商丘市第一高级中学与澳大利亚 Macquarie Grammar 高中合作举办中澳高中教育项目培养方案

根据与澳大利亚 Macquarie Grammar 高中的协议，我校引进澳方高中教育管理理念和教学模式，学生在完成中国高中教学大纲规定高中课程学习的基础上，学习部分优质澳大利亚高中课程，培养学生多语种的思维能力与运用能力，强化学生学习能力，加强学生独立思考与创新能力，提高其国际视野与社会竞争力，学生在取得中国高中毕业证书的同时，具备在中国升入大学、升入澳大利亚名校及其他国家名校的能力。

一、 管理模式

中澳高中教育项目在项目联合管理委员会的指导下开展工作，由中澳双方共同负责管理，中方学校和澳方选派资深教育者分别担任责任人，共同参与制定课程和管理。中方学校选派优秀教师和有经验的管理人员负责中国高中课程的教育教学与学生管理工作；澳方负责澳大利亚高中课程的设置、教学、管理，澳方教师由澳大利亚 Macquarie Grammar 高中选派、考核、均由教学经验丰富的优秀教师担任。通过中外融合的合作过程快速提升本土师资，探索出具有我校特色的教育方法。

二、 培养目标

以党的二十大精神统领我校中澳高中教育项目，扎根中国、融通中外，引导学生树立正确的世界观、人生观、价值观，正确的认识世界和中国发展大势。以追求学生个性的健康发展、尊重学生的各种能力与性格兴趣、

培养创新能力为目的、以学生为中心的教育课程。课程重点放在以培养学生健全的人性及创新能力为目标，提高学生的基本语言能力、思维能力、创新 能力，学生毕业时的外语能力、写作能力、国际化意识、知识 的活用、思考创造力及自理能力自律意识等全面达到韩国及其 他国家同龄学生相同的要求，为学生未来在高科技、教育文化、经济商业等众多领域的发展打下坚实的基础。

三、教育教学

1、教学宗旨：本项目旨在引进国外优质的办学理念和教学方法，并在教育教学、管理方面开展实质性合作，通过“中澳融合”过程完成本土师资提升，进而探索出具有我校特色的新型课程，促进我校国际化。

2、课程设置：本项目引进澳大利亚 Macquarie Grammar 高中的课程设置、教学大纲等教学资料，结合商丘市第一高级中学的课程设置和教学计划进行对比研究，在此基础上，共同制定了适合项目要求的课程设置和教学计划。中澳国际班教学时间为三学年(六个学期)；高中三年的教学计划如下:

高一年级：以河南省教育厅制定的部分课程和强化英语学习为主，主要开设课程为语文、英语、数学、政治、历史、地理、物理、化学、生物科目；同时开设部分的体育、音乐和美术课程，以求项目学生的全面发展；强化英语学习(英语课程每学期至少 200 个课时以上)。

高二年级：上学期以河南省教育厅制定的部分课程和强化英语学习为主；主要开设课程为语文、英语、数学、政治、历史、地理、物理、化学、

生物科目；强化英语学习(英语课程每学期至少 200 个课时以上)。下学期以外方课程为主，主要开设课程为外方的英语中级课程，HSC 英语（初级）、HSC 英语（中级）、HSC 数学、HSC 物理、HSC 社区与家庭

高三年级：以外方课程为主，主要开设外方的 HSC 英语（高级）、HSC 比较文学、论文写作、HSC 经济学、HSC 商业研究和课题研究(中英经贸分析等)。

课程总表

学年	主修课程	辅修课程
高一学年	中国高中基础课程; HSC 英语（初级）	选修第二外语（韩语）、创意活动
高二学年	中国高中基础课程; HSC 英语（初级）、HSC 英语（中级）、HSC 数学、HSC 物理	
高三学年	HSC 英语（高级）、HSC 比较文学、论文写作、HSC 经济学、HSC 商业研究	

课时说明:

（1）中方开设课程及课时:

