



## Key information for the Arabic Extension Stage 6 Syllabus

- Schools and teachers use syllabuses to develop educational programs for students. The organisational focus of the [Arabic Extension Stage 6 Syllabus](#) is the theme – the individual and contemporary society.
- The Arabic Continuers Preliminary course is a prerequisite for the Arabic Extension course, and the Continuers HSC course is a co-requisite.
- The Arabic Extension Stage 6 Syllabus has 2 objectives. Each objective has related outcomes which summarise the associated knowledge, understanding and skills that students are expected to achieve at the end of the course.
- Students explore the organisational theme through course prescriptions (prescribed issues and a prescribed text) and through related texts. For 2025–2030, the 3 prescribed issues are acceptance, impact of change and relationships. The prescribed texts are the short stories *The Carpet*, *Chuck your Bucket* and *The Old House* (from *The Hidden Fire*) and *The Cocoon*, *The Hidden Roots* and *The Parisian Night* (from *The Woman in 17 Stories*).
- In addition to the prescribed text, students will read, listen to and view a range of texts relevant to the prescribed issues. Texts may be authentic or modified to allow students to engage with the prescribed issues at a level appropriate to their needs, interests and experience.
- The text types listed in the Arabic Continuers Stage 6 Syllabus are assumed knowledge. In addition, students may be expected to produce the following written texts in the external examination – diary entry, formal letter, monologue, narrative account, script of a conversation and short essay.
- Grammatical structures prescribed in the Arabic Continuers Stage 6 Syllabus are assumed knowledge. In addition, students are expected to know and use grammatical structures which are included in the Arabic Extension Stage 6 Syllabus.
- There is no prescribed vocabulary list. It is expected that students will be familiar with a range of vocabulary and expressions relevant to the prescribed issues.
- The Assessment and reporting in [Arabic Extension Stage 6 webpage](#) includes the mandated course components and weightings. Also refer to this document for assessment and reporting updates.

## HSC examinations

- The HSC Arabic Extension examination consists of a written paper worth 40 marks and an oral examination worth 10 marks.
- The written paper will consist of 2 sections, Section I – Response to prescribed text (25 marks) and Section II – Writing in Arabic (15 marks). Students are able to use monolingual and/or bilingual dictionaries in the written examination.
- In the oral examination, students are required to choose one extended response question (from a choice of 2) and respond by presenting and supporting a point of view in Arabic.
- Past HSC papers by NESA, are a useful resource to help students to become familiar with the examination format and structure. Past papers for Arabic Extension 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

The Languages and Culture curriculum team provides resources to support NSW teachers in the implementation of the Arabic Extension Stage 6 Syllabus and can be located on the [Languages K-12 webpage](#).



Generic support for Stage 6 languages courses can be found on the department's [Planning, programming and assessing languages 11-12 webpage](#), including advice on developing a notice of assessment.

The department's support for the Arabic Extension Stage 6 Syllabus can be found on the [Arabic Extension webpage](#). Support includes support materials for the 2025–2030 course prescriptions, a sample planning proforma, sample units, and a student advice document.

Resources can also be found in the Languages Statewide Staffroom. NESAs also has a range of support materials on the [Arabic Extension Stage 6 Syllabus webpage](#).

ranking, and restrictions on reporting final marks, ensuring compliance with NESAs 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.

## 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,

## Contact us

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

