Year 11
Final Examination

Timetable
Study Guide

Term 3, Weeks 8 and 9

Monday 7th September to Thursday 17th September 2015
## Contents

Year 11 Final Examination Timetable 2015 ................................................................. 3  
Examination Instructions ..................................................................................... 4  
Glossary of Key Words .......................................................................................... 5  
Ancient History ....................................................................................................... 6  
Biology .................................................................................................................. 7  
Business Studies .................................................................................................... 8  
Chemistry ............................................................................................................. 9  
Drama ................................................................................................................... 10  
Economics ........................................................................................................... 11  
Engineering Studies ............................................................................................ 12  
English Advanced & Standard ........................................................................... 13  
English Extension 1 .............................................................................................. 14  
Entertainment ....................................................................................................... 15  
Industrial Technology (Timber) .......................................................................... 16  
Japanese Continuers ............................................................................................ 17  
Legal Studies ....................................................................................................... 18  
Mathematics ........................................................................................................ 19  
Mathematics Extension 1 .................................................................................... 20  
Mathematics General 2 ....................................................................................... 21  
Modern History .................................................................................................... 22  
Music .................................................................................................................... 23  
PDHPE .................................................................................................................. 24  
Physics .................................................................................................................. 25  
Society and Culture ............................................................................................... 26  
Visual Arts ............................................................................................................. 27
# Year 11 Final Examination Timetable 2015

<table>
<thead>
<tr>
<th>Monday 7th September</th>
<th>Tuesday 8th September</th>
<th>Wednesday 9th September</th>
<th>Thursday 10th September</th>
<th>Friday 11th September</th>
<th>Monday 14th September</th>
<th>Tuesday 15th September</th>
<th>Wednesday 16th September</th>
<th>Thursday 17th September</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard &amp; Advanced English</strong></td>
<td>Legal Studies</td>
<td>Economics, PDHPE</td>
<td>Biology</td>
<td>Engineering Studies, Society and Culture</td>
<td>Mathematics, Mathematics General 2</td>
<td>Modern History</td>
<td>Ancient History, Physics</td>
<td>Mathematics Extension 1</td>
</tr>
<tr>
<td><strong>Visual Arts</strong></td>
<td><strong>English Extension 1</strong></td>
<td><strong>Business Studies</strong></td>
<td><strong>Chemistry</strong></td>
<td><strong>IT Timber, Drama</strong></td>
<td><strong>Music Practical</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Auditorium**

---
Examination Instructions

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

For exams in the Auditorium: meet outside the cafeteria 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. There will be no borrowing of equipment during examinations.

You are expected to wear full school uniform during the examination period. If you choose to come to school to study in N-Block during the exam period, full school uniform is required.

Signing out

Year 11 students will be allowed to sign out of College after they have finished their exam each day. You are not allowed to sign out and come back for an afternoon exam. You need to stay at the College if you have a morning and afternoon exam.

If you have a morning exam and choose to stay at College you will need to go to the allocated study area.
- N Block Library between exams if there are morning/afternoon exams on that day.
- N Block Library whilst the exams are on and you don’t have an exam.

In order for you to be able to sign out of College, you must return the permission slip before the start of the exams signed by your parents/guardian.
# Glossary of Key Words

<table>
<thead>
<tr>
<th>Account</th>
<th>Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions</th>
</tr>
</thead>
<tbody>
<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>Ascertain/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 (analyse/evaluate)</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>
</tr>
<tr>
<td>Define</td>
<td>State meaning and identify essential qualities</td>
</tr>
<tr>
<td>Demonstrate</td>
<td>Show by example</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>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>
</tr>
<tr>
<td>Examine</td>
<td>Inquire into</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>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>
</tr>
<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>
</tr>
<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>
</tr>
<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)
Ancient History

Length: 2 Hours + 5 minutes reading time

Weighting: 25%

Format: 3 Sections, 25 marks each (75 total)
Section 1: Core – History, Archaeology and Science
Section 2: Case Study - Boudicca: Resistance to Roman rule in Britain
Section 3: Ancient Society - City of Rome

