the language of the text, e.g. 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 (refer to Section 6.2.3).

Candidates will hear 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 4½ to 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 candidates just before the commencement of the second reading. There will be a pause between the first and second readings in which candidates may take notes. Candidates will be given sufficient time after the second reading to complete responses.

Candidates 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 or three texts. Questions will be written 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

Section 2 of the written examination is designed primarily to assess candidates’ knowledge and skill in analysing and responding to information from written texts.

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

In Part B, candidates 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 (refer to Section 6.2.3). 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
Candidates 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
Candidates 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

Section 3 of the written examination is designed primarily to assess candidates’ ability to express ideas through the creation of original text in Korean.

Specifications

Candidates 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 (refer to Section 6.2.3). Tasks will accommodate a range of interests and will be set to ensure that candidates are 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).

Candidates 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.

8.2 Determining exit levels of achievement

A QSA panel will award each candidate an exit level of achievement from one of the five categories:

- Very High Achievement
- High Achievement
- Sound Achievement
- Limited Achievement
- Very Limited Achievement.

The panel will award an exit standard for each of the macroskills Listening, Reading, Speaking, and Writing. The standards associated with the four macroskills are described in Table 5.
These standards are related to the exit criterion associated with each macroskill. The criterion of *comprehension* is associated with Listening and Reading; the criterion of *conveying meaning* with Speaking and Writing. Both criteria are derived from the general objectives described in Section 3.

When standards have been determined in each of the macroskills of *Listening, Reading, Speaking,* and *Writing,* the following table is used to award exit levels of achievement, where *A* represents the highest standard and *E* the lowest. The table indicates the *minimum combination of standards* across the criteria for each level.

**Awarding exit levels of achievement**

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>VHA</td>
<td>Standard <em>A</em> in any two macroskills and no less than a <em>B</em> in the remaining macroskills</td>
</tr>
<tr>
<td>HA</td>
<td>Standard <em>B</em> in any two macroskills and no less than a <em>C</em> in the remaining macroskills</td>
</tr>
<tr>
<td>SA</td>
<td>Standard <em>C</em> in any three macroskills and no less than a <em>D</em> in the remaining macroskill</td>
</tr>
<tr>
<td>LA</td>
<td>At least Standard <em>D</em> in any three macroskills</td>
</tr>
<tr>
<td>VLA</td>
<td>Standard <em>E</em> in the four macroskills</td>
</tr>
</tbody>
</table>

The level of achievement will be subsequently reported to each candidate by the QSA on a statement of results. The candidate’s achievement may contribute towards the Queensland Certificate of Education (QCE) and the calculation of an Overall Position (OP) and Field Positions (FPs).

**Note:** As judgments of achievement in Authority subjects are made by matching the evidence provided by candidates’ responses to examination questions with the standards descriptors outlined in the syllabus, a standard can only be awarded where evidence has been demonstrated.

In the absence of evidence for a macroskill*, e.g. non-submission of candidate responses, or where a candidate has not sat a part of the external examination, no result can be recorded for that part of the examination. A level of achievement can only be determined if the candidate is awarded a standard in each of the four macroskills. (See Section 8.1.1.)

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* This does not include situations where special consideration provisions are applied. These provisions are detailed in the annual *Senior External Examination Handbook.*
Table 5: Standards for macroskills at exit

