

Languages: Korean - Satisfactory - Years 9 and 10 (Year 7 entry)

Portfolio summary

This portfolio of student work shows that the student uses written and spoken Korean to interact with peers (WS3, WS5), teachers and other Korean speakers in face-to-face, local and virtual communications (WS1, WS2, WS4). The student exchanges information and opinions about personal and immediate interests and experiences and about broader topics of interest to young people (WS1, WS2, WS4) such as environmental issues, globalisation or technology. The student approximates pronunciation of polysyllabic words, making mostly appropriate changes in sounds on syllable boundaries (WS3, WS4). The student writes Hangeul following writing conventions (WS1, WS2). The student initiates conversations, and sustains interactions by asking and responding to each other and building on each other's responses (WS3). The student uses appropriate facial expressions and gestures (WS3). The student expresses understanding, requests clarification, asks for opinions and provides their own opinions using reflective language as set phrases (WS3, WS4). The student asks for and makes suggestions (WS2). The student analyses and extracts information from different print, digital and multimodal sources, drawing on the context to help comprehension and using their knowledge of vocabulary, grammatical forms and structures relating to time, location, cases, honorifics, basic sentence types and text formats (WS5). The student creates and presents informative and imaginative texts in different formats and in different modes, expressing experiences and views for different purposes and audiences (WS1, WS2, WS3, WS4, WS5). The student uses a range of particles for various functions and modifies a noun using an adjectival form of a descriptive verb suffixed by $-(으)ㄴ$ (WS2, WS3, WS4, WS5). The student uses some irregular verbs and verb phrases in complex structures as set phrases to express provision, prohibition, trial, and ideas or events relating to the future (WS2, WS3, WS4, WS5). The student expresses two ideas or events in different relationships using conjunctors such as $-어/아서$, $-고$, $-(으)면$ or $-지만$ as appropriate to connect clauses (WS1, WS2, WS3, WS4, WS5). The student makes comparisons using $-보다 더 ...$ and expresses time duration using $... 때/동안$ (WS1, WS2, WS3). The student expresses the relative frequency of events using adverbs such as $가끔$, $보통$, $자주$, $언제나$ (WS4) and the relative locations of objects/people using location words in a formula: a noun + a location word + $에$ (WS1). The student refers to self using either $나$ or $저$ appropriately according to the context (WS1). The student uses some basic conjunctive adverbs such as $그래서$, $그런데$, $그렇지만$ and $하지만$ to establish cohesion in texts (WS1, WS2, WS5). The student translates and creates simple bilingual texts across Korean and English, comparing different versions, identifying reasons for different interpretations and ways to retain and convey original meanings in translated texts. The student recounts their reactions to intercultural experiences and exemplifies how their personal experiences and assumptions influence their language use and perspectives (WS1).

The student explains how language use is adjusted to different purposes and audiences in different contexts and situations by providing examples from differing spoken and written forms of Korean (WS1). The student compares situations where it is or is not appropriate to use $반말$ and other features of language such as text messaging or colloquial forms of expression in Korean, English or other known languages (WS1). The student describes how languages change over time and through contact with other languages and cultures by identifying possible examples of such change in Korean and other languages. The student relates grammatical elements in Korean such as case markers, particles, suffixes, and verb endings to their grammatical functions by explaining them using metalanguage (case, politeness, honorification, $반말$, $높임말$, native Korean/Sino-Korean). The student explains how cultural values and ideas are embedded in language use, including their own, and identifies how language reflects ways of thinking, views of the world and everyday cultural routines, drawing on examples from Korean, English

Letter to host family and reflection

Sample summary

In preparation for a Korean study tour, students learnt how to share detailed personal information with a prospective host family and to apply their understanding of the various ways of introducing themselves in written format.

In this task, students were asked to write a letter to a prospective Korean homestay host family, introducing themselves and sharing personal information. Students were asked to show awareness of textual conventions and intercultural aspects such as appropriate naming conventions and language use.

Students were then asked to reflect on the process by recording an audio reflection in English.