Content

Section 1: History, Archaeology and Science (Compulsory)
Topic 1 – Investigating the Past: History, Archaeology and Science
• methods of investigating the past: historians, archaeologists and scientists; evidence
• the nature of sources: loss, rediscovery and preservation; contradictory evidence
• reconstructing the past: changing purpose of archaeology; interpretation of evidence
• ethics of archaeology: treatment of human remains; ownership and custodianship

Section 2: Case Studies (Options)
Topic 7 – Boudicca: Resistance to Roman rule in Britain
• overview of the Roman conquest of Britain
• organisation of Roman Britain: role of governor, role of veterans in the towns of Camulodunum, Verulamium, Londinium, imperial cult at Camulodunum, concept of Romanisation
• background of Celts: tribal organisation of Britain, identification and location of the Iceni, identification of Prasutagus and Boudicca, role of women in Celtic Britain, social structure of Celtic Britain
• comparison of the accounts of Tacitus and Cassius Dio on the revolt: reasons for the revolt – Boudicca, Trinovantes and other Celts, descriptions of Boudicca – representations in the sources, eg gender bias
• overview of the campaign: Celtic fighting methods, Roman weapons and tactics, role of Suetonius Paullinus
• archaeological evidence of the revolt
• aftermath of the revolt: results and consequences for the Celts, results and consequences for the Romans
• significance of Boudicca: changing image of Boudicca over time, eg in Victorian England, Boudicca – enemy or heroine.

Section 3: Ancient Societies
Topic 13 – City of Rome
• the geographical features: rivers, hills, marshes
• the water system, drains: Cloaca Maxima
• the Forum Romanum: the Via Sacra (road)
• the Regia, Temple of Vesta, the Curia, Temple of Saturn, Basilica Aemilia, Basilica Julia,
• the Rostra, the Tabularium, the Comitium: main features and purposes of the buildings
• activities in the Forum: politics, administration, religion, courts, theatre, gladiatorial
• displays, triumphs, speeches, funeral
Biology

Length: 2 hours + 5 minutes reading time

Weighting: 35%

Format: Multiple choice
Short answers
Extended response

Content

1. A Local Ecosystem.
   a. The distribution, diversity and numbers of plants and animals found in ecosystems are determined by biotic and abiotic factors.
   b. Each local aquatic or terrestrial ecosystem is unique.

2. Evolution of Australian Biota
   a. Evidence for the rearrangement of crustal plates and continental drift indicates that Australia was once part of an ancient super continent.
   b. The changes in Australian flora and fauna over millions of years have happened through evolution.
   c. Continuation of species has resulted, in part, from the reproductive adaptations that have evolved in Australian plants and animals.
   d. A study of palaeontology and past environments increases our understanding of the possible future range of plants and animals.

3. Patterns In Nature
   a. Organisms are made of cells that have similar structural characteristics.
   b. Membranes around cells provide separation from and links with the external environment.
   c. Plants and animals have specialised structures to obtain nutrients from their environment.
   d. Gaseous exchange and transport systems transfer chemicals through the internal and between the external environments of plants and animals.
   e. Maintenance of organisms requires growth and repair.

4. Life On Earth
   a. Analysis of the oldest sedimentary rocks provides evidence for the origin of life.
   b. The fossil record provides information about the subsequent evolution of living things.
   c. Further developments in our knowledge of present-day organisms and the discovery of new organisms allows for better understanding of the origins of life and the processes involved in the evolution of living things.
   d. The study of present-day organisms increases our understanding of past organisms and environments.
**Business Studies**

**Length:** 2 Hours + 5 minutes reading time

**Weighting:** 30%

**Format:** 20 Multiple choice questions (20 marks)  
Short answers (40 marks)  
Extended response (20 Marks)

**Content**

NATURE OF BUSINESS (Topic 1): including contemporary business issues; aspects of business using hypothetical situations and actual business case studies; role of business; types of business; types of businesses; influences in the business environment; business growth and decline.