Table 5.1: Listening skill

<table>
<thead>
<tr>
<th>Criterion: Comprehension</th>
<th>Standard A</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>knowing and understanding</strong>: a comprehensive range of information is presented, including gist, main points and relevant details; the meaning of familiar and complex language is accurately and clearly demonstrated; the speaker’s attitude, purpose and intentions are clearly evident; subtleties are recognised</td>
<td></td>
</tr>
<tr>
<td><strong>reasoning and responding</strong>: detailed analysis and thorough evaluation are evident; plausible interpretations of unfamiliar language are drawn from context; well-constructed conclusions and well-substantiated decisions are made; cultural meanings are integrated into responses where appropriate</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>knowing and understanding</strong>: a range of information is presented, including gist, main points and obvious details; the meaning of familiar language is accurately demonstrated but complex language may be misinterpreted; the speaker’s attitude, purpose and intentions are recognised; subtleties may be overlooked</td>
</tr>
<tr>
<td><strong>reasoning and responding</strong>: detailed analysis and evaluation are evident; interpretations of unfamiliar language are made from context; conclusions and decisions are made, although at times justification may be incomplete; cultural meanings are evident in responses but may not be fully developed</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard C</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>knowing and understanding</strong>: essential information is presented, including some main points and details which may not always be relevant; the meaning of familiar language is demonstrated accurately; the speaker’s general intention is recognised when obvious within a familiar context</td>
</tr>
<tr>
<td><strong>reasoning and responding</strong>: basic analysis and evaluation are evident; conclusions and decisions are made but often lack justification; obvious cultural meanings are identified</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard D</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>knowing and understanding</strong>: information is presented, including the meaning of some familiar language; a very broad outline or some specific details of the speaker’s general intention is demonstrated</td>
</tr>
<tr>
<td><strong>reasoning and responding</strong>: little evidence of basic analysis or evaluation is present; conclusions and decisions may be made but lack justification; obvious cultural meanings may be identified</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard E</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>knowing and understanding</strong>: fragmented information is presented; an isolated understanding of words and phrases is demonstrated</td>
</tr>
<tr>
<td><strong>reasoning and responding</strong>: no evidence of analysis or evaluation is presented; responses are minimal</td>
</tr>
</tbody>
</table>
## Table 5.2: Reading skill

<table>
<thead>
<tr>
<th>Criterion: Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard A</strong> Across a range of topics and text types, the candidate’s work has the following characteristics:</td>
</tr>
<tr>
<td>• <strong>knowing and understanding</strong>: a comprehensive range of information is presented, including gist, main points and relevant details; the meaning of familiar and complex language is accurately and clearly demonstrated; the purpose of the text and the writer's perspective and intention are clearly evident; subtleties are recognised</td>
</tr>
<tr>
<td>• <strong>reasoning and responding</strong>: detailed analysis and thorough evaluation are evident; plausible interpretations of unfamiliar language are drawn from context; well-constructed conclusions and well-substantiated decisions are made; cultural meanings are integrated into responses where appropriate.</td>
</tr>
<tr>
<td><strong>Standard B</strong> Across a range of topics and text types, the candidate’s work has the following characteristics:</td>
</tr>
<tr>
<td>• <strong>knowing and understanding</strong>: a range of information is presented, including gist, main points and obvious details; the meaning of familiar language is accurately demonstrated but complex language may be misinterpreted; the purpose of the text and the writer's perspective and intention are recognised; subtleties may be overlooked</td>
</tr>
<tr>
<td>• <strong>reasoning and responding</strong>: detailed analysis and evaluation are evident; interpretations of unfamiliar language are made from context; conclusions and decisions are made, although at times justification may be incomplete; cultural meanings are evident in responses but may not be fully developed.</td>
</tr>
<tr>
<td><strong>Standard C</strong> Across a range of topics and text types, the candidate’s work has the following characteristics:</td>
</tr>
<tr>
<td>• <strong>knowing and understanding</strong>: essential information is presented, including some main points and details which may not always be relevant; the meaning of familiar language is demonstrated accurately; the writer's general intention is recognised when obvious within a familiar context</td>
</tr>
<tr>
<td>• <strong>reasoning and responding</strong>: basic analysis and evaluation are evident; conclusions and decisions are made but often lack justification; obvious cultural meanings are identified.</td>
</tr>
<tr>
<td><strong>Standard D</strong> Across a range of topics and text types, the candidate’s work has the following characteristics:</td>
</tr>
<tr>
<td>• <strong>knowing and understanding</strong>: information is presented, including the meaning of some familiar language; a very broad outline or some specific details of the writer's general intention is demonstrated</td>
</tr>
<tr>
<td>• <strong>reasoning and responding</strong>: little evidence of basic analysis or evaluation is present; conclusions and decisions may be made but lack justification; obvious cultural meanings may be identified.</td>
</tr>
<tr>
<td><strong>Standard E</strong> Across a range of topics and text types, the candidate’s work has the following characteristics:</td>
</tr>
<tr>
<td>• <strong>knowing and understanding</strong>: fragmented information is presented; an isolated understanding of words and phrases is demonstrated</td>
</tr>
<tr>
<td>• <strong>reasoning and responding</strong>: no evidence of analysis or evaluation is presented; responses are minimal.</td>
</tr>
</tbody>
</table>
### Table 5.3: Speaking skill

