Year 12
Trial HSC

Study Guide
Examination Timetable

Term 3, Weeks 3 and 4

Monday 3rd August to
Friday 14th August 2015
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## Glossary of Key Words

<table>
<thead>
<tr>
<th>Term</th>
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</tr>
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<tbody>
<tr>
<td>Account</td>
<td>Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions</td>
</tr>
<tr>
<td>Analyse</td>
<td>Identify components and the relationship between them; draw out and relate implications</td>
</tr>
<tr>
<td>Apply</td>
<td>Use, utilise, employ in a particular situation</td>
</tr>
<tr>
<td>Appreciate</td>
<td>Make a judgement about the value of</td>
</tr>
<tr>
<td>Assess</td>
<td>Make a judgment of value, quality, outcomes, results or size</td>
</tr>
<tr>
<td>Calculate</td>
<td>Ascertian/determine from given facts, figures or information</td>
</tr>
<tr>
<td>Clarify</td>
<td>Make clear or plain</td>
</tr>
<tr>
<td>Classify</td>
<td>Arrange or include in classes/categories</td>
</tr>
<tr>
<td>Compare</td>
<td>Show how things are similar or different</td>
</tr>
<tr>
<td>Construct</td>
<td>Make; build; put together items or arguments</td>
</tr>
<tr>
<td>Contrast</td>
<td>Show how things are different or opposite</td>
</tr>
<tr>
<td>Critically</td>
<td>Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluation)</td>
</tr>
<tr>
<td>Deduce</td>
<td>Draw conclusions</td>
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<td>Define</td>
<td>State meaning and identify essential qualities</td>
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<tr>
<td>Demonstrate</td>
<td>Show by example</td>
</tr>
<tr>
<td>Describe</td>
<td>Provide characteristics and features</td>
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<tr>
<td>Discuss</td>
<td>Identify issues and provide points for and/or against</td>
</tr>
<tr>
<td>Distinguish</td>
<td>Recognise or note/indicate as being distinct or different from; to note differences between</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Make a judgement based on criteria; determine the value of</td>
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<td>Examine</td>
<td>Inquire into</td>
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<tr>
<td>Explain</td>
<td>Relate cause and effect; make the relationships between things evident; provide why and/or how</td>
</tr>
<tr>
<td>Extract</td>
<td>Choose relevant and/or appropriate details</td>
</tr>
<tr>
<td>Extrapolate</td>
<td>Infer from what is known</td>
</tr>
<tr>
<td>Identify</td>
<td>Recognise and name</td>
</tr>
<tr>
<td>Interpret</td>
<td>Draw meaning from</td>
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<tr>
<td>Investigate</td>
<td>Plan, inquire into and draw conclusions about</td>
</tr>
<tr>
<td>Justify</td>
<td>Support an argument or conclusion</td>
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<tr>
<td>Outline</td>
<td>Sketch in general terms; indicate the main features of</td>
</tr>
<tr>
<td>Predict</td>
<td>Suggest what may happen based on available information</td>
</tr>
<tr>
<td>Propose</td>
<td>Put forward (for example a point of view, idea, argument, suggestion) for consideration or action</td>
</tr>
<tr>
<td>Recall</td>
<td>Present remembered ideas, facts or experiences</td>
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<tr>
<td>Recommend</td>
<td>Provide reasons in favour</td>
</tr>
<tr>
<td>Recount</td>
<td>Retell a series of events</td>
</tr>
<tr>
<td>Summarise</td>
<td>Express, concisely, the relevant details</td>
</tr>
<tr>
<td>Synthesise</td>
<td>Putting together various elements to make a whole</td>
</tr>
</tbody>
</table>

A digital version of this glossary can be found at: [http://quizlet.com/_16m5pc](http://quizlet.com/_16m5pc)
<table>
<thead>
<tr>
<th>Monday 3rd August</th>
<th>Tuesday 4th August</th>
<th>Wednesday 5th August</th>
<th>Thursday 6th August</th>
<th>Friday 7th August</th>
<th>Monday 10th August</th>
<th>Tuesday 11th August</th>
<th>Wednesday 12th August</th>
<th>Thursday 13th August</th>
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<tr>
<td><strong>Standard English:</strong> Paper 1</td>
<td><strong>Standard English:</strong> Paper 2</td>
<td><strong>Mathematics General 2</strong></td>
<td><strong>Biology, SDD</strong></td>
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<td><strong>M5</strong></td>
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Examination Instructions

All exams will be held in the Auditorium or J20-21 unless stated otherwise. Special Provision exams will be held in L1.

For exams in the Auditorium: meet in the amphitheatre before examinations. If it is wet weather meet in the auditorium foyer.

For exams in J20-21: meet outside J20-21 before examinations.

If you are caught with a mobile phone or smartwatch on you whether it is turned on or off, you will be given ZERO for your examination. Turn them off and place them on the ground under the table.

If you miss an exam, you must download the Misadventure/Illness form from the College website. If you are sick, see a Doctor. They will need to fill out the form. See Mr Renshaw the following day to submit the Misadventure/Illness form.

Please ensure you have a clear pencil case and the correct equipment for your examination. You will not be allowed to bring in any other type of pencil case other than a clear one. A list of Board approved equipment is found at: https://studentsonline.bos.nsw.edu.au/go/exams/Exam_equipment/
Ancient History

Length: 3 Hours + 5 minutes reading time

Weighting: 25%

Format: 4 Sections (100 marks)
- **Cities of Vesuvius: Pompeii and Herculaneum** – source-based multiple choice, short answers and one extended response (25 marks)
- **Societies: Greece – Spartan society to the Battle of Leuctra 371BC** – short answers and one extended response (25 marks)
- **Personalities in their times: The Near East – Xerxes** – two longer responses (25 marks)
- **Historical Periods: Rome in the time of the Julio-Claudians** – one essay response (25 marks)

Content

**Topic 1: Core Study: Cities of Vesuvius – Pompeii and Herculaneum**

1 **Geographical context**
   - the physical environment: the geographical setting, natural features and resources of Pompeii and Herculaneum
   - plans and streetscapes of Pompeii and Herculaneum

2 **The nature of sources and evidence**
   - the range of available sources, both written and archaeological, including ancient writers, official inscriptions, graffiti, wall paintings, statues, mosaics, human and animal remains
   - the limitations, reliability and evaluation of sources
   - the evidence provided by the sources from Pompeii and Herculaneum for:
     - the eruption
     - the economy: trade, commerce, industries, occupations
     - social structure; men, women, freedmen, slaves
     - local political life
     - everyday life: leisure activities, food and dining, clothing, health, baths, water supply and sanitation
     - public buildings – basilicas, temples, fora, theatres, palaestra, amphitheatres
     - private buildings – villas, houses, shops
     - influence of Greek and Egyptian cultures: art, architecture, religion
     - religion: temples, household gods, foreign cults, tombs.