语文（400 课时）、数学（300 课时）、英语（400 课时）、物理（240 课时）、化学（180 课时）、生物（120 课时）、政治（120 课时）、历史（120 课时）、地理（120 课时）、音乐（60 课时）、美术（60 课时）、体育与健康（200 课时）、信息技术（60 课时）、通用技术（60 课时），实践活动（60 课时）

合计 15 门课，其中核心课 9 门，2450 课时

（2）外方开设课程及课时:

HSC 英语（600 课时）、HSC 数学（450 课时）、HSC 物理（120 课时）、HSC 论文写作（160 课时）、HSC 比较文学（120 课时）、HSC 商业研究（120 课时）、HSC 经济学（120 课时）、选修韩语（120 课时）、实践活动（120 课时）合计 9 门课，其中核心课 8 门，1930 课时

（3）中外课程分析:

①全部课程总计 24 门，引进外方课 9 门，引进课程占全部课程比例为 9/24=38%;

②全部核心课程共计 17 门，引进外方核心课程 8 门，引进核心课程占全部核心课程比例为 8/17≈47%;

③全部课程总计 24 门，外方教师担任核心课程 8 门，外方教师担负的核心课程门数占全部课程门数比例为 8/24≈33.3%;

④全部课时共 4380 个，外方教师担任核心课程课时数是 1770 个，外方教师担任核心课程学时占总课时数比例为 1770/4380≈40%

中方课程中文、英文教学，澳方课程英语教学，中方教材采用中国国家教育部统编高中教材，澳方教材与澳大利亚 Macquarie Grammar 中学使用相同教材，并借助科技、网络、人工智 能等高科技手段，中澳合作通过双师教学、人机互动等辅助教育实施的过程；本项目提供小班制教学结合导师制管理，为每位学生提供个性化教育，为学生进行学业规划和人生发展引导；日常课堂教学借鉴澳方发表课的方式，以学生为主，教师与学生共同学习讨论，以激发学生内在学习驱动力；开设丰富的实验与活动课程，还有海外课堂、游学采风及放手让学生玩创客等，逐步减少应试教育成分，增大素质教育比例。

A: 授课计划总表（三年六学期）

说明：表中数字为周课时；"—" 表示该学期不开设；★中方国家必修课程，◆澳方引进拓展选修课程，△校本 / 实践选修课程。每学期教学周按 20 周计算。

序号	课程名称	性质	高一上	高一下	高二上	高二下	高三上	高三下	三年总课时	授课
一、中方课程										
1	语文	★	4	4	4	4	4	4	400	中方
2	数学	★	4	4	4	4	3	3	300	中方
3	英语	★	4	4	4	4	4	4	400	中方
4	思想政治	★	2	2	2	2	1	—	120	中方
5	历史	★	2	2	2	2	1	—	120	中方
6	地理	★	2	2	2	2	1	—	120	中方
7	物理	★	3	3	3	3	1	—	240	中方
8	化学	★	3	3	3	3	1	—	180	中方
9	生物	★	2	2	2	2	1	—	120	中方
10	体育与健康	★	2	2	2	2	2	2	200	中方
11	音乐	★	1	1	1	—	—	—	60	中方

序号	课程名称	性质	高一上	高一下	高二上	高二下	高三上	高三下	三年总课时	授课
12	美术	★	1	1	1	—	—	—	60	中方
13	信息技术	★	1	1	—	—	—	—	60	中方
14	通用技术	★	1	1	—	—	—	—	60	中方
15	综合实践活动	★	1	1	1	1	—	—	60	中方
16	国内文化课复习（合格考 / 高考）	★	—	—	—	—	—	6	—	中方
二、澳方课程										
17	HSC 英语（初级）	◆	3	3	2	—	—	—	160	澳方
18	HSC 英语（中级）	◆	—	—	3	3	—	—	120	澳方
19	HSC 英语（高级）	◆	—	—	—	—	4	3	140	澳方
20	HSC 数学	◆	—	—	3	3	—	—	120	澳方
21	HSC 物理	◆	—	—	2	2	—	—	80	澳方
22	HSC 比较文学	◆	—	—	—	—	2	2	80	澳方