BUSINESS MANAGEMENT (Topic 2): including examining contemporary business issues; investigating aspects of business using hypothetical situations and actual business case studies; nature of management; management approaches; management process; management and change.

BUSINESS PLANNING (Topic 3): including examining contemporary business issues; investigating aspects of business using hypothetical situations and actual business case studies; prepare a small business plan; small to medium enterprises; influences in establishing a small to medium enterprise; the business planning process; critical issues in business success and failure.

**Hints for Extended Responses**

It is likely to be a business report

- Demonstrate knowledge and understanding relevant to the question.
- Present a sustained, logical and cohesive response.
- Include diagrams and tables.

**Equipment Requirements**

- Please bring a calculator
**Chemistry**

**Length:** 2 Hours + 5 minutes reading time

**Weighting:** 30%

**Format:**
- Multiple choice
- Short answers
- Extended response

**Content**

1. All aspects of the Chemical Earth module
2. All aspects of the Metals module
3. All aspects of the Water module
4. All aspects of the Energy module
5. All Practicals conducted

**How to study for this exam**

Complete all worksheets, 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
Drama

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

Weighting: 10%

Format: Short answers and extended responses

Content

1. The 13 Elements of Drama and their Definitions.
3. Theatrical Techniques used in Hoods, focusing on the use of Physical Theatre.
4. Epic Theatre- the theatrical techniques of Bertolt Brecht, particularly in reference to Threepenny Opera.
5. The political and social background of Bertolt Brecht.
6. Norm and Ahmed by Alex Buzo. The political and social background of Traditional Australian Drama in the 1960s.
Economics

Length: 2 Hours + 5 minutes reading time

Weighting: 35%

Format: Multiple choices (20 marks) 
Short answers (20 marks) 
Extended responses (2 x 20 marks)

Content

All topics will be assessed in the examination:

THE INTRODUCTION TO ECONOMICS (TOPIC 1)
CONSUMERS and BUSINESS (Topic 2)
MARKETS (Topic 3)
LABOUR MARKETS (Topic 4)
FINANCIAL MARKETS (Topic 5)
GOVERNMENT in the ECONOMY (Topic 6)

Please note that the examination does not just focus on the learn about parts of the syllabus. Students need also to revise the Examine economic issues and Apply economical skills sections as well.

Hints for Extended Responses

- you will need to write two traditional style essays.
- 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

Equipment Requirements

Please bring a calculator
Engineering Studies

Length: 2 Hours + 5 minutes reading time

Weighting: 30%

Format: Section 1: Multiple choice
        Section 2: Short answers

Content

Engineering Fundamentals
- Areas of Engineering Practice
- Historical and Societal Influences
- Engineering Mechanics
- Engineered Materials
- Communication

Engineered Products
- Engineering Mechanics
- Engineering Materials
- Engineering Electronics
- Communication

Braking Systems
- Historical Influences
- Engineering Mechanics and Hydraulics
- Engineering Materials
- Communication

Biomedical Engineering
- Scope of the profession
- Historical and Societal Influences
- Engineering Mechanics and Hydraulics
- Engineering Materials
- Electricity/Electronics
- Communication

How to study for this exam

See the Preliminary 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 & Standard

**Length:**
2 Hours + 10 minutes reading time

**Weighting:**
30%

**Format:**
Section 1 – Reading
Section 2 – Creative Writing
Sections 3 & 4 – Extended Responses (Essays)

**Content**

**Section 1** – Reading and short answer on previously unseen texts of Change

**Section 2** – Short story on Change

**Sections 3 & 4** – Extended Responses (Essays) on:
- a) Standard English – Looking for Alibrandi
  OR
- b) Advanced English – Macbeth

**How to study for this exam**

1. Practise reading short texts such as news articles, poems, cartoons and short stories and consider which techniques composers use to convey the idea of Change.
2. Read short stories to get ideas and practise writing short stories where the idea of Change is conveyed. Practise including multiple narrators, non-linear timeframes through fast forward and flashback, and original imagery through similes and/or metaphors, personification and motifs.
3. Know your prescribed texts and be able to compose an argument which links your support texts (where required) to the ideas in your prescribed text. Know quotes and techniques from the texts which support your point of view.
English Extension 1