3 **Investigating, reconstructing and preserving the past**
   - changing methods and contributions of nineteenth and twentieth century archaeologists to our understanding of Pompeii and Herculaneum
   - changing interpretations: impact of new research and technologies
   - issues of conservation and reconstruction: Italian and international contributions and responsibilities; impact of tourism
   - ethical issues: study and display of human remains

**Topic 2: Greece: Spartan society to the Battle of Leuctra 371 BC**

1 **The geographical setting**
   - the geographical setting, natural features and resources of ancient Sparta
   - significant sites: Sparta

2 **Social structure and political organisation**
   - the issue of Lycurgus (the Great Rhetra)
   - roles and privileges of the two kings
   - government: ephorate, gerousia, ekklesia
   - social structure: Spartiates, perioeci, ‘inferiors’, helots
   - role of the Spartan army
   - educational system: agoge
Ancient History – Continued

Topic 3: The Near East: Xerxes

1 Historical context
   - geography, topography and resources of the Persian empire
   - overview of Persian political, social and military structures
   - expansion of the Persian empire
   - overview of religion in the Persian empire
   - Persian concept of kingship

2 Background and rise to prominence
   - family background and status
   - succession to kingship

3 Career
   - administration of the Persian empire
   - revolts in the empire: Egypt, Babylon
   - religious policy
   - building program: Persepolis
   - images and representations of Xerxes as king
   - foreign policy: role in invasion of the Greek mainland
   - relationship with prominent Persians and non-Persians
   - manner and impact of his death

4 Evaluation
   - impact and influence on his time
   - assessment of his life and reign
   - legacy
   - ancient and modern images and interpretations of Xerxes.

Topic 4: Rome: The Julio-Claudians and the Roman Empire AD 14 – 69

1 Development of the principate
   - impact of the death of Augustus
   - changing role of the princeps under the Julio-Claudians rulers: Tiberius, Gaius (Caligula), Claudius, Nero
   - the Senate: changing role and responsibilities
   - reforms and policies of the Julio-Claudian rulers: political, social, legal, religious and administrative
   - changing image of the princeps
   - political roles of the Praetorian Guard and army: role of Sejanus, Macro and Burrus
   - significance of building programs
   - imperial family and problems of the succession: Livia, Julia, Germanicus, Agrippina the Elder, Messalina, Agrippina the Younger
   - consequences of the death of Nero
   - role and contribution of Seneca
   - Year of the Four Emperors: Galba, Otho, Vitellius, Vespasian

2 The empire
   - expansion and consolidation of the empire
   - the relationship of the princeps and the army
   - administration of the empire: development of the imperial bureaucracy; role of freedmen: Pallas and Narcissus
   - development of the imperial cult throughout the empire
Biology

Length: 3 hours + 5 minutes reading time

Weighting: 35%

Format:
- Multiple choice
- Short answers
- Extended response

Content

The examination will cover the following content:

- All aspects of the Maintaining a Balance Module
- All aspects of the Blueprint of Life Module
- Sections 1-5 of The Search for Better Health Module
- All practicals conducted so far

How to study for this exam

Complete dot point summaries, revise all practicals and homework questions, complete practice papers and mark them in accordance with class schedule

During the exam:

- Underline the key words in the questions
- In calculation style questions remember to write your list, write your equation and use the correct units
- Show all working in calculation style questions
- In written response questions use the correct terminology and always check how many marks the question is worth before you formulate your response
- Do the multiple choice section last
- Please ensure you have fresh batteries in your calculator
Business Studies

Length: 3 Hours + 5 minutes reading time

Weighting: 30%

Format: - Multiple choices (20 marks) - Short answers (40 marks)
- Business Report (20 marks) - Extended Response (20 marks)

Content

OPERATIONS (Topic 1)
- Role of operations management
- Influences
- Operations processes
- Operations strategies
- Case Study (Eg: Apple or Billabong)

MARKETING (Topic 2)
- Role of marketing
- Influences on marketing
- Marketing process
- Marketing strategies
- Case Study (Eg: Apple or Billabong)

FINANCE (Topic 3)
- Role of finance
- Influences on financial management
- Processes of financial management
- Financial management strategies
- Case Study (Eg: Apple or Billabong)

HUMAN RESOURCES (Topic 4)
- Role of human resource management
- Key influences

Hints for Business Report
You will be given a scenario about a “business situation”. As a consultant you will be asked to write a report to the owners giving them advice in their circumstances. Your response must include report format features. Eg: headings, subheadings, recommendations, diagrams etc.

Hints for Extended Response
You will need to write a more traditional essay response. (Although you can use headings) There will be a choice of two questions but you must only complete one. Your answer must integrate case study material while answering the question. (Apple or your chosen case study or case studies)

Equipment Requirements
Please bring a calculator

NOTE: Material from Chapters 1-14 (inclusive) of your textbook will be examined.
Length: 3 hours + 5 minutes reading time

Weighting: 20%

Format:
Section I: 75 marks
  PART A: (20 marks) 20 Multiple Choice questions
  PART B: (55 marks) Questions 21-28, Short and Extended Answer
Section II: 25 marks – Attempt ONE question from Questions 29-31

Content
The examination will cover the following content from the syllabus:
- CORE 1: Research Methodology
- CORE 2: Groups in Context
- CORE 3: Parenting and Caring
- Option: Social Impact of Technology (only what we finish in class by the end of Term 3 week 2)

Examination Technique
Students are advised to note the key directive terms in the syllabus and outcomes documents. When writing their response students must adhere to the general guidelines of extended response questions in CAFS, listed below:
- Demonstrate knowledge and understanding of course content
- Critically analyse the information
- Support your arguments with examples
- Make your response clear and logical – ANSWER THE QUESTION!
- Link to wellbeing

How to study for this exam
- Practise past paper questions
- Test yourself writing answers using the recommended time for each section
- Have your summaries up to date – use the syllabus dot points for structure
- Test your basic knowledge using quizzes available on Quizlet
- Can you re-write summaries or verbalise summaries without looking at your notes? If you can’t it has not gone into long term memory
- Test yourself on whether you know the syllabus dot points. You must know where questions are from the syllabus.
### Glossary of key words for questions

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tr>
<td>Analyse</td>
<td>Identify components and the relationship between them; draw out and relate implications</td>
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<tr>
<td>Assess</td>
<td>Make a judgment of value, quality, outcomes, results or size</td>
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<tr>
<td>Critically (analysis/evaluate)</td>
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<td>Propose</td>
<td>Put forward (for example a point of view, idea, argument, suggestion) for consideration or action</td>
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Chemistry

Length: 3 Hours + 5 minutes reading time

Weighting: 30 %

Format:

Section 1- The Core
   Multiple choice
   Short answers ranging from one to seven marks each