Achievement standard

Subject

By the end of Year 10, students interact with peers and adults using written and spoken Indonesian to communicate about personal interests and relationships, practices and experiences, and about broader issues such as health and the environment, including as these relate to Indonesia. They respond to and create personal, descriptive, informative and imaginative texts for a range of purposes. When participating in presentations, correspondence and dialogues, students use both rehearsed and spontaneous language, and exchange facts, ideas and opinions, using questions such as *Bagaimana*, *Mengapa* and *Untuk apa?* In speaking, they apply conventions of pronunciation, stress and rhythm to a range of sentence structures. Students use a variety of *me-* verbs, pronouns, and noun forms such as *ke-an*, *pe-* and *pe-an*. They apply knowledge of textual features such as salutations, sequencing, and persuasive and emotive language to comprehend and create public texts. Students use embedded clauses with *yang* to expand ideas, and create cohesion and interest by using conjunctions such as *misalnya*, *seperti*, *termasuk* and *yaitu*. They refer to the past (for example, *yang lalu*, *dulu*), present (for example, *sedang*, *sedangkan*, *sambil*, *sementara*) and future (for example, *akan*, *mau*, *kalau*, *besok*, *masa depan*). Students engage with others using formulaic expressions and verbal fillers to sustain and extend interactions, for example, *maaf*, *mohon diulang*, *saya kurang memahami*, *oh, begitu!* dan *kamu?*, *dengan siapa?* *Maksud saya*, *anu*. They translate texts and create bilingual texts, comparing different interpretations and deciding how to deal with instances of non-equivalence, such as proverbs, idioms, proper nouns, and culture-specific terms and expressions. They describe their own reactions in intercultural encounters and reflect on how these may relate to their own assumptions and identity, and how they may be perceived by others.

Students know that Indonesian is a national, standardised language used for education, media and government, and that it is one of many languages in Indonesia. They know that language use varies according to context, purpose, audience and mode, and that languages change over time. They identify colloquial forms (for example, *banget*, *cowok*) and make connections between these and their formal counterparts (for example, *gimana?/Bagaimana?; kalo/kalau; nggak/tidak*). They use metalanguage to discuss features of language, texts and grammar such as object-focus construction. They know affixation rules for forming verbs (for example, *me-kan*, *me-i*) and nouns (for example, *pe-*, *pe-an*, *ke-an*) and apply this to predict and decipher meanings, including using bilingual dictionaries effectively. Students know that Indonesian borrows from other languages, including local and foreign languages. They make connections

between aspects of culture in language use such as terms for artefacts (for example, *kris*, *andong*), practices (for example, *minum jamu*, *batik/ikat*), ideas (for example, *halus/kasar*) and values (for example, *sopan/tidak sopan*, *rendah hati*).

Letter

Annotations overview

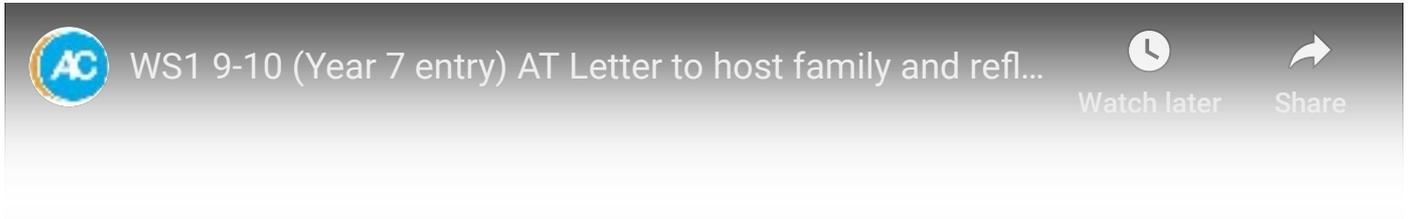
Follows text type conventions by sequencing events and following letter format for purpose, audience and context

Annotations

- 1 **Annotation 1**
Commences text with polite greeting
- 2 **Annotation 2**
Uses a range of particles, counter and connecting conjunction
- 3 **Annotation 3**
Uses irregular verb to indicate distance
- 4 **Annotation 4**
Uses culturally appropriate term for 'my' 우리
- 5 **Annotation 5**
Justifies reasons for learning Korean using a range of tenses
- 6 **Annotation 6**
Compares school systems
- 7 **Annotation 7**
Negates sentences as a way of sharing personal information
- 8 **Annotation 8**
Uses adverb to add emphasis and justify opinions
- 9 **Annotation 9**
Closes letter with polite

- 10** **Annotation 10**
Writes date in appropriate order with counters

Audio reflection



Restaurant role play and review

Sample summary

Students learnt the vocabulary and sentence patterns related to names of food and drink, eating at a restaurant, reading a menu, ordering food and critiquing food. Students completed various formative tasks to learn and understand a range of vocabulary and expressions that can be used to describe taste, and interactions at a restaurant to enable them to complete a role-play script.

This task had two parts:

- Students worked in pairs to create (write and perform) a role-play script between a customer and waiter in a restaurant. Students performed the role-play in front of the class.