Length: 2 Hours + 5 minutes reading time

Weighting: 30%

Format: Section 1 – Creative Writing
         Section 2 – Extended Response (Analytical Essay)

Content

Ms Johnson’s class – Crime Writing
   Section 1 – Creative Writing on Crime.
   Section 2 – Extended Response (Analytical Essay) – you must refer to Conan Doyle’s ‘The Adventures of Sherlock Holmes’ and Alfred Hitchcock’s ‘Rear Window’ + 1 Related Text

Mrs Monteleone’s class – Utopias/ Dystopias
   Section 1 – Creative Writing on Utopias/ Dystopias
   Section 2 – Extended Response (Analytical Essay) – you must refer to ‘Day of the Triffids’ by John Wyndham and ‘Utopia’ by Thomas More + 1 Related Text.

How to study for this exam

1. Read short stories on the Elective your class has studied to gain ideas for your Creative Writing, as well as possible Related Texts to source in your Analytical Essay.
2. Know the ideas, as well as quotes and techniques from your Prescribed and Related Texts to support the thesis points you establish.
3. Practise writing sustained Creative and Analytical pieces within the timeframe of 1 hour allowed per question. Ensure that your knowledge of the topic and the texts will allow you to do so!
Entertainment

Length: 1 hour + 5 minutes reading time

Weighting: 50%

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

Content

- Industry knowledge
- Venue types
- Basic Lighting systems
- Signal flow diagrams
- Workplace Health and Safety
- Staging
- Audio Systems
Industrial Technology (Timber)

Length: 1 hours and 30 minutes + 5 minutes reading time

Weighting: 25 %

Format: Multiple Choice 10 marks
Short Answer 15 marks
Extended response 15 marks

Content

Design

Industry - Structural and Technical considerations
- Environmental and Sociological considerations
- Personnel Issues
- Workplace Health and Safety.

Management and communication
- Project management
- Numeracy skills
- WHS

Industry Related Manufacturing Technology

How to study for this exam

Remember that question that have more marks associated require a more in-depth answer. Take 3-5 minutes to prepare your response before attempting to answer the extended response section. Use a 'Mind-map', 'Brainstorm' or any other method to prepare. Structure your response to include the most important concepts first.
Japanese Continuers

Length: 2 hours and 50 minutes + 10 minutes reading time
Section I: Listening and Responding - 30 Minutes
Sections II: Reading and Responding - 1 hours and 20 minutes
Section III: Writing - 1 hour

Weighting: 30 %

Format:

Section 1 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 include all kanji, vocabulary and grammar covered in the following topics:

Unit 4: Neighbourhood
Unit 5: School Life
Unit 6: Shopping and Eating Out

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.
Legal Studies

Length: 2 Hours + 5 minutes reading time

Weighting: 35%

Format: Multiple choice
         Short Answer responses
         Extended Response

Content

The examination will cover the following content from the NSW Board of Studies Legal Studies Syllabus:

Preliminary Legal Studies Course
Core Part I: The legal system

• Basic legal concepts
• Sources of contemporary Australian law
• Classification of law
• Law reform
• Law reform in action

Core Part II: The individual and the law

• Your rights and responsibilities
• Resolving disputes
• Contemporary issue:
  the individual and technology

Core Part II: The individual and the law

• Women and the law
• Outlaw Motorcycle Gangs

NOTE: For the principle focus, themes and challenges of each topic, plus the glossary of key words for questions please refer to the NSW Board of Studies Legal Studies Syllabus.
Mathematics

Length: 2 hours + 5 minutes reading time

Weighting: 30%

Format: Multiple Choice
Written section

Content: Basic Arithmetic and Algebra (1.1-1.4)
Plane Geometry (2.1-2.4)
Linear Functions (6.1-6.5, 6.7)
Real functions (4.1-4.4)
Trigonometric Ratios (5.1-5.5)
The Quadratic Polynomial and the Parabola (9.1-9.5)
Tangent and Derivative (8.1-8.9)