Section 2 – Elective
   One question made up of smaller parts

Content

Core units
   • Production of Materials
   • The Acidic Environment
   • Chemical Monitoring and Management

Elective
   • Shipwrecks Corrosion and Conservation – focus area 1

How to study for this exam

To study for this exam
   • Complete detailed summaries using the syllabus as your guide
   • Revise the revision books we have completed
   • Complete past papers

Glossary of key words for questions

<table>
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<tr>
<th>Assess</th>
<th>Make a judgment of value, quality, outcomes, results or size</th>
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</table>
Design and Technology

Length: 1 Hour 30 minutes + 5 minutes reading time

Weighting: 30 %

Format:

- Multiple choice: 10 marks
- Short answers: 15 marks
- Extended response: 15 marks

Content

- Designs and design practice: Chapter 12
- Factors which may impact on successful innovation: Chapter 15
- Entrepreneurial activity: refer to your last Assessment Task 3
- Impact of emerging technologies: refer to your last Assessment Task 3
- Impact of Australian society: Chapter 18, 19
- Historical and cultural influences: Chapter 13
- Ethical and environmental issues: Chapter 14
- Creativity: Chapter 16
- Designing and producing: directly related to your MDP

How to study for this exam

- Power points on Design and Technology website thacdesign.weebly.com
- Excel HSC and Preliminary Design and Technology
- Websites used in class core77.com, designmilk.com etc.
- Notes taken from lessons
- Past HSC Papers

Glossary of key words for questions

<table>
<thead>
<tr>
<th>Explain</th>
<th>Relate cause and effect; make the relationship between things evident; provide why and/or how.</th>
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<td>Describe</td>
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<tr>
<td>Analyse</td>
<td>Identify components and the relationship between them; draw out and relate implications.</td>
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</table>
Drama

Length: 1 hour, 30 minutes + 5 minutes reading time

Weighting: 20%

Format:

Section 1: Extended response
Section 2: Extended response

Content

Section 1: Australian Drama and Theatre (Core Study)
   Topic 2: Contemporary Australian Theatre Practice
   Text set for study
   Lally Katz, Neighbourhood Watch
   Daniel Keene, Life Without Me

Section 2: Theatre Studies - Topic 8: Notable Playwrights of the 20th Century
   Compulsory text
   Kaufman, Moses, and the members of the Tectonic Theatre Project, The Laramie Project
   Bertholt Brecht, Mother Courage
Economics

Length: 3 Hours + 5 minutes reading time

Weighting: 30%

Format:
- Multiple Choice (20 Marks)
- Short Answer (40 Marks)
- Essay with stimulus (20 Marks)
- Essay without stimulus (20 marks)

Content
- The Global Economy (whole topic)
- Australia’s Place in the Global Economy (whole topic)
- Economic Issues (not including environmental management)
- Economics Policies and Management (not including environmental policies or microeconomic policies)

Hints for Essay in Sections III & IV
- You will need to write traditional style essays.
- Section III there will be two stimulus-based questions. Choose ONE only
- Section IV there will be two questions. Choose ONE only
- Demonstrate knowledge and understanding relevant to the question
- Apply relevant economic terms, concepts, relationships and theory
- Present a sustained, logical and cohesive response
- Make sure you include diagrams and tables

Study Advice
- Remember in Topic 1 you needed to undertake a case study of the influence of globalisation on an economy other than Australia, including an evaluation of the strategies used to promote economic growth and development in this economy.
- Each syllabus topic has a section called Examine Economic Issues. Use each of the points in these sections as the basis of your revision. We have been methodically covering the content in each topic but making notes on each of these issues will help you to be able to synthesise the various pieces of theory
- Each syllabus topic has a section called Apply Economic Skills. Be sure to review these carefully, particularly for Topics 2 & 3

Equipment Requirements
- Please bring a calculator
- Ruler

NOTE: ALL Material from your textbook will be examined, excluding chapter 12 and 16
Engineering Studies

Length: 3 Hours + 5 minutes reading time

Weighting: 30%

Format:

Section 1: Multiple choice
Section 2: Short answers

Content

Civil Structures
- Historical and Societal Influences
- Engineering Mechanics
- Engineered Materials
- Communication

Personal and Public Transport
- Historical and Societal Influences
- Engineering Mechanics
- Engineered Materials
- Engineering Electronic/Electricity
- Communication

Aeronautical Engineering
- Scope and Nature of the Profession
- Historical and Societal Influences
- Engineering Mechanics
- Engineered Materials
- Communication

Telecommunications Engineering
- Scope and Nature of the Profession
- Historical and Societal Influences
- Materials, including specialised testing, copper and alloys (Task 3.2)

See the HSC Engineering Studies syllabus for further detail on each section. It is expected that you will have completed your syllabus summaries and attempted past papers before the examination.
English Advanced

Length: Paper 1: 2 Hours + 10 minutes reading time  
         Paper 2: 2 Hours + 5 minutes reading time

Weighting: 30%

Format:

Paper 1
- Short answer - 1 section
- Extended responses in other 2 sections

Paper 2
- Extended responses (essays)

Content

The examination will cover the following content:

Paper 1 – Area of study: Discovery
   Section 1 – Short answer on previously unseen texts of Discovery
   Section 2 – Short story on Discovery
   Section 3 – Essay on Discovery and Frank Hurley: The Man who made History (1 support text required)

Paper 2
   3 essays or extended responses
   Module 1 – Essay on 1984 and Metropolis (no support text required)
   Module 2 – Essay on Yeats’ poetry (no support text required)
   Module 3 – Essay on King Henry IV Part One (1 support text required)

How to study for this exam

1. Know your prescribed texts, and which support texts you plan to use in each Module where these are required.
2. Develop thesis points for each Module, and be prepared to adapt these to the requirements of the exam question.
3. Practise looking at visual texts and reading short texts to analyse how the concept of Discovery is represented.
4. Work on including the sophisticated aspects of imaginative writing: non-linear plotlines, multiple narrators, original figurative language, a motif or extended metaphor.
5. Practise writing extended responses to analytical and imaginative questions.
English Standard

Length: Paper 1: 2 Hours + 10 minutes reading time  
Paper 2: 2 Hours + 5 minutes reading time

Weighting: 30%

Format:

Paper 1
- Short answer - 1 section
- Extended responses in other 2 sections

Paper 2
- Extended responses (essays)

Content

The examination will cover the following content:

Paper 1 – Area of study: Discovery
   Section 1 – Short answer on previously unseen texts of Discovery
   Section 2 – Short story on Discovery
   Section 3 – Essay on Discovery and Life of Pi (1 support text required)

Paper 2
   (3 essays or extended responses)
   Module 1 – Essay on drama: The Shoehorn Sonata (1 support text required)
   Module 2 – Essay on Wilfred Owen’s poetry (no support text required)
   Module 3 – Essay on novel: The Story of Tom Brennan (1 support text required)