序号	课程名称	性质	高一上	高一下	高二上	高二下	高三上	高三下	三年总课时	授课
23	HSC 论文写作	◆	—	—	—	—	3	2	100	澳方
24	HSC 经济学	◆	—	—	—	—	2	2	80	澳方
25	HSC 商业研究	◆	—	—	—	—	2	2	80	澳方
三、校本实践课程										
26	选修韩语（第二外语）	△	1	1	—	—	—	—	40	中澳联合
27	创意活动	△	1	1	1	1	—	—	80	中澳联合
28	中澳联合实践活动	△	—	—	—	—	2	2	80	中澳联合

B: 课程大纲

第一部分: 中方国家课程大纲

说明: 中方全部必修、选择性必修课程严格执行《普通高中课程方案和课程标准（2017 版 2020 修订）》，使用国家统编教材，课程目标、内容、评价完全执行国家课标要求，本方案不再重复罗列详细条文。

第二部分: 澳方课程大纲（引进澳大利亚 NESA-HSC 体系）

课程 1: HSC 英语（初级）

1.课程目标：训练学生英语听、说、读、写基础能力，熟悉澳洲高中英语课堂模式；掌握叙事、说明类文本阅读，能够完成简短议论文写作；积累学术词汇，为 HSC 中级英语以及海外升学打下语言基础。

2.教学内容：①日常生活、社会主题听力对话训练；②短篇记叙文、说明文阅读；③段落写作、短文结构训练；④课堂 presentation 口语训练；⑤基础学术词汇积累。

课程 2：HSC 英语（中级）

提升学生学术英语阅读与思辨写作能力，能够分析短篇文学、社会评论文本；掌握议论文写作框架；能够完成 5- 8 分钟英文主题演讲；达到海外高中阶段中级语言水平。主要教学内容：①社会议题类文本阅读；②短篇文学文本赏析；③议论文写作训练；④专题演讲小组辩论；⑤信息检索与简短文献梳理。

课程 3：HSC 英语（高级）

对标澳大利亚 HSC 高级英语课程框架；训练学生批判性阅读、文学文本分析、长篇学术议论文写作；能够独立完成课题报告，满足澳洲高校本科入学语言准备。教学内容：文学选段、社会评论、媒介文本分析；学术论文写作；深度课题研讨；长篇 presentation；文献引用规范。

课程 4：HSC 数学

参照澳大利亚 HSC 通用数学课程框架，使用英文理解数学概念、术语；训练函数、统计、概率、代数等模块，培养英文环境下数学解题、建模能力。不替代国内高中数学必修与选择性必修。教学主要模块：代数、函数、概率统计、基础微积分入门、实际生活数学建模。

课程 5：HSC 物理

了解澳大利亚高中物理的探究式教学模式；掌握力学、电磁基础概念；

训练英文读取物理题干、科学实验报告撰写。不替代国内高中物理课程。内容：力学基础、电磁现象基础、科学探究实验、英文实验报告撰写。

课程 6：HSC 论文写作（Academic Essay Writing）

掌握英文学术写作范式；学习选题、资料检索、文献引用、逻辑论证；可以独立完成规范英文课题小论文，适配海外大学申请文书、本科预科学习需求。教学内容：学术选题；文献检索；引文格式；逻辑论证；论文修改润色；个人陈述文书基础训练。

课程 7：HSC 比较文学

阅读不同文化背景英文文学短篇，学习文本对比分析，培养跨文化思辨与文学赏析能力。教学内容：短篇小说、诗歌、散文文本阅读；文本对比分析；文学主题研讨；分析性短文写作。

课程 8：HSC 经济学

了解西方基础经济学基础概念，理解市场、供需、宏观经济基础常识，读懂简单英文经济文本。教学内容：微观经济基础、供需原理；宏观经济基础；国际贸易基础；案例研讨。

课程 9：HSC 商业研究

认识商业基础概念，学习企业运营、市场营销基础，训练英文案例分析。教学内容：企业设立、市场营销基础、商业案例分析、商业计划书简易撰写。

课程 10：选修韩语

掌握韩语基础发音、日常会话，了解韩国社会文化；作为第二外语拓展。教学内容：韩文字母、日常会话、基础词汇、韩国文化常识。

课程 11：实践活动（中澳联合）

开展跨文化主题活动、课题实践、项目式学习，提升综合素养。内容：跨文化主题研讨、小组项目、展示活动。

附件 C：教材使用清单

1. 中方课程：全部使用教育部审定普通高中国家统编教材（人教版本）；

2. 澳方课程教材/资源，全部完成校内意识形态审核，报备主管部门之后投入使用；思政、语文、历史、地理学科不使用境外原版教材；教材清单会根据澳方学校版本更新动态更新，更新版本须再次履行审核备案。

