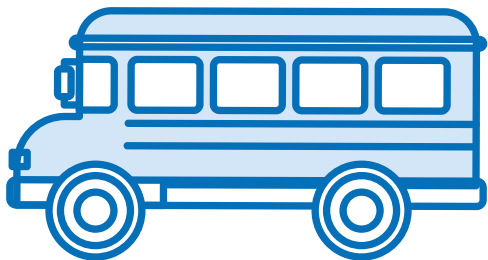
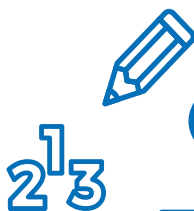
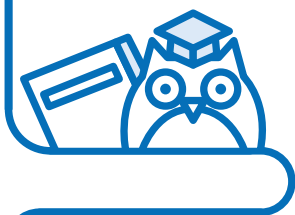




Choose Freely,
Learn Broadly

High School Credit System



Learn more about the High School Credit System
to be fully implemented in 2025



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What Is the High School Credit System?

>> The High School Credit System allows students to choose subjects that match their career goals and interests. By successfully completing these courses and meeting certain requirements, students earn credits toward graduation.



Course Completion Criteria



At least two-thirds attendance of all class sessions for the subject



An academic performance score of 40% or higher

>> Why Is It necessary?

"Students freely choose the courses they want."

Choose Freely



Develop self-directed learning skills.
Actively plan career paths.

"Students take career-aligned courses and are evaluated accordingly."



Focus on growth-oriented education rather than competition.

"Supplementary guidance is available for students who need help meeting the completion criteria."



Strengthen the quality of public education through shared responsibility.

"Local schools and community organizations also offer classes."



Offer a diverse curriculum and expand learning opportunities.


>> What Will Change?

01. Graduation Requirements



Required attendance of at least two-thirds of the total school days

Previously




Must earn 192 or more credits over three years*

* Provided that students attend at least two-thirds of all class sessions each year

Credit System


02. Course Completion Criteria




Credits awarded upon course completion

Previously

Completion Criteria



At least two-thirds attendance

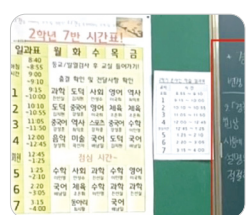


At least a 40% academic achievement rate

2/3 attendance in class sessions + 40% achievement rate required to earn credit

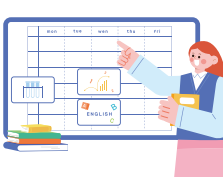
Credit System

3. Personalized Class Schedules



Students in the same grade followed similar, track-based course schedules (class-specific).

Previously



Students select courses that align with their career goals and interests (student-specific).

Credit System



How Does the High School Credit System Work?

» Starting with the 2025 academic year, students entering high school will follow these steps to earn credits and graduate.

High School Credit System Overview

Step 1

Diverse Course Offerings

A wide range of courses is available to support personalized learning paths.



Step 2

Career and Academic Planning

Students create a learning plan with guidance from career and academic counseling.



Step 3

Course Registration

Students register for courses based on their individual learning plans.



Step 4

Course Implementation

Classes are conducted using student-centered, participatory methods. (e.g., debates, hands-on activities)



Step 7

Graduation

Students graduate by earning at least 192 credits over three years. (while meeting the annual attendance requirement of attending at least two-thirds of all class sessions)



Step 6

Credit Acquisition

Students earn credits by successfully completing courses.



At least two-thirds attendance
+
40% academic achievement rate

Completion

Supplementary Instruction

Step 5

Student Evaluation

Progress-based achievement assessments are conducted to support student growth.



What Courses Are Available?

» Under the 2022 Revised Curriculum, students choose from the following categories:

Core Courses

Courses that build foundational knowledge and essential academic skills

★ Mandatory for all students

General Electives

Courses designed to deepen understanding of core content in each academic discipline

Career Electives

Advanced courses tailored to specific subjects or career pathways

Interdisciplinary Electives

Courses that blend themes across and within disciplines, focusing on real-world experience and practical application