How to study for this exam

1. Know your prescribed texts, and which support texts you plan to use in each Module where these are required.
2. Learn the thesis points associated with each Module, and be prepared to adapt these to the requirements of the exam question.
3. Practise looking at visual texts and reading short texts to analyse how the concept of Discovery is represented.
4. Work on including the sophisticated aspects of imaginative writing: non-linear plotlines, multiple narrators, original figurative language, a motif or extended metaphor.
5. Practise writing extended responses to analytical and imaginative questions.
English Extension 1

Length: 2 Hours + 5 minutes reading time
Weighting: 30%
Format:
Extended responses

Content

The examination will cover the following content:

Paper 1 – Genre: Elective - Comedy
  Section 1 – Essay on all prescribed texts: Lysistrata, The School for Scandal and Blackadder the Third Episodes 1-4 (at least 2 support texts required)
  Section 2 – Short Story

How to study for this exam

1. Know your texts and be able to identify to which Comedy sub-genre each text belongs.
2. Know the context of each sub-genre and why each text was considered comedic at that time and stage in history.
3. Be able to synthesise your analysis of several texts and develop overarching thesis points which construct an argument in response to possible questions.
4. Be able to construct a short story which:
   a) has a humorous element
   b) reflects a sub-genre and references a prescribed text
   c) has multiple narrator's perspectives
   d) has a non-linear plotline
   e) provides a corrective comment
5. Practise writing until you can produce a sustained analytical and imaginative response.
Entertainment

Length: 2 Hours + 5 minutes reading time

Weighting: 50%

Format:
1. Multiple Choice
2. Short Answer
3. Extended response

Content

The examination will cover the following content:

- Stage types
- OH&S standards
- Industry roles (jobs)
- Lighting (including fixture and lens types)
- Sound (including microphone and connection types)
- Vision (including cable types)
- Stage positioning (Props, flats, stage plans)
- Communication

Key Words

<table>
<thead>
<tr>
<th>Verbal</th>
<th>Frequency</th>
<th>Ad Hoc</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amplifier</td>
<td>‘in the round’</td>
<td>Thrust stage</td>
</tr>
<tr>
<td>Flats</td>
<td>FOH</td>
<td>Production</td>
</tr>
<tr>
<td>Hazards</td>
<td>Risk</td>
<td>Communication</td>
</tr>
<tr>
<td>Strategies</td>
<td>Procedure</td>
<td>Condenser</td>
</tr>
<tr>
<td>Dynamic</td>
<td>Splitter</td>
<td>Switcher</td>
</tr>
<tr>
<td>Sub Master</td>
<td>Sub Group</td>
<td>Polar Pattern</td>
</tr>
</tbody>
</table>
Food Technology

Length: 3 hours + 5 minutes reading time

Weighting: 25%

Format:
- 20 Multiple Choice 20 marks
- Short answers 50 marks
- 2 Extended response 30 marks

Content

The examination will cover the following content:

**Topic 1 – The Australian Food Industry**

*Sectors of the Australian food industry*
- sectors of the agri-food chain
- emerging technologies in food production, manufacturing and packaging

*Aspects of the Australian food industry*
- operation of organisations within the Australian food industry.

*Policy and legislation*
- advisory groups and government policies and legislation (local, state, federal)

**Topic 2 – Food Manufacture**

*Production and Process of Food*
- quality and quantity control in the selection of raw materials for food processing
- role of food additives in the manufacturing process
- characteristics of equipment used in different types of production and the factors influencing their selection
- production systems used in the manufacture of food, eg small scale, large scale, manual, automated, computerised
- quality management considerations in industrial practices to achieve safe foods for public consumption, eg hazard analysis and critical control point (HACCP); occupational health, safety and hygiene

*Preservation*
- reasons for preserving foods
- causes of food deterioration and spoilage:
- principles behind food preservation techniques and preservation processes

*Packaging, storage and distribution*
- functions of packaging and types of materials available
- current developments in packaging
- storage conditions and distribution systems
Food Technology - Continued

Topic 3 – Food Product Development

Factors which impact on food product development
- external factors (macro-environment) that impact on food product development
- internal factors (micro-environment) that impact on food product development

Reasons for and types of food product development
- drivers of the development of food products
  - types of food product development:
    - line extensions
    - me too
    - new to world

Steps in food product development
- design brief based on project aims and development criteria (the steps in FPD)

Marketing plans
- 4 P’s

Topic 4 – Contemporary Nutrition Issues

Diet and health in Australia
- physical effects and economic costs of malnutrition (under and over nutrition) and diet related disorders
- nutritional considerations for specific groups
- the role of the individual, community groups, the food industry, government organisations and private agencies in promoting health
- the production/manufacture of nutritionally modified foods to meet consumer demand including a range of functional foods such as fortified foods
- the role of ‘active non-nutrients’ in the diet, eg phytochemicals, probiotics and fibre
- the role of supplements in the diet

How to study for this exam

As part of your preparation for this exam:
  - make sure your read through your Assessment Tasks
  - consult your notes and textbook
  - consult your syllabus documents
  - make sure you can do the things in the ‘learn to’ column as well as know the content in the ‘learn about’ column.
History Extension

Length: 2 Hours + 5 minutes reading time
Weighting: 5/50 (10%)
Format: 2 Responses, 50 Marks

**What is History?** – one source-based essay responses (25 marks)
**The Crusades** – one conceptually-based essay response (25 marks)

**Content**
The examination will cover the following content:

*What is History?*

Who are the historians?
- the identity of historians: biographical details, personal values and beliefs, philosophy of history, approaches to the construction of history, bias
- the context of historians: gender, class, ethnicity, time, place, social and economic structures/change, political constraints, official and unofficial status.

What are the purposes of history?
- the aims and purposes of specific historical works
- changing interpretations and perspectives of the aims and purposes of history
- changing interpretations and perspectives of the role of history.

How has history been constructed and recorded over time?
- changing methods of historians
- how historians work
- forms of historical communication: written, oral, visual, audio-visual, multimedia
- types of history: eg political, social, economic, military, academic, popular, constitutional, national, local, surveys, area and period studies, biographies, psychohistories.

Why have approaches to history changed over time?
- the availability of historical evidence
- the contexts of historians
- changing interpretations and perspectives about approaches to the construction of history
- changing philosophies of history.

You will need to be familiar with the major arguments posed by historians in response to the question ‘What is History?’ This will require a strong understanding and ability to recall several readings from the course reading kit.
History Extension - Continued

The Crusades – Campaigns of the Cross?