序号	课程名称	教材/教学资源名称
1	HSC 英语（初级）	HSC English Standard（Foundation Stage）学生用书、教师课件资源
2	HSC 英语（中级）	HSC English Standard（Intermediate）学生用书、配套阅读材料
3	HSC 英语（高级）	HSC English Advanced 教材、文学阅读集
4	HSC 数学	HSC General Mathematics 教材、习题集
5	HSC 物理	HSC Physics（Foundation）教材、实验指导材料
6	HSC 论文写作	Academic Essay Writing for HSC 教学讲义、课件资源
7	HSC 比较文学	HSC Comparative Literature 阅读文本集
8	HSC 经济学	HSC Economics 教材、案例材料

序号	课程名称	教材/教学资源名称
9	HSC 商业研究	HSC Business Studies 教材、案例集
10	选修韩语	第二外语（韩语）校本讲义
11	实践活动	项目式学习教学资源包

四、师资配备

一部分是中方的优秀教师，另一部分是澳方选派授课教师，且澳方将承担不少于三分之一核心课程的授课任务。本项目注重师资培养，努力培养一支能够胜任中澳国际教育的师资队伍。

五、外方课程安排及成绩考核评估

根据课程的不同，具体考试考核的数量和内容，由澳方任课教师决定。每个学期考核中，满分为 100 分，其中阶段性考试和测验占 40%，期中、期末考试各占 15%，平时作业课题报告及实践占 20%，出勤率及学习态度占 10%；每门课及格线为 60 分，如果学生期末考试不及格而没拿到课程学分，可在下一年度开学前进行补考，如果补考也无法达到学分及格要求，学生将失掉该课程的学分。

六、学制、颁发毕业证

1、学制：3 年

2、颁发毕业证：商丘市第一高级中学高中毕业证

3、毕业方向：学生高中毕业可以申请澳洲名校或其他国家名校，或根据本人意愿参加中国高考，实现多样化升学选择。

甲方：商丘市第一高级中学

法定代表人：（签字）

公章：

2025 年 12 月 20 日

乙方：澳大利亚 Macquarie Grammar 高中

法定代表人：（签字）

公章：

2025 年 12 月 20 日

Shangqiu No. 1 Senior High School and Macquarie Grammar School, Australia

Training Plan for the Joint China-Australia Senior High School Education Program

Pursuant to the agreement with Macquarie Grammar School, Australia, Shangqiu No. 1 Senior High School introduces Australian senior high school educational management concepts and teaching models. On the basis of completing the senior high school curriculum prescribed by the Chinese high school syllabus, students study selected high-quality Australian senior high school courses. The program aims to develop students' multilingual thinking and practical language abilities, strengthen their learning capacity, enhance independent thinking and innovation, and broaden their international outlook and social competitiveness. Upon obtaining a Chinese senior high school graduation certificate, students will be equipped to pursue university education in China, apply to prestigious universities in Australia, or seek admission to leading universities in other countries.

I. Management Model

The China-Australia Senior High School Education Program operates under the guidance of the Joint Program Management Committee and is jointly managed by the Chinese and Australian parties. The Chinese school and the Australian partner each appoint experienced educators as persons in charge, who jointly participate in curriculum development and program management. The Chinese school selects outstanding teachers and experienced administrators to undertake the teaching of the Chinese senior high school curriculum and student management. The Australian party is responsible for the design, teaching, and management of the Australian senior high school curriculum. Australian teachers are selected and assessed by Macquarie Grammar School and are all highly qualified educators with extensive teaching experience. Through this integrated China-Australia cooperation, the program seeks to rapidly enhance the

capabilities of local teaching staff and develop educational approaches with distinctive features of the Chinese school.