- Students were then asked to write a review of their favourite restaurant using text type language and conventions, relevant expressions (i.e. ~아서/어서/해서 : because/ then, informal polite verb endings; 예요, 이에요, etc), and correct Korean number expressions to describe the price range of the menu items and the business hours.

Achievement standard

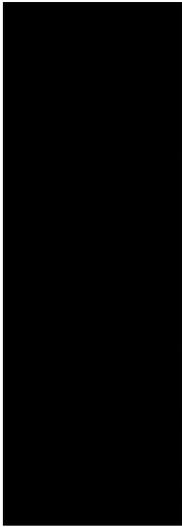
Subject

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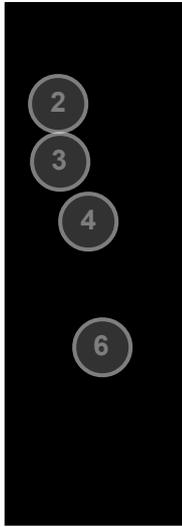
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using metalanguage (case, politeness, honorification, 반말, 높임말, native Korean/Sino-Korean). Students explain how cultural values and ideas are embedded in language use, including their own, and identify how language reflects ways of thinking, views of the world and everyday cultural routines, drawing on examples from Korean, English and other languages.

Role play



W: 어서 오세요. 몇 분이세요? **1**
 C: 두 명이에요.
 W: 이쪽으로 오세요. 메뉴 갖다 드릴까요?
 C: 네, 메뉴 갖다 주세요. 이 식당에서 뭐가 맛있어요?
 W: 쇠고기 파이가 맛있어요.
 C: 너무 짜지 않아요?
 W: 짜지 않아요. 조금 뜨거워요. 그런데 아주 맛있어요.
 C: 그래요? 그럼 쇠고기 파이 두 개 주세요.
 W: 디저트는 뭘 드시겠어요?
 C: 어떤 걸 주문 할지 모르겠어요. 치즈케이크 맛있어요?
 W: 네, 치즈케이크가 맛있어요. 그런데 마카롱은 드셔봤어요?
 C: 아니요. 맛있어요? **5**
 W: 네, 달고 맛있어요.
 C: 그럼 마카롱 하나하고 치즈케이크 두 조각 주세요.
 W: 쇠고기 파이하고 마카롱하고 치즈케이크 같이 갖다 드릴까요?
 C: 아니요, 쇠고기 파이 먼저 갖다 주세요.
 W: 조금만 기다려 주세요. 음식 나왔습니다. 맛있게 드세요.
 C: 네, 감사합니다.
 W: 계산서 갖다 드릴까요?
 C: 네, 계산서 갖다 주세요. 얼마예요?
 W: 육만육천원 이에요. 맛있게 드셨어요?
 C: 네, 맛있었어요. 감사합니다. **7**



Annotations

- 1 Annotation 1**
Uses appropriate levels of formality and counters for people
- 2 Annotation 2**
Asks for recommendation
- 3 Annotation 3**
Builds on previous response to create cohesion
- 4 Annotation 4**
Uses language to express indecisiveness
- 5 Annotation 5**
Asks and responds to questions
- 6 Annotation 6**
Uses time phrase to indicate order
- 7 Annotation 7**
Concludes interaction logically with appropriate expressions

Review

레스토랑 리뷰

말씀하세요. 여러분 제가 제일 좋아하는 식당은 멕시코 음식이 빠른
 구르먼이에요. **1**

구르먼 고메즈는 시내에 있어서 구르먼 고메즈는 하이그라운드
 건너편에 있고 해설 교차로 근처에 있어요. **2**

지난 금요일 언니가 이 식당을 추천해서 우리 가족과 언니 친구를 그곳에
 가서 저녁을 먹었어요.

우리가 네 가지 다른 멕시코 음식 소고기 버리또, 조고기 나초
 치킨나츄랑 치킨 버리또를 시켰어요. **4**

저 경우에는 그곳에서 치킨나츄가 최고 맛있어서 많이 먹었어요.
 치킨나츄에는 로마도아 아비카도가 들어가서 신선한 맛이났어요.
 가격대는 오직 원에 만삼천 원까지입니다. 식당의 분위기는
 조용해서 마음에 들었어요. 서비스도 빨라서 좋았어요. **7**

구르먼 고메즈는 아침 일곱 시에 열고 밤 열한 시에 문을 닫아요.
 저는 전반적으로 이 식당을 강력하게 추천하고 다음에 저는 친구들을
 같이 가고 싶어요. 다음에 한번 가서 치킨나츄를 먹어 보세요. **9**