Approaches to history and interpretations (including recent historiography) that have resulted in historical debate in the areas of:

- the origins of the Crusades
- origins and motivations of the Crusaders
- the aims and actions of the Crusaders
- the Crusades as religious and political activities

You will need to be familiar with the major arguments posed by historians regarding each of the issues listed above. This will require a strong understanding of the major approaches presented in the readings for the topic. However, the question posed will be more theoretical and ask you to use debate in the area of the Crusades to make broader conclusions about the writing of history in general.
Hospitality

Length: 2 Hours + 5 minutes reading time
Weighting: 50%

Format:

- Multiple choice
- Short answers
- 2 Extended response

Content

The examination will cover Mandatory units from Chapters 1-4 and 10-14:

- Use hygienic practices for food safety
- Participate in safe work practices
- Work effectively with others
- Source and use information on the hospitality industry
- Use food-preparation equipment
- Participate in safe food-handling practices

Preparing for the examination:

Use all class notes, practical experiences including work placement and all the relevant chapters from the textbook to study for this examination. Also refer to past HSC papers

Glossary of key words for questions

<table>
<thead>
<tr>
<th>Key Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare</td>
<td>Show how things are similar or different</td>
</tr>
<tr>
<td>Define</td>
<td>State meaning and identify essential qualities</td>
</tr>
<tr>
<td>Describe</td>
<td>Provide characteristics and features</td>
</tr>
<tr>
<td>Discuss</td>
<td>Identify issues and provide points for and/or against</td>
</tr>
<tr>
<td>Explain</td>
<td>Relate cause and effect; make the relationships between things evident; provide why and/or how</td>
</tr>
<tr>
<td>Justify</td>
<td>Support an argument or conclusion</td>
</tr>
<tr>
<td>Outline</td>
<td>Sketch in general terms; indicate the main features of</td>
</tr>
</tbody>
</table>
Japanese Continuers

Length: 2 hours and 50 minutes + 10 minutes reading time
Section I: 30 Minutes
Sections II: 1 hours and 20 minutes
Section II: 1 hour

Weighting: 30 %

Format:

Section I Listening and Responding: 25 Marks
- 8 listening tasks, repeated twice with 8 questions to answer, increasing in difficulty.

Section II Reading and Responding: 40 Marks
- Part A:
  Question 9 – Read a Japanese text and answer questions in English.
  Question 10 – Read a Japanese text and answer questions in English.
- Part B:
  Question 11 – Read a Japanese text and respond in Japanese writing approximately 400 ji.

Section III Writing: 15 Marks
- Question 12 – Write a 150ji text in Japanese.
- Question 13 - Write a 400ji text in Japanese, choosing from two possible questions.

Content

The examination will cover all of the course content.

How to study for this exam

- Study all grammar points covered in Wakatta.
- Study all vocabulary covered in Wakatta.
- Study all kanji covered in Wakatta.
- Complete practice questions in all skill areas using the HSC Online website.
Legal Studies

Length: 3 Hours + 5 minutes reading time

Weighting: 30%

Format:
Section 1 – 20 marks: Multiple choice. Drawn from Crime and Human Rights
Section 2 – 30 marks: Short answers and one extended response. Drawn from Crime and Human Rights.
Section 3 – 50 marks: two extended responses. One drawn from Consumers and one drawn from Family.

Content From the NSW HSC Legal Studies Stage 6 Syllabus

Core Part I: Crime

1. The nature of crime
   - the meaning of crime, the elements of crime, strict liability offences, causation and categories of crime.
   - summary and indictable offences, parties to a crime, factors affecting criminal behaviour and crime prevention: situational and social.

2. The criminal investigation process
   - police powers, reporting crime, investigating crime, arrest and charge, summons, warrants, bail or remand, detention and interrogation, and rights of suspects

3. Criminal trial process
   - court jurisdiction, the adversary system, legal personnel, pleas, charge negotiation, legal representation, burden and standard of proof, use of evidence, defences to criminal charges and the role of juries.

4. Sentencing and punishment
   - statutory and judicial guidelines, the purposes of punishment, factors affecting a sentencing decision: aggravating and mitigating circumstances, the role of the victim in sentencing, appeals, types of penalties, alternative methods of sentencing including circle sentencing, and restorative justice.
   - post-sentencing considerations, including security classification, protective custody, parole, preventative detention, continued detention, sexual offenders registration, and deportation.

5. Young offenders
   - age of criminal responsibility, the rights of children when questioned or arrested, Children’s Court, penalties for children and alternatives to court.

6. International crime
   - categories of international crime, and dealing with international crime

Core Part II: Human rights

1. The nature and development of human rights
   - the definition of human rights, developing recognition of human rights, and formal statements of human rights.

2. Promoting and enforcing human rights
   In the international community:
   - state sovereignty, the roles of: the United Nations, intergovernmental organisations, courts, tribunals and independent, statutory authorities, non-government organisations and the media.
In Australia:
- the incorporation of human rights into domestic law
- the roles of:
  - the Constitution, including division of powers and separation of powers
  - statute law
  - common law
  - courts and tribunals
  - non-government organisations
  - the media
  - a Charter of Rights (arguments for and against)

3. Investigate a contemporary issue which illustrates the promotion and/or enforcement of human rights.
- Issue studied:
  - human trafficking and slavery

Option 1: Consumers
1. The nature of consumer law
   - the developing need for consumer protection
   - the definition of consumer
   - objectives of consumer laws
   - contracts – types, elements, terms, exclusion clauses
   - standards implied by statutes
   - unjust contracts – common law and statutory protection
   - the role of negligence in consumer protection
   - regulation of marketing and advertising: statutory protection, non-statutory controls on advertising
   - occupational licensing

2. Consumer redress and remedies
   - awareness and self-help
   - state government organisations
   - federal government organisations
   - industry organisations
   - the role of tribunal and courts
   - the role of non-government organisations
   - the role of the media
   - consumer remedies: individual, society

3. Contemporary issues concerning consumers
   - Issue studied:
   - credit
   - product certification
   - marketing innovations
   - technology

Option 3: Family
1. The nature of family law
   - The concept of family law
   - Legal requirements of marriage
   - Alternative family relationships
   - Legal rights and obligations of parents and children
   - Adoption
Mathematics

Length: 3 hours + 5 minutes reading time

Weighting: 35%

Format: Multiple Choice
Written Response

Content:
- Applications of Calculus
- Series and Applications
- Integration
- Logarithmic and Exponential Functions
- Trigonometric Functions
- Applications of Calculus to the Physical World
- All topics from the Preliminary Course

Note: Up to 20% of the HSC Assessment Mark may be on topics from the Preliminary Course

Outcomes Being Assessed:

H1 seeks to apply mathematical techniques to problems in a wide range of practical problems
H2 constructs arguments to prove and justify results
H3 manipulates algebraic expressions involving logarithmic and exponential functions
H4 expresses practical problems in mathematical terms based on simple given models
H5 applies appropriate techniques from the study of calculus, geometry, probability, trigonometry and series to solve problems
H6 uses the derivative to determine the features of the graph of a function
H7 uses the features of a graph to deduce information about the derivative
H8 uses techniques of integration to calculate areas and volumes
H9 communicates using mathematical language, notation, diagrams and graphs