<table>
<thead>
<tr>
<th>Criterion: Conveying meaning</th>
<th></th>
</tr>
</thead>
</table>
| **Standard A** | Across a range of topics and text types, the candidate’s work has the following characteristics:  
  - *knowing and using language features*: a wide range of vocabulary and grammar is used effectively, with few errors; a range of cohesive devices is used to express connected thoughts and ideas; register is appropriate to the situation; pronunciation, intonation, rhythm and stress are acceptable to a background speaker  
  - *creating and responding*: ideas, information and meaning are communicated clearly and effectively, although some errors may occur in complex language; conversation is initiated and sustained; spoken communication demonstrates flexibility, coherence, spontaneity and relevance to the context; appropriate pause fillers and nonverbal features are used where required. |
| **Standard B** | Across a range of topics and text types, the candidate’s work has the following characteristics:  
  - *knowing and using language features*: a range of vocabulary and grammar is used effectively, although with some errors; selected cohesive devices are used to connect familiar thoughts and ideas; register is usually appropriate to the situation; pronunciation, intonation, rhythm and stress are acceptable to a background speaker  
  - *creating and responding*: ideas, information and meaning are usually communicated clearly, although errors may occur in complex language; conversation is generally sustained; spoken communication demonstrates flexibility when using familiar language; responses are relevant to the context, although they may be hesitant; some appropriate pause fillers and nonverbal features are used. |
| **Standard C** | Across a range of topics and text types, the candidate’s work has the following characteristics:  
  - *knowing and using language features*: a range of familiar vocabulary and grammar is used, although errors are evident; basic cohesive devices are used to connect simple ideas; pronunciation may be affected by first language but is comprehensible to a background speaker  
  - *creating and responding*: where a variety of structures is used, the essential meaning is clear, although there may be frequent errors; spoken communication relies on prompts and cues; responses are hesitant, repetitive and formulaic but relevant to the context; some nonverbal features are used. |
| **Standard D** | Across a range of topics and text types, the candidate’s work has the following characteristics:  
  - *knowing and using language features*: some familiar vocabulary and grammar is used, although frequent errors are made; some simple linking words are used, but the meaning as a whole is fragmented; pronunciation hinders communication  
  - *creating and responding*: there is sufficient accuracy to enable some details to be understood; spoken communication relies heavily on prompts and cues; responses are hesitant, repetitive and rehearsed; some nonverbal features are used. |
| **Standard E** | Across a range of topics and text types, the candidate’s work has the following characteristics:  
  - *knowing and using language features*: responses may be single words or short, well-rehearsed phrases, using familiar vocabulary; pronunciation hinders communication  
  - *creating and responding*: some simple meanings are conveyed. |
**Table 5.4: Writing skill**

<table>
<thead>
<tr>
<th>Criterion: Conveying meaning</th>
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<tbody>
<tr>
<td><strong>Standard A</strong></td>
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<td><strong>Standard B</strong></td>
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<td><strong>Standard C</strong></td>
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<td><strong>Standard D</strong></td>
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<td><strong>Standard E</strong></td>
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</table>
8.3 Special consideration

Under certain circumstances, special arrangements or consideration may be available to candidates for the senior external examination. The special consideration provisions are detailed in the annual *Senior External Examination Handbook*, available on the QSA website at <www.qsa.qld.edu.au>.