Note: Board approved calculators are allowed

Outcomes Being Assessed:

P1 demonstrates confidence in using mathematics to obtain realistic solutions to problems
P2 provides reasoning to support conclusions which are appropriate to the context
P3 performs routine arithmetic and algebraic manipulation involving surds, simple rational expressions and trigonometric identities
P4 chooses and applies appropriate arithmetic, algebraic, graphical, trigonometric and geometric techniques
P5 understands the concept of a function and the relationship between a function and its graph
P6 relates the derivative of a function to the slope of its graph
P7 determines the derivative of a function through routine application of the rules of differentiation
P8 understands and uses the language and notation of calculus
**Mathematics Extension 1**

**Length:** 2 hours + 5 minutes reading time

**Weighting:** 20/50 (40%)

**Format:** Multiple choice
Extended response

**Content:**
- Other Inequalities (1.4E)
- Circle Geometry (2.6-2.10)
- Further Trigonometry (5.6-5.9)
- Angles between two lines (6.6)
- Internal and external division of lines into given ratios (6.7E)
- Permutations and combinations (18.1)
- Polynomials (16.1-16.3)
- Harder applications of the Preliminary 2 Unit course

**Note:** Board-approved calculators are permitted. No liquid paper or liquid tape.

**Outcomes Being Assessed:**

- **PE1** appreciates the role of mathematics in the solution of practical problems
- **PE2** uses multi-step deductive reasoning in a variety of contexts
- **PE3** solves problems involving permutations and combinations, inequalities, polynomials and circle geometry
- **PE5** determines derivatives which require the application of more than one rule of differentiation
- **PE6** makes comprehensive use of mathematical language, diagrams and notation for communicating in a wide variety of situations
Mathematics General 2

Length: 2 hours + 5 minutes reading time

Weighting: 30%

Format: Multiple choice
         Written Section

Content:

Financial Mathematics (FM1, FM2 and FM3)
   *Earning and Managing Money, Investing Money and Taxation*

Data and Statistics (DS1, DS2 and DS3)
   *Statistics and society, data collection and sampling; Displaying and interpreting single data sets; Summary statistics*

Measurement (MM1 and MM2)
   *Units of measurement and applications; Applications of perimeter, area and volume*

Probability (PB1)
   *Relative Frequency and Probability*

Algebraic and Modelling (AM1 and AM2)
   *Algebraic manipulation, Interpreting linear relationships*

Focus Study: Mathematics and Communication (FSCo1 and FSCo2)
   *Mobile phone plans, Digital download and file storage*

Focus Study: Mathematics and Driving (FSDr1, FSDr2 and FSDr3)
   *Costs of purchase and insurance, Running costs and depreciation, Safety.*

All chapters in Maths Quest Preliminary Mathematics General except for Chapter 9.

Note: Board approved calculators are allowed

Outcomes Being Assessed:

MGP-1 Uses mathematics and statistics to compare alternative solutions to contextual problems
MGP-2 Represents information in symbolic, graphical and tabular form
MGP-3 Represents the relationships between changing quantities in algebraic and graphical form
MGP-4 Performs calculations in relation to two dimensional and three dimensional figures
MGP-5 Demonstrates awareness of issues in practical measurement, including accuracy, and the choice of relevant units
MGP-6 Models financial situations relevant to the student’s current life using appropriate tools
MGP-7 Determines an appropriate form of organisation and representation of collected data
MGP-8 Performs simple calculations in relation to the likelihood of familiar events
MGP-9 Uses appropriate technology to organise information from a limited range of practical and everyday contexts
MGP-10 Justifies a response to a given problem using appropriate mathematical terminology
Modern History

Length: 2 Hours + 5 minutes reading time

Weighting: 30%

Format: Multiple choice
Short answers including source-based questions
Extended response

Content
The examination will cover the following content:

1. **THE REIGN OF TERROR IN FRANCE 1792–1795**
   a. Overview of events 1789–1792
   b. Robespierre and the Terror
   c. Madame Guillotine and her victims
   d. The end of the Terror