Note: Board approved calculators are allowed and a Board of Studies ‘Table of Standard Integrals’ sheet is provided.
Mathematics Extension 1

Length: 2 hours + 5 minutes reading time

Weighting: 18/50

Format:
Section I - Multiple choice
Section II - Extended response

Content:
Mathematical Induction
Polynomials II (Iterative Methods)
Methods of Integration
Further Trigonometric Integration
Inverse Functions and Inverse Trigonometric Functions
Further Applications of Calculus to the Physical World
Harder Mathematics

Note: Up to 20% of the HSC Assessment mark may be on topics from the Preliminary Course, including:
Other Inequalities
Circle Geometry
Further Graphs, Further Trigonometry
Angle between Two Lines
Dividing a Line in a Given Interval
Parametric Representation
Permutations and Combinations
Polynomials I

Outcomes Being Assessed:
- HE1 Appreciates interrelationships between ideas drawn from different areas of mathematics
- HE2 Uses inductive reasoning in the construction of proofs
- HE3 Uses a variety of strategies to investigate mathematical models of situations involving projectiles, simple harmonic motion, or exponential growth and decay
- HE4 Uses the relationship between functions, inverse functions and their derivatives
- HE5 Applies the chain rule to problems including those involving velocity and acceleration as functions of displacement
- HE6 Determines integrals by reduction to a standard form through a given substitution
- HE7 Evaluates mathematical solutions to problems and communicates them in an appropriate form

Note: Board-approved calculators are allowed and a Board of Studies ‘Table of Standard Integrals’ sheet is provided
Mathematics Extension 2

Length: 3 Hours + 5 minutes reading time

Weighting: 35 %

Format: Multiple Choice
Extended Response

Content: Graphs (Syllabus Topic 1)
Complex Numbers (Syllabus Topic 2)
Polynomials (Syllabus Topic 7)
Conics (Syllabus Topic 3)
Harder Extension I (Syllabus Topic 8)

Outcomes Being Assessed:

E1 - appreciates the creativity, power and usefulness of mathematics to solve a broadrange of problems
E2 - chooses appropriate strategies to construct arguments and proofs in both concrete and abstract settings
E3 - uses the relationship between algebraic and geometric representations of complex numbers and of conic sections
E4 - uses efficient techniques for the algebraic manipulation required in dealing with questions such as those involving conic sections and polynomials
E6 - combines the ideas of algebra and calculus to determine the important features of the graphs of a wide variety of functions
E7 - uses the techniques of slicing and cylindrical shells to determine volumes
E8 - applies further techniques of integration, including partial fractions, integration by parts and recurrence formulae, to problems
E9 - communicates abstract ideas and relationships using appropriate notation and logical argument

Notes: Calculators are permitted and a Board of Studies ‘Table of Standard Integrals’ is provided.
Mathematics General 2

Length: 2.5 hours + 5 minutes reading time

Weighting: 35%

Format: Section 1 - Multiple choice
Section 2 – Extended responses

Content:

- FM4 Credit and borrowing
- FM5 Annuities and loan repayments
- DS4 Interpreting sets of data
- DS5 The normal distribution
- DS6 Sampling and populations
  MM4 Further applications of area and volume
- MM5 Applications of trigonometry
- MM6 Spherical geometry
- PB2 Multistage events and applications of probability
- AM3 Further algebraic skills and techniques
- AM4 Modelling linear relationships
- AM5 Modelling non-linear relationships
- FSHe1 Body Measurements
- FSHe2 Medication
- FSHe3 Life expectancy
- All topics from the preliminary course

Note: Up to 20% of the HSC Assessment Mark may be on topics from the Preliminary Course

Outcomes Being Assessed:

MG2H-1 Uses mathematics and statistics to evaluate and construct arguments in a range of familiar and unfamiliar contexts.

MG2H-2 Analyses representations of data in order to make inferences, predictions and conclusions.

MG2H-3 Makes predictions about situations based on mathematical models, including those involving cubic, hyperbolic or exponential functions.

MG2H-6 Makes informed decisions about financial situations, including annuities and loan repayments.

MG2H-7 Answers questions requiring statistical processes, including the use of the normal distribution, and the correlation of bivariate data.

MG2H-8 Solves problems involving counting techniques, multistage events and expectation.

MG2H-9 Chooses and uses appropriate technology to locate and organise information from a range of contexts.

MG2H-10 Uses mathematical argument and reasoning to evaluate conclusions drawn from other sources, communicating a position clearly to others, and justifies a response.

Note: Calculators allowed and Board of Studies Formula Sheet provided.
Modern History

Length: 3 Hours + 5 minutes reading time

Weighting: 30%

Format: 4 Sections (100 marks)

- **Core: World War I 1914-1919** – source-based multiple choice, short answers and one extended response (25 marks)
- **National Studies: Germany 1918-1939** – one essay response (25 marks)
- **Personalities in the Twentieth Century: Albert Speer** – two longer responses (25 marks)

Content
The examination will cover the following content:

**Topic 1: World War I**

1. **War on the Western Front**
   - the reasons for the stalemate on the Western Front
   - the nature of trench warfare and life in the trenches dealing with experiences of Allied and German soldiers
   - overview of strategies and tactics to break the stalemate including key battles: Verdun, the Somme, Passchendaele
   - changing attitudes of Allied and German soldiers to the war over time

2. **The home fronts in Britain and Germany**
   - total war and its social and economic impact on civilians in Britain and Germany
   - recruitment, conscription, censorship and propaganda in Britain and Germany
   - the variety of attitudes to the war and how they changed over time in Britain and Germany
   - the impact of the war on women’s lives and experiences in Britain

3. **Turning points**
   - impacts of the entry of the USA and of the Russian withdrawal
   - Ludendorff’s Spring Offensive and the Allied response

4. **Allied Victory**
   - events leading to the Armistice, 1918
   - reasons for the Allied victory and German collapse
   - the roles and differing goals of Clemenceau, Lloyd George and Wilson in creating the Treaty of Versailles

**Topic 2: Germany 1918-1939**

1. **Weimar Republic**
   - emergence of the Democratic Republic and the impact of the Treaty of Versailles
   - political, economic and social issues in the Weimar Republic to 1929
   - collapse of the Weimar Republic 1929–1933
   - impact of the Great Depression on Germany

2. **The rise of the Nazi Party**
   - rise of the Nazi Party (NSDAP) from 1923
   - Hitler’s accession to power
   - initial consolidation of Nazi power 1933–1934
Modern History – Continued