Annotations

- 1 Annotation 1**
Uses relative clauses to expand ideas
- 2 Annotation 2**
Describes location using prepositions
- 3 Annotation 3**
Uses time expressions to add detail
- 4 Annotation 4**
Uses past tense to recount information
- 5 Annotation 5**
Expresses preferences and justifies reasons
- 6 Annotation 6**
Provides information about price range
- 7 Annotation 7**
Uses descriptive language and expresses opinion
- 8 Annotation 8**
Concludes text logically with recommendation and future desires
- 9 Annotation 9**
Makes suggestion using 먹어 보세요

Ordering flowers

Sample summary

Students learnt the vocabulary and sentence patterns related to telephone conversations, reading phone numbers, making requests and exchanging personal contact details. Students completed various formative tasks to learn and understand a range of vocabulary and expressions for phone conversations to enable them

to complete a speaking assessment task.

In this task, students were asked to prepare and present a role play of a telephone conversation between a customer and an employee at 'Purina florist' in which one orders flowers from the other, the florist. They were allowed access to the script when presenting, however, they were encouraged to learn as much of the script as possible.

Achievement standard

Subject

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Role play

Annotations overview

Maintains interaction using polite language



Talking about my food preferences

Sample summary

In a unit of work about Korean food and culture, students learnt new vocabulary, phrases and relevant grammar structures to talk about their favourite foods and personal perspectives on the relationship between food and culture.

This speaking task had two parts. It was designed to assess students' ability to interact with the teacher with clarity and fluency. They had already participated in pair and small group activities to familiarise themselves

with the task.

In the first part of this task, students were asked to interact with the teacher to discuss and describe their favourite food.

In the second part of the task, they were given a menu to read through in advance, then were asked to undertake a role play (as a customer) with the teacher (as a waiter) to order some Korean food and drinks. During the interaction, they used the menu that they had seen in advance.

Achievement standard

Subject

By the end of Year 10, students use written and spoken Korean to interact with peers, teachers and other Korean speakers in face-to-face, local and virtual communications. They exchange information and opinions about personal and immediate interests and experiences and about broader topics of interest to young people such as environmental issues, globalisation or technology. They approximate pronunciation of polysyllabic words, making mostly appropriate changes in sounds on syllable boundaries (for example, pronouncing such words as 한국어, 같이, 감사합니다, 먹고 and 어떻게 as 항구거, 가치, 감사합니다, 먹꼬 and 어띠케). They write Hangeul following writing conventions. Students initiate conversations (for example, 지금 뭐 해요? 어디 가요?), and sustain interactions by asking and responding to each other and building on each other's responses (for example, 주말에 시간 있어요? 네, 토요일 오후에 시간 있어요. 토요일 아침에 뭐 해요? 아홉 시부터 열 두 시까지 운동해요, ...). They use appropriate facial expressions and gestures. They express understanding (for example, 알겠어요; 모르겠어요), request clarification (for example, 무슨 뜻이에요? 다시 설명해 주세요), ask for opinions (for example, 어떻게 생각해요?) and provide their own opinions using reflective language as set phrases (for example, 글썄요, 아마 ..., 제 생각에는 ..., ...-(으)ㄴ/는 것 같아요). They ask for and make suggestions (for example, 무엇을 할까요? 해 보세요). Students analyse and extract information from different print, digital and multimodal sources, drawing on the context to help comprehension and using their knowledge of vocabulary, grammatical forms and structures relating to time, location, cases, honorifics, basic sentence types and text formats. They create and present informative and imaginative texts in different formats and in different modes, expressing experiences and views for different purposes and audiences. They use a range of particles for various functions and modify a noun using an adjectival form of a descriptive verb suffixed by -(으)ㄴ (for example, 예쁜 꽃). They use some irregular verbs (such as 들어요, 추워요) and verb phrases in complex structures as set phrases to express provision (for example, 읽어 주세요), prohibition (for example, 쓰지 마세요), trial (for example, 입어 보세요) and ideas or events relating to the future (for example, 갈 거예요, 할까요?). They express two ideas or events in different relationships using conjunctors such as -어/아서, -고, -(으)면 or -지만 as appropriate to connect clauses. Students make comparisons using -보다 더 ... (for example, 오늘이 어제보다 더 추워요) and express time duration using ... 때/동안 (for example, 방학 때, 일 년 동안). They express the relative frequency of events using adverbs such as 가끔, 보통, 자주, 언제나 and the relative locations of objects/people using location words (such as 앞, 뒤, 위, 아래, 옆) in a formula: a noun + a location word + 에 (for example, 식탁 위에). They refer to self using either 나 or 저 appropriately according to the context. They use some basic conjunctive adverbs such as 그래서, 그런데, 그렇지만 and 하지만 to establish cohesion in texts. Students translate and create simple bilingual texts across Korean and English, comparing different versions, identifying reasons for different interpretations and ways to retain and convey original meanings in translated texts. They recount their reactions to intercultural experiences and exemplify how their personal experiences and assumptions influence their language use and perspectives.