Missing an examination for any reason *cannot* be the basis for an application for special consideration.
9. Resources

9.1 QSA website

The QSA website provides essential resources for all candidates for the Senior External Examination. The website address is <www.qsa.qld.edu.au>.

The following information is available (current at time of first printing in 2008):

**Senior External Examination Handbook**
The handbook gives information about:
- how to nominate to sit the examinations
- teaching centres that provide tuition for the subjects
- examination timetable
- important dates relating to the Senior External Examination.

**Subject resources**

The QSA website has a direct link to the VCAA website.

**Notices to candidates**
Information may be provided to help candidates prepare for the examination.

**Notices to teaching centres**
Information may be provided to help tutors and candidates prepare for the examination.

9.2 Text and reference books

A wide variety of textbooks and resource materials that could be used as sources of information are available. Book suppliers provide information regarding current publications.

9.3 World Wide Web

*Note: All URLs were correct at the time of printing.*

Many interactive and static websites can be used to enhance the study of Korean and often include useful resources. Some particularly useful sites include:

Facts about Korea <www.arts.monash.edu/korean/trykorean/aboutkorea.php>
Intercultural Language Teaching and Learning in Practice <www.iltlp.unisa.edu.au/>
Korean Studies Resources <www.arts.monash.edu/korean/resources/index.php>
9.4 Newspaper reports

Many newspapers carry regular pages, columns and features relevant to the study of Korean. Local newspapers can also be a source of useful data. The compilation of news files on particular topics can broaden a candidates’ knowledge base and provide a valuable resource.

9.5 Periodicals

Journals and periodicals provide current, relevant information. Librarians should be able to help find useful periodicals.

9.6 Electronic media and learning technology

A wide range of videos, DVDs and television recordings are available on a variety of topics related to the study of Korean. A variety of computer software programs and CD-ROMs may be useful — as learning tools, to gain access to information presented in a variety of forms and to help candidates gain ICT skills. Educational program distributors are able to supply updated resource lists.

9.7 Organisations and community resources

A variety of government and community organisations provide personnel, advice, resources and information which can aid the study of Korean. Some of these include:

- Asia Education Foundation <www.asiaeducation.edu.au>
- Australian Federation of Modern Language Teachers’ Associations Inc. (AFMLTA) <www.afmlta.asn.au/>
- Korea–Australasia Research Centre <http://karec.web.unsw.edu.au/>
- Korea Foundation <www.kf.or.kr/>
- Korean Studies Association of Australasia <www.ksaa.net/index.html>
- The Modern Language Teachers’ Association of Queensland Inc. (MLTAQ) <www.mltaq.asn.au/>
Appendix 1: Glossary

**Attitudes**: The way the speaker or writer feels about the topic, the situation and the audience, for example adoring, empathetic, amused, diffident, disgusted, sad, angry, bitter.

**Authentic text**: A text (original or modified) that would be accepted by a background speaker for communicative purposes.

**Background speaker**: A native speaker of a language or a person who has had significant exposure to and/or knowledge of the language and culture.

**Coherence/coherent**: An underlying theme or organisation of a text.

**Cohesion/cohesive devices**: Language items that convey grammatical or word relationships between different parts of texts or within sentences. Can be through the reference system (for example, pronouns, possessives, use of articles), through connectors (for example, conjunctions, adverbs) and through word sets and word chains (for example, synonyms, classes and subclasses of words).

**Communication strategies**: The ways candidates with limited command of language express meaning (for example, by circumlocution) and attempt to keep conversation going (for example, asking for clarification or meaning).

**Fluency**: The ability to write or speak with ease: includes good speech production, effective communication, background-speaker-like use of pauses, rhythm, intonation, stress, rate of speech and use of interruptions and interjections.

**Gist**: Substance or essence of a matter.

**Intention**: The speaker or writer’s purpose; for example, to inform, amuse, (re)establish cordial relationships, admonish, shock or embarrass into action.

**Intercultural understanding**: The ability to view the world, not from the single perspective of one’s own first language and culture, but from the multiple perspectives.