II. Training Objectives

Guided by the spirit of the 20th National Congress of the Communist Party of China, the China-Australia Senior High School Education Program is rooted in China while integrating Chinese and international perspectives. It guides students in developing sound worldviews, outlooks on life, and values, and in gaining a correct understanding of global trends and China's development. The curriculum is student-centered and aims to support the healthy development of individual personalities, respect students' diverse abilities, character traits, and interests, and cultivate innovation. The curriculum focuses on developing well-rounded character and innovative capacity, while improving students' fundamental language abilities, thinking skills, and creativity. By graduation, students are expected to reach standards comparable to peers of the same age in Korea and other countries in foreign-language proficiency, writing ability, international awareness, practical application of knowledge, creative thinking, self-care, and self-discipline, thereby laying a solid foundation for future development in fields including high technology, education and culture, economics, and business.

III. Education and Teaching

1. Teaching Purpose: This program aims to introduce high-quality international educational philosophies and teaching methods and to carry out substantive cooperation in education, teaching, and management. Through the process of "China-Australia integration," it seeks to enhance local teaching capacity, develop a new curriculum with characteristics unique to the Chinese school, and advance the school's internationalization.

2. Curriculum Structure: The program introduces curriculum plans, syllabi, and other teaching materials from Macquarie Grammar School, Australia, and conducts a comparative study with the curriculum and teaching plan of Shangqiu No. 1 Senior High School. On this basis, the two parties jointly formulate a curriculum structure and teaching plan suitable for the requirements of the program. The China-Australia international class runs for three academic years (six semesters). The three-year senior high school teaching plan is as follows:

Senior High Year 1: The curriculum mainly consists of selected courses prescribed by the Henan Provincial Department of Education together with intensive English study. Main subjects include Chinese, English, Mathematics, Politics, History, Geography, Physics, Chemistry, and Biology. Physical Education, Music, and Fine Arts are also offered to support students' all-round development. English study is intensified, with at least 200 class hours of English each semester.

Senior High Year 2: In the first semester, the curriculum mainly consists of selected courses prescribed by the Henan Provincial Department of Education together with intensive English study. Main subjects include Chinese, English, Mathematics, Politics, History, Geography, Physics, Chemistry, and Biology, with at least 200 class hours of English each semester. In the second semester, the curriculum mainly consists of courses provided by the Australian party, including an intermediate-level English course, HSC English (Beginner), HSC English (Intermediate), HSC Mathematics, HSC Physics, and HSC Community and Family Studies.

Senior High Year 3: The curriculum mainly consists of courses provided by the Australian party, including HSC English (Advanced), HSC Comparative Literature, Academic Essay Writing, HSC Economics, HSC Business Studies, and Project Research (e.g., China-UK Economic and Trade Analysis).

Curriculum Structure

Academic Year	Main Courses	Supplementary Courses
Senior High Year 1	Basic Chinese Senior High School Courses; HSC English (Beginner)	Elective Second Foreign Language (Korean); Creative Activities
Senior High Year 2	Basic Chinese Senior High School Courses; HSC English (Beginner), HSC English (Intermediate), HSC Mathematics, HSC Physics	
Senior High Year 3	HSC English (Advanced), HSC Comparative Literature, Academic Essay Writing, HSC Economics, HSC Business Studies	

Class Hour Details:

(1) Courses and Class Hours Offered by the Chinese Party:

Chinese (400 class hours), Mathematics (300), English (400), Physics (240), Chemistry (180), Biology (120), Politics (120), History (120), Geography (120), Music (60), Fine Arts (60), Physical Education and Health (200), Information Technology (60), General Technology (60), and Practical Activities (60).

Total: 15 courses, including 9 core courses, for a total of 2,450 class hours.

(2) Courses and Class Hours Offered by the Australian Party:

HSC English (600 class hours), HSC Mathematics (450), HSC Physics (120), HSC Academic Essay Writing (160), HSC Comparative Literature (120), HSC Business Studies (120), HSC Economics (120), Elective Korean (120), and Practical Activities (120).