» 2022 Revised Curriculum: General Subjects

| Subjects (Areas) | Core Courses | Electives | | |
|--|-----------------------------------|---|---|---|
| | | General Electives | Career Electives | Interdisciplinary Electives |
| Korean Language | Korean Language 1, 2 | Speech & Language, Reading & Writing, Literature | Thematic Reading, Literature & Film, Workplace Communication | Book Discussions & Writing, Media Communication, Exploring Language in Everyday Life |
| Mathematics | Mathematics 1, 2 | Algebra, Calculus I, Probability & Statistics | Geometry, Calculus II, Mathematics in Economics, Mathematics for AI, Workplace Mathematics | Mathematics & Culture, Practical Statistics, Mathematical Projects |
| | Basic Mathematics 1, 2 | | | |
| English | English 1, 2 | English I, English II, English Reading & Writing | English Literature, English Presentation & Debate, Advanced English, Advanced Reading & Writing in English, Workplace English | Everyday English Conversation, English through Media, English & Global Cultures |
| | Basic English 1, 2 | | | |
| Social Studies (Includes history & ethics) | Korean History 1, 2 | Global Citizenship & Geography, World History, Society & Culture, Modern Society & Ethics | Korean Geography, Exploring Future Cities, East Asian History, Politics, Civic Life & Law, Economics, Ethics & Thought, Humanities & Ethics, Introduction to International Relations | Travel & Tourism Geography, Exploring Modern History, Contemporary Social Issues, Financial Literacy for Life, Exploring Ethical Dilemmas, Climate & Sustainability |
| | Comprehensive Social Studies 1, 2 | | | |
| Science | Comprehensive Science 1, 2 | Physics, Chemistry, Life Science, Earth Science | Mechanics & Energy, Electromagnetic Forces & Matter, Matter & Energy, Chemical Bonding & Reactions, Cell Biology & Metabolism, Inheritance of Life, Earth System Science, Planetary & Space Science | History & Culture of Science, Climate Change & Ecology, Integrated Science Inquiry |
| | Science Lab Practicum 1, 2 | | | |

| Subjects (Areas) | Core Courses | Electives | | |
|--|--------------|---|--|---|
| | | General Electives | Career Electives | Interdisciplinary Electives |
| Physical Education | | Physical Education 1,2 | Exercise & Health, Sports & Culture*, Sports & Science* | Sports & Life 1, 2 |
| Arts | | Music, Art, Theater | Music Performance & Composition, Music Appreciation & Critique, Studio Art, Art Appreciation & Critique | Music & Media, Art & Media |
| Technology and Home Economics/ Informatics | | Technology and Home Economics | The World of Robotics & Engineering, Exploring Human Ecology | Creative Engineering, Introduction to Intellectual Property, Life Planning & Independent Living*, Child Development & Parenting |
| | | Informatics | Artificial Intelligence 101, Data Science | Software & Life |
| Foreign Language/ Classical Chinese | | German, French, Spanish, Chinese, Japanese, Russian, Arabic, Vietnamese | Conversation Course: German, French, Spanish, Chinese, Japanese, Russian, Arabic, Vietnamese Advanced Course: German, French, Spanish, Chinese, Japanese, Russian, Arabic, Vietnamese | Culture of German-Speaking Countries, Culture of French-Speaking Countries, Culture of Spanish-Speaking Countries, Chinese Culture, Japanese Culture, Russian Culture, Arabic Culture, Vietnamese Culture |
| | | Classical Chinese | Reading Classical Texts in Chinese Characters | Chinese Characters in the Korean Language |
| Liberal Arts | | Career & Vocation, Ecology & the Environment | Human Nature & Philosophy, Logic, Human Behavior & Psychology, Foundations of Education, Religion & Human Life, Health & Wellness | Humans & Economic Activity, Critical Writing |

» Additional electives in science, physical education, and the arts as well as specialized courses in vocational high schools and superintendent-approved courses may also be offered.

<Examples of Available Courses>

Electives in Science, Physical Education, and the Arts

Specialized Mathematics, Advanced Physics, Sports 101, Novel Writing, Physical Theater

Specialized Courses in Vocational High Schools

Commercial Economy, Childcare Practice, Understanding the Cultural Content Industry, Cosmetology 101

Superintendent-Approved Courses

Smart Farm Operation, Energy & Environmental Science, Data Science & AI

For electives in science, physical education, and the arts—as well as specialized courses offered in vocational high schools—please refer to the 2022 Revised Curriculum (<https://ncic.re.kr/>).