Students explain how language use is adjusted to different purposes and audiences in different contexts and situations by providing examples from differing spoken and written forms of Korean. They compare situations where it is or is not appropriate to use 반말 and other features of language such as text messaging or

colloquial forms of expression in Korean, English or other known languages. They describe how languages change over time and through contact with other languages and cultures by identifying possible examples of such change in Korean and other languages. They relate grammatical elements in Korean such as case markers, particles, suffixes, and verb endings to their grammatical functions by explaining them using metalanguage (case, politeness, honorification, 반말, 높임말, native Korean/Sino-Korean). Students explain how cultural values and ideas are embedded in language use, including their own, and identify how language reflects ways of thinking, views of the world and everyday cultural routines, drawing on examples from Korean, English and other languages.

Interaction

Annotations overview

Uses spoken **Korean** to interact with the teacher, sharing opinions and experiences about food preferences



Role play

Annotations overview

Uses visual stimulus to interact spontaneously in an unscripted dialogue

AC WS4 9-10 (Year 7 entry) AT talking about my food prefer... 한국 식당 메뉴

Korean restaurant menu 한국 식당 메뉴 Watch later Share

dumplings 고기만두

Tuna sushi 참치김밥

Ramen noodles 라면

spicy rice cakes 떡볶이

Dumpling soup만두국

Drinks 음료수

Cola콜라

Milk우유

Orange juice 오렌지

Coffee 커피

Green tea 녹차

Vegetable Sushi 야채김밥

Kimchi dumplings 김치만두

Cucumber recipe

Sample summary

Students learnt a range of vocabulary and grammar structures relevant to food, cooking and recipes, including ingredients, amounts and methods. As part of the unit, they watched a video clip to analyse the language of instructions of how to make a Korean cucumber side dish (오이무침).

In this task, students were asked to write a recipe for 오이무침 after watching the video clip. They were asked to use language modelled in the clip, including a range of vocabulary and sentence structures, such as basic counters with Korean number expressions, informal polite verb endings (예요, 이에요) and connectives (~아서/어서/해서, ~하고). Students were allowed to ask the teacher questions while writing their drafts to gain feedback. They were given an A3 poster size sheet of paper to write the recipe with steps and illustrations.

The class made the Korean cucumber side dish (오이무침) using the recipe written in class.

Achievement standard

Subject

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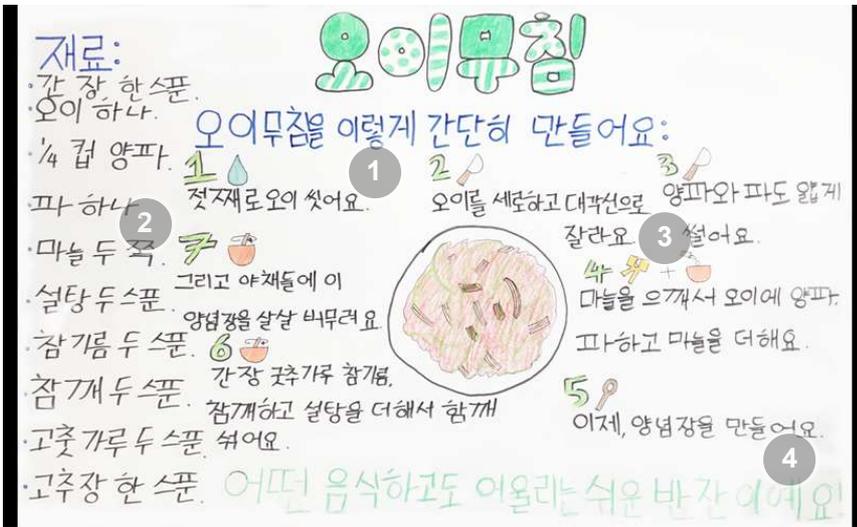
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Recipe

Annotations overview

Uses language and structures specific to text type



Annotations

- 1 **Annotation 1**
 Makes suggestion using adverb and amounts
- 2 **Annotation 2**
 Uses appropriate vocabulary and counters to list ingredients
- 3 **Annotation 3**
 Uses complex structures to write detailed method and steps
- 4 **Annotation 4**
 Shares opinion with justification