**Language features**: Parts of the language system; for example, phonemes (sounds), words, phrases, sentences, utterances, discourse.

**Metacognitive strategies**: Strategies involving thinking about the learning process, planning for learning, monitoring the learning task and evaluating how well one has learned or used language.

**Pause fillers**: Expressions to fill gaps in conversation (for example, er, ummm); routines to keep conversation going, which can be questions to show interest, or feedback such as *Did you? Really?*, and sympathetic noises such as … *aah … ooh*.

**Productive (composing) mode**: A mode that involves the skills of speaking and writing.

**Receptive (comprehending) mode**: A mode that involves the skills of listening and reading.

**Register**: Varieties of language defined according to the characteristics of the context in which the language is used. This includes the situation, which may refer to the subject matter of the variety (for example, science or advertising); mode (whether speech or writing); manner (that is, the social relations between the participants as shown by variations in formality).

**Spontaneous language**: Spontaneous language refers to the use of language that has not been deliberately prepared in advance and in which unrehearsed utterances are used. A talk that is prepared in advance with or without notes or memorisation is not spontaneous, but unrehearsed discussion with the audience at the end is spontaneous.

**Structure**: The arrangement of words and morphemes into larger units, for example phrases, clauses, sentences.

**Syntax**: Ways words combine to form sentences or the rules that govern the formation of sentences.

**Text**: A coherent piece of spoken/signed, written, nonverbal, visual or auditory language, or some or all of these in combination, produced in an interaction in a social context.

**Text type**: A conventional or characteristic type of spoken or written text; for example face-to-face conversation, TV news bulletin, short story, newspaper editorial, personal letter, poster.

**Tone**: The emotional overlay and/or intent in a text, for example angry tone in a letter to editor with intent to criticise and confront.
# Appendix 2: Text types

## 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>
Appendix 3: Kinds of writing

Main characteristics of different kinds of writing

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

Descriptive writing
- Vividly portrays a specific person, place, or thing in such a way that gives intensity of focus, allowing the reader to visualise the subject and enter into the writer’s experience.
- While its main purpose is to describe a particular living, non-living or natural phenomenon, it can also persuade, inform or move emotionally.
- Describes aspects of the subject and is rich, vivid and lively in its detail.
- Uses sensory language elaborately.
- Uses figurative language such as simile, hyperbole, metaphor, symbolism and personification, showing, rather than telling, through the use of active verbs and precise modifiers.
- Writing can vary from formal to informal, depending on the purpose and audience.
- Significant textual features:
  - title *
  - orientation (setting the context) *
  - description of aspects/characteristics
  * optional stage

Narrative writing
- Tells a story or part of a story.
- Can use any events, real or imagined, which would make a good story or otherwise suit the author’s purpose.
- The focus of the text is on a sequence of actions.
- It has
  - a plot structure:
    - introduction (orientation)
    - rising action
    - climax
    - falling action
    - resolution
  - characterisation
  - setting
  - theme
  - narrative stance (point of view)
  - narrative devices
  - sequencing
  - transitions.
• The characters in the narrative have defined identities and identifiable roles and relationships.
• Descriptive language is chosen to enhance and develop the story by creating images in the reader’s mind.
• Vocabulary and language use must be related to the writer’s style (e.g. emotive, neutral or poetic) and appropriate to and consistent with the world of the narrative (e.g. the historical period in which the narrative is set).
• Uses mainly action verbs but also many verbs that refer to what the participants said, felt or thought.
• Normally written in the past tense, with many linking words to do with time.
• Dialogue is often included during which the tense may change to the present or future.
• Can be written in the first person (I, we) or third person (he, she, they).
• Can have paragraphs of unequal length; one sentence may even constitute a paragraph to emphasise an important message.

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.

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 to convince him or her to act or respond in a certain way) or evaluative (aiming to weigh two or more items/ideas 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.
Persuasive writing

- Manipulates the reader’s emotions and opinions 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 (e.g. 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.

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.

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.