3 Nazism in power
- Hitler’s role in the Nazi state
- Nazism as totalitarianism
- the role of propaganda, terror and repression; SA and SS; opposition to Nazism
- social and cultural life in the Nazi state: role of Hitler Youth, women, religion
- Nazi racial policy; anti-Semitism: policy and practice to 1939

4 Nazi foreign policy
- nature of Nazi foreign policy: aims and strategies to September 1939
- impact of ideology on Nazi foreign policy to September 1939

Topic 3: Albert Speer

1 Historical context
- rise of the Nazi party and the personal charisma of Adolf Hitler
- development of the Nazi state after 1933
- Nazi war effort to 1945
- Nuremberg War Crimes Trials

2 Background
- family background and education
- introduction to Nazism and his reasons for joining the Nazi party

3 Rise to prominence
- early work for the Nazi party
- appointment as ‘First Architect of the Reich’
- the ‘Germania’ project and the new Reich Chancellery
- work as Armaments Minister

4 Significance and evaluation
- relationship with Hitler
- involvement with anti-Semitic activities in connection with the Germania project – the question of the ‘Jew-flats’
- use and abuse of forced labour
- knowledge of and links with the concentration camp system
- reaction to Hitler’s ‘scorched earth’ policy in 1945
- the significance of Speer’s work as Minister for Armaments and War Production to the overall German war effort
- evaluation: for example, the ‘Good Nazi’?


1 Origins of the Cold War 1945–1953
- 1945 conferences and the emergence of the superpowers
- emerging differences between the superpowers
- the Truman Doctrine and its consequences
- impact of the early crises: the Berlin blockade and airlift, China becoming communist in 1949 and the Korean War

2 Development of the Cold War to 1968
- policy of containment, domino theory and the emergence of peaceful co-existence
- superpower rivalry: the arms race and space race
Music

Length: 
Part A: Aural - 1 hour
Part B: HSC Core Performance and Elective 3
Part C: HSC Elective 1 and 2 (Non-assessed)

Weighting: 
Part A: Aural 15%
Part B: Core performance 10%
Elective 15%

Format

Part A: Aural Examination
Four questions requiring an extended response to four musical excerpts

Part B: HSC Core Performance and Elective 3
All performances and viva voce representations of each of the three topics studied.
The core performance and three electives.

Part C: Elective 1 and 2
Students will present elective 1 and 2. This will not be assessed, but feedback will be provided.

Content

The examination will cover the following content:

Part A: Aural Examination
The six concepts of music including:
Pitch, Duration, Tone colour, Texture, Structure, Dynamics and Expressive Techniques

Part B: HSC Performance Program
The following elements must be presented as a performance, viva voce or composition:
Core Performance
Elective 1 (Own Choice Topic)
Elective 2 (Own Choice Topic)
Elective 3 (Own Choice Topic)

You will be assessed on the CORE Performance. It should represent any one of the HSC topics.
This must not have already been assessed for a previous assessment task.

You will also be assessed on your ELECTIVE 3. This can be a performance, viva voce or submitted composition.

ELECTIVE 1 and ELECTIVE 2 are to be presented as a performance or viva voce or composition. It will NOT be re-marked. You will only receive written comments as feedback for these.
**PDHPE**

**Length:** 3 hours + 5 minutes reading time

**Weighting:** 25%

**Format:**
- Section I (Part A): Multiple choice (20 marks)
- Section I (Part B): Extended response questions on Core 1 and 2
- Section II: Extended response questions on Options 3 (Sports Medicine) and 4 (Improving performance)

**Content**

**HSC Core 1: Health Priorities in Australia**

1. How are priority issues for Australia’s health identified?
   - Measuring health status
   - Identifying priority health issues

2. What are the priority issues for improving Australia’s health?
   - Groups experiencing health inequalities
   - High levels of preventable chronic disease, injury and mental health problems
   - A growing and aging population

3. What role do health care facilities and services play in achieving better health for all Australians?
   - Health care in Australia
   - Complementary and alternative health care approaches

4. What actions are needed to address Australia’s health priorities?
   - Health promotion based on the five action areas of the Ottawa Charter

**HSC Core 2: Factors affecting performance**

1. How does training affect performance?
   - Energy systems
   - Types of training and training methods
   - Principles of training
   - Physiological adaptations in response to training

2. How can psychology affect performance?
   - Motivation
   - Anxiety and arousal
   - Psychological strategies to enhance motivation and manage anxiety

3. How can nutrition and recovery strategies affect performance?
   - Nutritional considerations
   - Supplementation
   - Recovery strategies
4. How does the acquisition of skill affect performance?
   - Stages of skill acquisition
   - Characteristics of the learner
   - The learning environment
   - Assessment of skill and performance

**HSC OPTION 3: Sports Medicine**

1. How are sports injuries classified and managed?
   - Ways to classify sports injuries
   - Soft tissue injuries
   - Hard tissue injuries
   - Assessment of injuries

2. How does sports medicine address the demands of specific athletes?
   - Children and young athletes
   - Adult and aged athletes
   - Female athletes

3. What role do preventative actions play in enhancing the wellbeing of the athlete?
   - Physical preparation
   - Sports policy and the sports environment
   - Environmental conditions
   - Taping and bandaging

4. How is injury rehabilitation managed?
   - Rehabilitation procedures
   - Return to play

**HSC OPTION 4: Improving Performance**

1. How do athletes train for improved performance?
   - Strength training
   - Aerobic training
   - Anaerobic training
   - Flexibility training
   - Skill training

Students are advised to note the key directive terms in the syllabus and outcomes documents. When writing their response students must adhere to the general guidelines of extended response questions in PDHPE, listed below:

- Demonstrate knowledge and understanding of course content
- Critically analyse the information
- Support your arguments with examples
- Make your response clear and logical
Physics

Length: 3 hours + 5 mins reading time

Weighting: 35%

Format:
- Multiple choice
- Short answers
- Extended response

Content

The examination will cover the following content:

- All aspects of the Space Module
- All aspects of the Motors and Generators Module
- All aspects of the Ideas to Implementation Module
- Focus Area 1 of the Quanta to Quarks option topic

How to study for this exam

Complete the summary scaffold, revise all practicals and homework questions

During the exam:

- Underline the key words in the questions
- In calculation style questions remember to write your list, write your equation and use the correct units
- Show all working in calculation style questions
- In written response questions use the correct terminology and always check how many marks the question is worth before you formulate your response
- Do the multiple choice section last
- Please ensure you have fresh batteries in your calculator
Senior Science

Length: 3 hours + 5 mins reading time

Weighting: 30%

Format:
- Multiple choice
- Short answers
- Extended response

Content

The examination will cover the following content:

- All aspects of the Lifestyle Chemistry Module
- All aspects of the Medical Technology Module
- All aspects of the Information Systems Module
- Section 1 of the Pharmaceuticals Module
- All practicals conducted so far

How to study for this exam

Complete the summary scaffold, revise all practicals and homework questions

During the exam:

- Underline the key words in the questions
- In calculation style questions remember to write your list, write your equation and use the correct units
- Show all working in calculation style questions
- In written response questions use the correct terminology and always check how many marks the question is worth before you formulate your response
- Do the multiple choice section last
- Please ensure you have fresh batteries in your calculator
Software Design and Development

Length: 3 hours + 5 minutes reading time

Weighting: 35%

Format:

Section I - Multiple choice 20 marks
Section II - Extended responses 60 Marks
Section III – Option Topic 20 marks

Content

The examination will cover the following topics:

Development & Impact of Software Solutions
  - Social & ethical issues
    o The impact of software
    o Rights & responsibilities of software developers
    o Software piracy & copyright
    o Use of networks
    o The software market
    o Legal implications
  - Application of software development approaches

Software Development Cycle
  - Defining and understanding the problem
    o Defining the problem
    o Issues relevant to a proposed solution
    o Design specifications
    o System documentation
    o Communication issues between client & developer
    o Quality assurance
  - Planning and designing the software solution
    o Standard algorithms
    o Custom-designed logic used in software solutions
    o Standard modules (library routines) used in software solutions
    o Documentation of overall software solution
    o Interface design
    o Factors to be considered when selecting the programming language
    o Factors to be considered when selecting the technology
  - Implementation of software solution
    o Implementation of the design using an appropriate language
    o Language syntax required for software solutions (EBNF & railroad diagrams)
    o Translation from source code to machine code
    o Role of machine code
    o Techniques used in developing well-written code
    o Documentation of a software solution
    o Hardware environments to enable implementation
    o Emerging technologies
Software Design and Development - Continued

- Testing and evaluating software solutions
  o Testing the software solution
  o Reporting on the testing process
  o Evaluating the software solution
  o Post implementation review
- Maintaining software solutions
  o Modifying code to meet changed requirements
  o Documenting changes

Option Topic 2 – The Interrelationship between Software & Hardware
- Representation of data within the computer
  o Character representation (ASCII, Unicode)
  o Representation of data using different number systems (binary, hexadecimal, decimal)
  o Integer representation (sign & modulus, 1’s complement & 2’s complement)
  o Floating point/real representation
  o Binary arithmetic (addition, subtraction, multiplication & division)
- Electronic circuits to perform standard software operations
  o Logic gates
  o Truth tables
  o Boolean algebra
  o Circuit design
  o Specialty circuits (half adder, full adder & flip-flops)
- Programming of Hardware Devices
  o The data stream
  o Processing an input data stream from sensors and other devices
  o Generating output to an appropriate device
  o Issues with interpreting data streams

How to prepare for this examination

- Review lesson notes
- Complete textbook activities
- Complete Past Papers
Studies of Religion

Length: 3 hours + 5 mins reading time

Weighting: 30%

Format: Total marks 100

Section I – (30 marks) Religion and Belief Systems in Australia post-1945 and Religion and Non-Religion (50 mins)

Section II – (30 marks) Attempt TWO Religious Tradition questions from Questions 1-5 (1 hour) (Choose DIFFERENT Religious Traditions in Section II from the one you choose in Section III)

Section III – (20 marks) Attempt ONE Religious Tradition question from Questions 1-5 (Choose a DIFFERENT Religious Tradition in Section III from the one you choose in Section II) (35 mins)

Section IV - (20 marks) Religion and Peace (35 mins)

Content

Religion and Belief systems in Australia post-1945
- Contemporary Aboriginal spiritualities
- Religious expressions in Australia (1945-present)
- Religious dialogue

Religion and Non-religion

Religious tradition depth study – Judaism
- Significant people: The Hassidim
- Bioethics
- Death and Mourning

Religious tradition depth study – Christianity
- Significant people: Martin Luther
- Bioethics
- Baptism

Religious tradition depth study – Islam
- Significant people: Sayyid Qutb
- Bioethics
- Hajj

Religion and Peace

How to study for this exam
- Summarise and revise all class notes including workbooks and additional materials, relating these under the syllabus dot points.
- Consult your notes and the Board of Studies website for glossary of key terms and past examination questions. You must be conversant with these terms and use them regularly.
- Practise past HSC exam questions. Submit to your teacher for feedback
- Set aside at least 3 hours per week to prepare for the examination.
Visual Arts

Length: 1.5 Hours + 5 minutes reading time

Weighting: 20%

Format: The examination is in two sections with each worth 25 marks.

Section 1: Students are to answer all three questions. Art examples may be unseen works. In your answers for Section 1 students will be assessed on how well they:
- Write in a concise and well-reasoned way
- Present an informed point of view
- Use the plates and any other source material provided to inform their response.

Question 1= 5 marks; Question 2= 8 marks; Question 3= 12 marks

Please consider the above mark weightings in your time management.

Section 2: Students are to choose only ONE question from a choice of six. You are to apply the content you have learnt in year 10, 11 and 12 for this question.
- Present a well-reasoned and informed point of view
- Apply your understanding of the different aspects of content as appropriate (Practice, Conceptual Framework, and the Frames).
- Use relevant examples, naming them correctly, as well as artist’s quotes.

Content

Year 11: Surrealism (Magritte, Dali, Miro), Dada (Marcel Duchamp), French Romanticism (Gericault, Delacroix), Spanish Romanticism (Goya), British Romanticism (Turner), Joseph Cornell, Frank Lloyd Wright, Pipilotti Rist-video installations, Andy Goldsworthy, Christo and Jean Claude, Monet and his garden at Giverny, Futurism (Boccioni, Balla, Severini), John Wolseley.
Year 12: Antony Gormley, Marc Quinn, Stelarc, Greek Statues, Roman Portrait busts, Michelangelo (David, slaves), Impressionism (Manet, Monet, Degas, Renoir, Lautrec ), Post Impressionism (Van Gogh, Gauguin, Matisse, Cezanne), Cubism (Picasso, Braque), German Expressionism (Kirchner), Mondrian, Kandinsky, The Bauhaus, Kathe Kollwitz, Frida Kahlo, Jackson Pollock, Chuck Close, Kieth Haring, Street Art (Reko Rennie, ROA), Roy Lichtenstein, Ricky Swallow, Art & Commerce.

How to study for this exam

Section 1: Students are to revise key concepts such as The Conceptual Framework, The Frames, Artist’s Practice, Historical Practice and to practice analysing artworks.

Section 2: Students are to revise work covered from years 10, 11 and 12 and practice organising the material into categories such as : The Figure, Contemporary Art, Use of Technology, Nature, The imagination, Landscape, The City/Urban Environment, Modernism, Post Modernism, Art and the Commercial World etc. You will need to memorise the names of particular artists and the name and detailed appearance of particular works as well as artist’s quotes to support your arguments. Preparing essay plans for questions from past papers and practising essays under exam conditions is also vital.