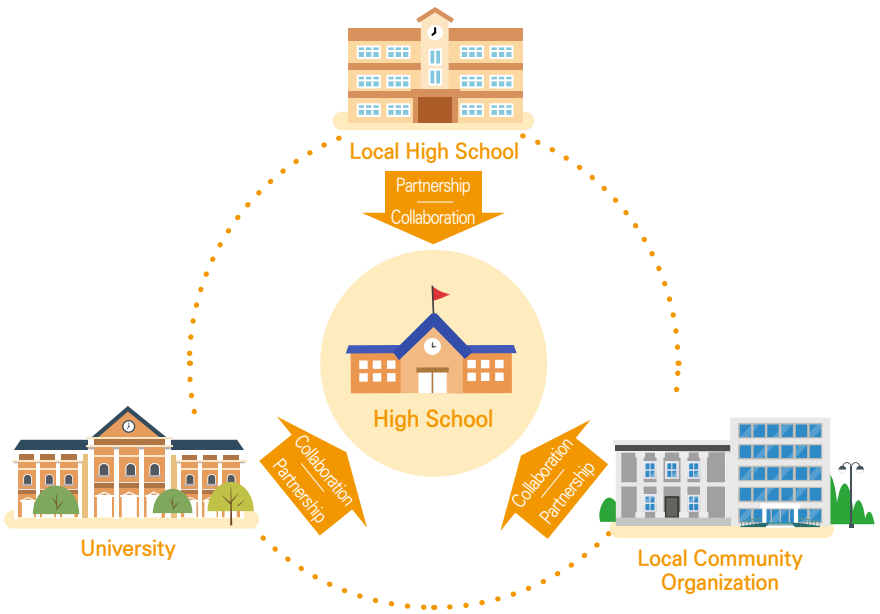
What If the Preferred Course is Not Offered?

» Due to varying school conditions, some preferred courses may not be available at individual schools. In such cases, students may take courses through the Joint Education Program or the Online School.

Joint Education Program

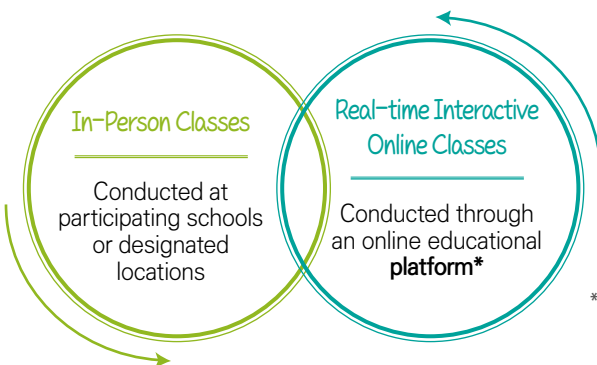
» What Is the Joint Education Program?

The Joint Education Program promotes collaboration among high schools, universities, or local community organizations to offer courses that individual schools are unable to provide on their own.



» How Is the Joint Education Program Conducted?

The Joint Education Program offers both in-person classes and real-time interactive online classes. In some cases, a single course may combine both formats.



* ClassOn.
(edu.classon.kr)

Online School

>> What Is the Online School?

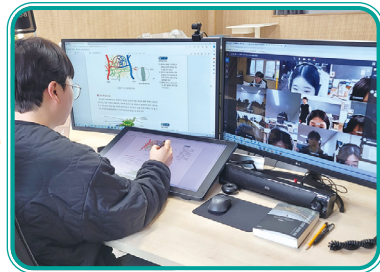
The Online School provides access to courses that are not available at individual schools. Students can join real-time, interactive online classes from their own school sites.

01 What happens when a class is offered through the Online School?



Source: Bitgoeul-on Online School, Gwangju

02 Students participate from their own schools.



Source: Gyeongnam Online School

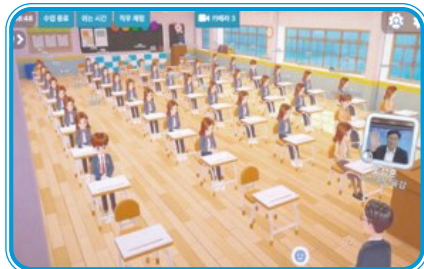


03 Some Online School classes may be held in person.



Source: Daegu Metropolitan Office of Education Press Release

04 Students can meet their teachers and classmates in the metaverse.



Source: Incheon Metropolitan Office of Education Press Release

※ As of March 2024, the Online School program is operated by five regional Offices of Education: Gyeongnam, Daegu, Incheon, Gwangju, and Jeonbuk. In 2025, the program will expand to all 17 Offices of Education nationwide.

In Addition...

>> Education Outside of School

Students may complete courses or creative learning activities—particularly those difficult to offer at schools, through the Joint Education Program, or the Online School—by participating in programs offered by **local community organizations***.

* Local Community Organizations

Refer to public institutions operated by local governments or Offices of Education, universities, nonprofit organizations, and lifelong education institutions (as defined by the Lifelong Education Act, excluding private institutions) that have been approved by the superintendent of education.

How Are Students Evaluated?

» Starting in the 2025 school year, academic records will reflect both a student's class rank (Grade 1-5) and achievement level (A-E), except for certain courses*.

* For courses in Physical Education, the Arts, and Liberal Arts, Science Lab Practicum, and Interdisciplinary Electives in Social Studies and Science, only the absolute achievement level will be recorded.