Total: 9 courses, including 8 core courses, for a total of 1,930 class hours.

(3) Analysis of Chinese and Australian Courses:

(1) There are 24 courses in total, of which 9 are introduced from the Australian party; the introduced courses account for 9/24 = 38% of all courses.

(2) There are 17 core courses in total, of which 8 are core courses introduced from the Australian party; the introduced core courses account for 8/17 ≈ 47% of all core courses.

(3) There are 24 courses in total. Australian teachers undertake 8 core courses, accounting for 8/24 ≈ 33.3% of the total number of courses.

(4) There are 4,380 class hours in total. Australian teachers undertake 1,770 class hours of core courses, accounting for 1,770/4,380 ≈ 40% of the total class hours.

Courses provided by the Chinese party are taught in Chinese and English, while courses provided by the Australian party are taught in English. Chinese-course textbooks use the unified senior high school textbooks compiled under the Ministry of Education of China, while Australian-course textbooks are the same as those used by Macquarie Grammar School in Australia. The China-Australia

cooperation also makes use of technology, the internet, artificial intelligence, and other advanced means, and implements supplementary educational approaches such as dual-teacher instruction and human-computer interaction. The program combines small-class teaching with a tutorial management system, provides individualized education for each student, and offers academic planning and guidance for personal development. Daily classroom teaching draws on the Australian approach of presentation-based classes, with students at the center and teachers and students learning and discussing together to stimulate students' intrinsic motivation. A wide range of laboratory and activity-based courses are offered, along with overseas classes, study tours and field trips, and maker activities that give students greater freedom to explore, gradually reducing the emphasis on examination-oriented education and increasing the proportion of holistic education.

A. Overall Teaching Schedule (Three Years / Six Semesters)

Note: The figures in the table indicate weekly class hours; "-" means the course is not offered in that semester. ★ Chinese national compulsory course; ◆ Australian extended elective course; △ school-based/practical elective course. Each semester is calculated on the basis of 20 teaching weeks. Party column: CHN = Chinese party; AUS = Australian party; Joint = joint China-Australia delivery.

No.	Course	Type	Year 1 Sem. 1	Year 1 Sem. 2	Year 2 Sem. 1	Year 2 Sem. 2	Year 3 Sem. 1	Year 3 Sem. 2	3-Year Total	Party
I. Chinese Courses										
1	Chinese	★	4	4	4	4	4	4	400	CHN
2	Mathematics	★	4	4	4	4	3	3	300	CHN
3	English	★	4	4	4	4	4	4	400	CHN
4	Ideological and Political Education	★	2	2	2	2	1	-	120	CHN
5	History	★	2	2	2	2	1	-	120	CHN
6	Geography	★	2	2	2	2	1	-	120	CHN
7	Physics	★	3	3	3	3	1	-	240	CHN
8	Chemistry	★	3	3	3	3	1	-	180	CHN
9	Biology	★	2	2	2	2	1	-	120	CHN
10	Physical Education and Health	★	2	2	2	2	2	2	200	CHN
11	Music	★	1	1	1	-	-	-	60	CHN
12	Fine Arts	★	1	1	1	-	-	-	60	CHN
13	Information Technology	★	1	1	-	-	-	-	60	CHN
14	General Technology	★	1	1	-	-	-	-	60	CHN
15	Comprehensive Practical Activities	★	1	1	1	1	-	-	60	CHN
16	Review of Chinese Curriculum (Academic Proficiency Test / Gaokao)	★	-	-	-	-	-	6	-	CHN
II. Australian Courses										