2. **DECOLONISATION IN INDOCHINA 1945 – 1954**
   a. The impact of French imperialism on Indochina
   b. The rise of Vietnamese nationalism and war against the French
   c. The growth of Vietnamese nationalism/communism
   d. The defeat of France

3. **BISMARCK AND THE UNIFICATION OF THE GERMAN STATES**
   a. The role of liberalism and nationalism in creating a sense of German unity
   b. Bismarckian foreign policy
   c. Wars of national unification against Austria and France
   d. The immediate consequences of German unification

4. **THE WORLD AT THE BEGINNING OF THE TWENTIETH CENTURY**
   a. The nature of European society
      i. Rich and poor
      ii. Urbanisation and industrialisation
      iii. Social change
      iv. Forms of government
   b. Imperialism
      i. Reasons for the growth of imperialism
      ii. Impact of imperialism on Africa and/or Asia and/or the Middle East and/or the Pacific
      iii. Colonial rivalries
   c. Emerging forces and ideas
      i. Politics of the working class: socialism, trade unionism, Marxism
      ii. Anarchism
      iii. Nationalism
      iv. Internationalism, globalisation
      v. Democracy, liberalism
   d. Causes of World War I
      i. Long-term and short-term causes
Music

Length: Aural Examination: 1 hour + 5 minutes reading time
Performance of a Musical Theatre Piece

Weighting: Aural 10%
Performance 15%
Total 25%

Format

Part A: Performance
Performance (see assessment notification.) Max 5 minutes in length.

Part B: Aural
4 questions will require you to analyse pieces of music.

Content

Part A: Performance

1. Choose a piece of music to perform that represents the topic “Musical Theatre.”

2. Ensure that you can perform this piece on your chosen instrument in a way that will demonstrate your strengths and technical skill. Decide if it will be solo or in a group.

3. Rehearse your piece outside of class time.

4. This assessment will be a formal assessment – Marked under HSC conditions. This includes a short soundcheck, 5 minute max and only 2 markers will be present for the examination.

Part B: Aural

1. A written examination in which you will listen to FOUR excerpts of music.

2. Each piece of music will be played 4-5 times for you to answer a question related to the concepts of music.

One question will ask about how INTEREST is created, another will be a COMPARISON of two versions of a song and will ask you to address up to all 6 Musical concepts.

How to study for this exam

Complete in class aural activities and past papers to ensure you are adequately prepared. Remember, there is a dropbox link with all of the past papers available – just ask.

Revise all of the concepts of music, focus on Unity and Contrast questions from past papers.
PDHPE

Length: 2 hours + 5 minutes reading time

Weighting: 30%

Format:
- Section 1: 20 multiple choice questions from Core 1 and Core 2
- Section 2: Structured questions from Core 1 and Core 2
- Section 3: Structures questions from OPTIONS (First Aid and Outdoor Rec/Fitness Choices)

Content

Students should be completely familiar with all aspects of the syllabus documents.

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 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 – answer the question!

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.
Physics

Length: 2 hours + 5 minutes reading time

Weighting: 40%

Format: Multiple choice
Short answers
Extended response

Each section may include responses requiring calculations

Content

- Moving about – *Newton’s Laws of Motion, Energy, momentum and impulse*
- All aspects of Electrical energy in the home
- All aspects of The world communicates
- All aspects of the Cosmic Engine

Tips

- 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
Society and Culture

Length: 2 hours + 5 minutes reading time

Weighting: 25%

Format: Multiple choice
Short answers
Extended response

Content

1. THE SOCIAL AND CULTURAL WORLD:
   a. an overview of the multicultural and hybrid nature of societies and cultures
   b. persons and their interactions with individuals, groups and the community within the contexts of micro-level, meso-level and macro-level society
   c. the way in which family, school, peers, work, government, the media and the legal system shape and are shaped by individuals
   d. outline principles and processes of research methods
   e. issues regarding gender, identity, roles and status, conflict/cooperation, power, authority, influence and decision-making in the Amish community