» Grade Reporting to Universities by Subject

2015 Revised Curriculum (for students admitted before 2025)

| Category | Absolute Evaluation | | Relative Evaluation | Statistics | | | |
|-------------------------|---------------------|-------------------|-----------------------|--------------------------------|-----------------|------------------|--------------------|
| | Raw Score | Achievement Level | Class Rank | Achievement Level Distribution | Subject Average | Enrollment Index | Standard Deviation |
| General Subjects | ○ | - | 9-Level Grading Scale | - | ○ | ○ | ○ |
| Career Electives | ○ | A•B•C | - | ○ | ○ | ○ | - |
| PE•Arts | - | A•B•C | - | - | - | - | - |
| Liberal Arts | - | P | - | - | - | - | - |
| Specialized Subjects I | ○ | - | 9-Level Grading Scale | - | ○ | ○ | ○ |
| Specialized Subjects II | ○ | A•B•C•D•E | - | - | ○ | ○ | ○ |



2022 Revised Curriculum (for students admitted in 2025 and beyond)

| Category | Absolute Evaluation | | Relative Evaluation | Statistics | | | |
|---|---------------------|-------------------|-----------------------|--------------------------------|-----------------|------------------|--------------------|
| | Raw Score | Achievement Level | Class Rank | Achievement Level Distribution | Subject Average | Enrollment Index | Standard Deviation |
| General Subjects | ○ | A•B•C•D•E | 5-Level Grading Scale | ○ | ○ | ○ | - |
| Interdisciplinary Electives in Social Studies & Science | ○ | A•B•C•D•E | - | ○ | ○ | ○ | - |
| PE•Arts / Science Lab Practicum | - | A•B•C | - | - | - | - | - |
| Liberal Arts | - | P | - | - | - | - | - |
| Specialized Subjects | ○ | A•B•C•D•E | 5-Level Grading Scale | ○ | ○ | ○ | - |

* Source: Finalized Plan for the 2028 University Entrance Examination System Reform (December 2023)

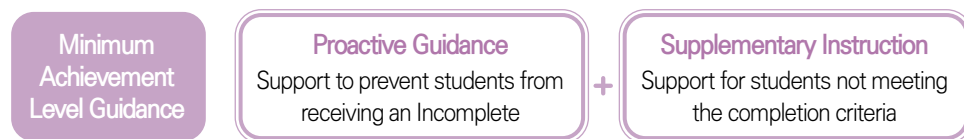
- ※ For Interdisciplinary Electives in Social Studies and Science listed in Table 5 of the 2022 Revised Curriculum, class rank grades will not be recorded.
- ※ For Physical Education and Arts courses, and Science Lab Practicum, achievement levels will be recorded as A, B, or C. For Liberal Arts courses, the achievement level will be recorded as P.
- ※ For major-related electives in specialized high schools (listed separately in Table 6 under the General Subjects of the 2022 Revised Curriculum), relative evaluation results will also be recorded.

What Are the Course Completion Criteria?

» Beginning with the first-year high school students in 2025, when the High School Credit System is fully implemented, the Course Completion Criteria will apply to all courses.



» To support students in meeting these criteria, schools will provide Minimum Achievement Level Guidance, including proactive support and supplementary instruction as needed.



| Step | Timeline | Key Actions |
|--|-----------------------------------|--|
| <p>Preparation Plan Teaching & Assessment</p> | <p>Before the semester begins</p> | <ul style="list-style-type: none"> Develop plans for Minimum Achievement Level Guidance <p>※ Includes identifying target students and outlining guidance methods.</p> |
| <p>Step 1 Identify Students Needing Support</p> | <p>Start of Semester</p> | <ul style="list-style-type: none"> Identify students who may not meet completion criteria through diagnostic assessments and teacher recommendations |
| <p>Step 2 Proactive Guidance for Minimum Achievement Level</p> | <p>Mid-Semester</p> | <ul style="list-style-type: none"> Provide support to students at risk of not meeting completion criteria, if they choose to participate <p>Examples After-school guidance, after-school core competency programs, supplementary assignments, learning mentoring, psychological support programs, targeted support during classes</p> |
| <p>Step 3 Supplementary Instruction for Minimum Achievement Level</p> | <p>End of Semester</p> | <ul style="list-style-type: none"> Provide support to students who did not meet the completion criteria <p>Examples In-person guidance (after school or during school breaks, including real-time interactive onlin classes), online content (e.g., EBSI), supplementary assignments, learning mentoring</p> <ul style="list-style-type: none"> 5 hours of instruction per credit |



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