No.	Course	Type	Year 1 Sem. 1	Year 1 Sem. 2	Year 2 Sem. 1	Year 2 Sem. 2	Year 3 Sem. 1	Year 3 Sem. 2	3-Year Total	Party
17	HSC English (Beginner)	◆	3	3	2	-	-	-	160	AUS
18	HSC English (Intermediate)	◆	-	-	3	3	-	-	120	AUS
19	HSC English (Advanced)	◆	-	-	-	-	4	3	140	AUS
20	HSC Mathematics	◆	-	-	3	3	-	-	120	AUS
21	HSC Physics	◆	-	-	2	2	-	-	80	AUS
22	HSC Comparative Literature	◆	-	-	-	-	2	2	80	AUS
23	HSC Academic Essay Writing	◆	-	-	-	-	3	2	100	AUS
24	HSC Economics	◆	-	-	-	-	2	2	80	AUS
25	HSC Business Studies	◆	-	-	-	-	2	2	80	AUS
III. School-based Practical Courses										
26	Elective Korean (Second Foreign Language)	△	1	1	-	-	-	-	40	Joint
27	Creative Activities	△	1	1	1	1	-	-	80	Joint
28	Joint China-Australia Practical Activities	△	-	-	-	-	2	2	80	Joint

B. Course Outlines

Part I: Chinese National Curriculum Outlines

Note: All compulsory and selective compulsory courses offered by the Chinese party strictly follow the General Senior High School Curriculum Plan and Curriculum Standards (2017 Edition, revised in 2020), use nationally unified textbooks, and fully implement the national curriculum standards in terms of

objectives, content, and assessment. Detailed provisions are therefore not repeated in this plan.

Part II: Australian Course Outlines (Introducing the Australian NESA-HSC Framework)

Course 1: HSC English (Beginner)

1. Course Objectives: Develop students' basic English listening, speaking, reading, and writing skills and familiarize them with Australian senior high school English classroom practices; develop the ability to read narrative and expository texts and write short argumentative essays; build academic vocabulary and lay a language foundation for HSC English (Intermediate) and overseas study.

2. Teaching Content: (1) listening and dialogue practice on daily-life and social topics; (2) reading short narratives and expository texts; (3) paragraph writing and short-text structure; (4) classroom presentation and speaking practice; (5) basic academic vocabulary development.

Course 2: HSC English (Intermediate)

Develop students' academic English reading and critical writing skills so that they can analyze short literary works and social commentary, master the structure of argumentative writing, deliver a 5-8 minute thematic presentation in English, and reach an intermediate language level comparable to overseas senior high school study. Main teaching content: (1) reading texts on social issues; (2) appreciation and analysis of short literary texts; (3) argumentative writing practice; (4) thematic presentations and group debates; (5) information retrieval and brief literature review.

Course 3: HSC English (Advanced)

Aligned with the Australian HSC Advanced English curriculum framework, this course develops critical reading, literary text analysis, and extended academic argumentative writing. Students should be able to independently complete a research report and develop the language preparation required for undergraduate study at Australian universities. Teaching content includes literary excerpts, social

commentary and media-text analysis; academic essay writing; in-depth research seminars; extended presentations; and citation conventions.

Course 4: HSC Mathematics

With reference to the Australian HSC General Mathematics curriculum framework, students learn to understand mathematical concepts and terminology in English and receive training in functions, statistics, probability, algebra, and related modules, developing problem-solving and modeling skills in an English-language environment. This course does not replace compulsory or selective compulsory Chinese senior high school mathematics. Main modules include algebra, functions, probability and statistics, an introduction to basic calculus, and real-life mathematical modeling.

Course 5: HSC Physics

Students are introduced to the inquiry-based teaching model used in Australian senior high school physics, master basic concepts in mechanics and electromagnetism, and practice reading physics questions and writing scientific laboratory reports in English. This course does not replace the Chinese senior high school physics curriculum. Content includes fundamentals of mechanics, basic electromagnetic phenomena, scientific inquiry experiments, and English laboratory report writing.

Course 6: HSC Academic Essay Writing

Students master conventions of English academic writing and learn topic selection, information retrieval, source citation, and logical argumentation. They should be able to independently complete a properly structured short academic research paper in English, supporting overseas university applications and foundation-level undergraduate study. Teaching content includes academic topic selection, literature search, citation formats, logical argumentation, essay revision and polishing, and basic personal-statement writing.

Course 7: HSC Comparative Literature

Students read short English literary works from different cultural backgrounds, learn comparative textual analysis, and develop cross-cultural critical thinking and literary appreciation. Teaching content includes short stories, poetry and prose; comparative textual analysis; thematic literary discussion; and analytical short-essay writing.

