



Key information for the Korean in Context Stage 6 Syllabus

- The [Korean in Context Stage 6 Syllabus](#) is designed for students who have typically been brought up using the Korean language outside the classroom, and who have a connection to Korean culture. Typically, their oral proficiency is more highly developed than their proficiency in the written language. These students have received all or most of their formal education in schools where English (or another language different from Korean) is the medium of instruction.
- Students wishing to undertake the Korean in Context Stage 6 course must apply for an [eligibility determination](#).
- Schools and teachers use syllabuses to develop educational programs for students. The Korean in Context course is intended to provide students with the opportunities to develop their communication skills, knowledge and understanding of Korean language, culture and identity through 6 modules and related texts.
- Each module in the syllabus relates to a single issue, with the exception of the 6th module, Personal Investigation, which can relate to any of the issues. The Personal Investigation module may not commence until Year 12.
- The Korean in Context Stage 6 Syllabus has 3 objectives – Interacting, Processing and responding, and Composing. Each objective has related outcomes and content which summarise the associated knowledge, understanding and skills that students are expected to achieve at the end of the course.
- Students read, listen to and view a range of texts and types of texts in Japanese relevant to the course issues. In addition, students are expected to construct a range of texts appropriate to a variety of contexts, purposes and audiences. Students analyse and evaluate texts from linguistic and cultural perspectives, and create a range of texts relevant to the content of the course appropriate to a variety of contexts, purposes and audiences.
- NESA provides a prescribed character list for Korean in Context course on their [Korean in Context Stage 6 Syllabus webpage](#).
- Students are expected to recognise and use grammatical structures which are included in the Korean in Context Stage 6 Syllabus and should be read in conjunction with the content of the syllabus.
- The [Assessment and reporting in Korean in Context Stage 6 webpage](#) includes the mandated course components and weightings for Year 11 and Year 12. Also refer to this document for assessment and reporting updates.

HSC examinations

- The HSC Korean in Context examination consists of a written paper worth 80 marks and an oral examination worth 20 marks.
- The written paper will consist of 2 sections, Section I – Processing and responding (50 marks) and Section II – Composing texts (30 marks). Students are able to use monolingual and/or bilingual dictionaries in the written examination.
- In the oral examination, students are required to respond to 2 questions in the form of a monologue. The questions will relate to the course issues and may also relate to the Personal Investigation.
- Past HSC papers by NESA, are a useful resource to help students to become familiar with the examination format and structure. Past papers for Korean in Context course can be found on [NESA's website](#).
- The [HSC Standards Materials](#) provide a collection of resources of sample responses typical of work at the boundaries between HSC bands.



Support materials

NESA has support materials on the [Korean in Context Stage 6 Syllabus webpage](#).

General HSC information

- The [NSW Education Standards Authority \(NESA\)](#) oversees the Higher School Certificate (HSC), offering resources for students on exam preparation, course selection, and academic integrity.
- The [NESA HSC glossary](#) provides teachers with guidance on how to use key terms consistently, ensuring students understand their meanings and apply them appropriately across various subjects for effective exam preparation.
- The NESA [HSC assessment moderation](#) process ensures fairness by adjusting school assessment marks based on exam results, making them comparable across schools.
- The [ACE rules](#) outline HSC school-based assessment integrity, task development, marking, appeals, and record-keeping. They cover malpractice policies, illness/misadventure procedures, task notifications, ranking, and restrictions on reporting final marks, ensuring compliance with NESA's assessment standards.
- HSC monitoring advice, Section 1.6 outlines HSC record-keeping requirements, including teaching programs, assessment documentation, interventions and work samples. Visit [Stage 6 – monitoring implementation and support](#) for more information.
- School-based assessment for the HSC contributes to a student's final mark and is designed to evaluate students' understanding and skills based on syllabus outcomes.

Contact us

If you would like further information or support, please email LanguagesandCulture@det.nsw.edu.au or reach out to our team via the Languages Statewide Staffroom – join by completing [this short survey](#).