2. PERSONAL AND SOCIAL IDENTITY
   a. the development of personality, self-concept and identity and the social self awareness
   b. the role of socialisation and the influence of agents of socialisation on the development of personal and social identity
   c. the influence of family and kinship, ethnicity and culture, gender, sexuality, beliefs, location, class and status, peers, school and media on the development of personal and social identity
   d. ‘adolescence’ as a social construct and its validity for different cultures
   e. knowledge of comparative cross-generational study regarding how the processes of socialisation have changed over time within the student's own cultural context, using the research method of questionnaire or focus group

3. INTERCULTURAL COMMUNICATION
   a. verbal and non-verbal communication
   b. the role of communication in maintaining social relationships and social control
   c. the individual’s rights and responsibilities in relation to communication, communication technologies and citizenship
   d. changing communication technologies
   e. theories relating to intercultural communication
   f. Intercultural communication and a specific cultural group

How to study for this exam
You must ensure you have revised all syllabus dot points, you should also revise all Society and Culture concepts and related concepts. To study for this exam you should consider revising all work completed in class as well as all assessment tasks completed throughout the year.
**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**

**Three short answer** questions responding to unseen artworks.
Eg. Question 1 (5mks) Refer to Plate 1, Question 2 (8mks) Refer to Plates 2, 3 and 4.
Question 3 (12mks) Refer to Plates 5, 6, 7 and 8

**Section 2**

**Extended response:** Answer ONE Question from a choice of SIX Questions. No Plates are provided. Select artists from content to answer this Question.

**Content**

- Site Specific Artists, A. Goldsworthy, Janet Lawrence.
- Barbara Kruger, Judy Chicago, Trevor Nichols
- Surrealists. Dali, Magritte, Miro.
- Claude Monet, Vincent Van Gogh.
- Ai Wei Wei.
- Modernism, Postmodernism.

**Glossary of key words for questions**

<table>
<thead>
<tr>
<th>Assess</th>
<th>Make a judgment of value, quality, outcomes, results or size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Body of Work</td>
<td>A collection of work which represents an artist</td>
</tr>
<tr>
<td>Compare</td>
<td>Show how things are similar or different</td>
</tr>
<tr>
<td>Concise writing</td>
<td>Giving a lot of information clearly and with few words</td>
</tr>
<tr>
<td>Cultural Identity</td>
<td>Commonly held beliefs about a country or people group which help unite them and distinguish them apart from other groups</td>
</tr>
<tr>
<td>Conceptual Framework</td>
<td>The relationship between artist, artwork and audience</td>
</tr>
<tr>
<td>Contemporary</td>
<td>Of the present day, living or occurring at the same time</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>Elaborate</td>
<td>Add more detail to what has been said</td>
</tr>
<tr>
<td>Evocative</td>
<td>Bringing strong feelings, memories or images to mind</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>Explore</td>
<td>Discuss in detail, eg many aspects of the work, physical, cultural, historical, meaning and message, setting etc.</td>
</tr>
<tr>
<td>Examine</td>
<td>Investigate thoroughly, inspect in detail</td>
</tr>
</tbody>
</table>
### Visual Arts - continued

<table>
<thead>
<tr>
<th>Frames</th>
<th>Cultural, Subjective, Structural, Post Modern.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpret</td>
<td>Explain the meaning of</td>
</tr>
<tr>
<td>Informed point of view</td>
<td>Substantial evidence, including analysis of artworks is used to strengthen your argument, content is appropriate and information substantial.</td>
</tr>
<tr>
<td>List</td>
<td>Organize like items in a particular order</td>
</tr>
<tr>
<td>Outline</td>
<td>Sketch in general terms; indicate the main features of</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>Sources</td>
<td>The things that inspired the artist to make that artwork. eg other artists, environment, cultural issues, personal issues.</td>
</tr>
<tr>
<td>List</td>
<td>Include several examples</td>
</tr>
<tr>
<td>Well reasoned</td>
<td>There is a logical organization of the information to enhance meaning and communication</td>
</tr>
</tbody>
</table>