Course 8: HSC Economics

Students learn basic concepts of Western economics, understand markets, supply and demand, and basic macroeconomic principles, and develop the ability to read simple economic texts in English. Teaching content includes fundamentals of microeconomics, principles of supply and demand, fundamentals of macroeconomics, basics of international trade, and case discussions.

Course 9: HSC Business Studies

Students learn fundamental business concepts, basic business operations and marketing, and practice business case analysis in English. Teaching content includes business establishment, fundamentals of marketing, business case analysis, and basic business-plan writing.

Course 10: Elective Korean

Students master basic Korean pronunciation and everyday conversation and gain an understanding of Korean society and culture as an extension of second-foreign-language learning. Teaching content includes the Korean alphabet, everyday conversation, basic vocabulary, and general knowledge of Korean culture.

Course 11: Practical Activities (Joint China-Australia)

Cross-cultural themed activities, research-based practice, and project-based learning are conducted to improve students' overall competencies. Content includes cross-cultural themed discussions, group projects, and presentation activities.

Appendix C: List of Textbooks and Teaching Resources

1. Chinese Courses: All courses use nationally unified senior high school textbooks approved by the Ministry of Education (People's Education Press editions).

2. Australian Course Textbooks/Resources: All materials must complete the school's internal ideological review and be filed with the competent authority before use. Original overseas textbooks are not used for Ideological and Political Education, Chinese, History, or Geography. The textbook list will be updated dynamically in accordance with version updates by the Australian school, and any updated version must undergo review and filing procedures again.

No.	Course	Textbook / Teaching Resource
1	HSC English (Beginner)	HSC English Standard (Foundation Stage) student textbook and teacher courseware resources
2	HSC English (Intermediate)	HSC English Standard (Intermediate) student textbook and supplementary reading materials
3	HSC English (Advanced)	HSC English Advanced textbook and literature reader
4	HSC Mathematics	HSC General Mathematics textbook and exercise book
5	HSC Physics	HSC Physics (Foundation) textbook and laboratory guide
6	HSC Academic Essay Writing	Academic Essay Writing for HSC teaching notes and courseware resources
7	HSC Comparative Literature	HSC Comparative Literature reading anthology
8	HSC Economics	HSC Economics textbook and case materials
9	HSC Business Studies	HSC Business Studies textbook and casebook
10	Elective Korean	School-developed handouts for Second Foreign Language (Korean)
11	Practical Activities	Project-based learning resource package

IV. Teaching Staff

The teaching staff consists partly of outstanding Chinese teachers and partly of teachers selected and dispatched by the Australian party. The Australian party

will undertake the teaching of no less than one-third of the core courses. The program places strong emphasis on teacher development and strives to build a teaching team capable of delivering China-Australia international education.

V. Australian Course Arrangements and Assessment

Depending on the course, the number and content of examinations and assessments are determined by the Australian course teacher. Each semester is assessed on a 100-point scale: periodic examinations and quizzes account for 40%; the mid-term and final examinations each account for 15%; regular assignments, project reports, and practical work account for 20%; and attendance and learning attitude account for 10%. The passing mark for each course is 60. If a student fails the final examination and therefore does not obtain the course credit, the student may take a make-up examination before the start of the following academic year. If the student still fails to meet the credit requirements in the make-up examination, the student will lose the credit for that course.

VI. Program Duration and Graduation Certificate

1. Program Duration: 3 years

2. Graduation Certificate: Senior High School Graduation Certificate issued by Shangqiu No. 1 Senior High School

3. Post-Graduation Pathways: Upon graduating from senior high school, students may apply to prestigious universities in Australia or other countries, or, according to their own preferences, take China's National College Entrance Examination (Gaokao), thereby pursuing diversified pathways to higher education.

Party A: Shangqiu No. 1 Senior High School

Legal Representative: (Signature)

Date: 20 / 12 / 2025

Party B: Macquarie Grammar School, Australia

Legal Representative: (Signature)

Date: 20 / 12 / 2025