YEARS 12 MID COURSE EXAMINATION
STUDY GUIDE

TERM 1 - WEEKS 9-10

Monday 23 March to Thursday 2 April 2015
A GLOSSARY OF KEY WORDS

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<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>Ascertaint/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 (analysis/evaluate)</td>
<td>Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluation)</td>
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<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>
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</tbody>
</table>

A digital version of this glossary can be found at: [http://quizlet.com/_16m5pc](http://quizlet.com/_16m5pc)
### YEAR 12 MID COURSE EXAMINATION TIMETABLE 2015

<table>
<thead>
<tr>
<th>Monday 23rd March</th>
<th>Tuesday 24th March</th>
<th>Wednesday 25th March</th>
<th>Thursday 26th March</th>
<th>Friday 27th March</th>
<th>Monday 30th March</th>
<th>Tuesday 31st March</th>
<th>Wednesday 1st April</th>
<th>Thursday 2nd April</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard English</strong></td>
<td>Mathematics</td>
<td>Modern History</td>
<td>Chemistry</td>
<td>Economics</td>
<td>Legal Studies</td>
<td>Ancient History</td>
<td>Physics</td>
<td>Biology</td>
</tr>
<tr>
<td><strong>Advanced English</strong></td>
<td>8.25 – 11.00</td>
<td>8.25 -10.30</td>
<td>Entertainment</td>
<td>Engineering</td>
<td>8.25 – 10.30</td>
<td>8.25 – 10.30</td>
<td>Hospitality</td>
<td>CAFS</td>
</tr>
<tr>
<td>N-Block</td>
<td>Ext 2 Mathematics</td>
<td>J20-21</td>
<td>Religion</td>
<td>Food</td>
<td>J20-21</td>
<td>J20-21</td>
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<tr>
<td>8.25 – 10.30</td>
<td>N-Block</td>
<td>Design and Technology</td>
<td>8.25 – 10.30</td>
<td>Technology</td>
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<td></td>
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<tr>
<td><strong>Ext 1 English</strong></td>
<td>PDHPE</td>
<td>Music – Aural</td>
<td>History Ext</td>
<td>Ext 1 Maths</td>
<td>Business Studies</td>
<td>SDD</td>
<td>Visual Arts</td>
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EXAMINATION INSTRUCTIONS

All exams will be held in the top of N-Block or J20-21 unless stated otherwise. Special Provision exams will be held in L1.

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 provide a Dr's certificate.

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.

For exams in N-block: meet on the grass area in front of N-Block for roll call before morning examinations. If it is wet weather meet in the IRC.

For exams in J20-21: meet in the amphitheatre for roll call before morning examinations. If it is wet weather meet outside J20-21
ANCIENT HISTORY

Length: 2 Hours + 5 minutes reading time

Weighting: 20%

Format:

Section A – Core: Cities of Vesuvius
Selection of multiple choice, short answer and longer responses (40 marks total)

Section B – Historical Period: Rome in the time of the Julio-Claudians
Student's choice of two essay questions (1 essay - 20 marks total)

Content

The examination will cover the following content:

Cities of Vesuvius
- **Geographical context** – focusing on the natural resources of the region and the shape of the towns themselves.
- **The nature of sources and evidence** – what we can learn about the lives of citizens of Pompeii and Herculaneum from the archaeological record, citing specific sources.
- **Investigating, reconstructing and preserving the past** – how the approach to excavating the sites has changed as a result of improving technology, pressure from government, lack of funding and ethical concerns.

Rome in the time of the Julio-Claudians
- **Development of the principate and the empire** – consider the way in which each emperor's reign changed the way Rome was governed and the way the Princeps was perceived, with reference to the key thematic areas: The powers/prestige of the Senate, the role of the military (including Praetorians) and the growth/organisation of the empire. It is vital to have an understanding of the key individuals who contributed to these changes, going well beyond the emperors themselves.
  - Knowledge of key historians, ancient and modern, who have contributed to our understanding of the period is expected.

How to study for this exam

All material that has been covered during class is eligible to be examined.

Students should also familiarise themselves with the type of questions that can be asked by looking at past HSC papers, available through the NSW Board of Studies website.

The more detail that students can recall in the exam room the better their responses will be. Details include specific sources from Pompeii and Herculaneum, the key arguments/opinions historians present on the Julio-Claudians.
BIOLOGY

Length: 2 hours + 5 minutes reading time

Weighting: 20%

Format:
- Multiple choice
- Short answers
- Extended response

Content

The examination will cover the following content:

- All aspects of Maintaining A Balance
- Blue Print of Life including 9.3.1 and 9.3.2
- All practicals conducted so far

How to study for this exam

Prepare topic summaries, revise all practicals and practise examination style 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
BUSINESS STUDIES

Length: 2 Hours + 5 minutes reading time

Weighting: 20%

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

Content

OPERATIONS (Topic 1)

- Role of operations management
- Influences
- Operations processes
- Operations strategies
- Case Study (Apple, iPhone or Billabong)

MARKETING (Topic 2)

- Role of marketing
- Influences on marketing
- Marketing process
- Marketing strategies
- Case Study (Apple, iPhone or Billabong)

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 should include elements of report format such as headings, subheadings, recommendations, diagrams etc. The question will require you to draw on both the marketing and operations topics.

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. Each question will cover both the marketing and operations topics.
This question requires you to answer the question by integrating a business case study. The Apple Case Study by Chris Tan or the iPhone Case Study by Amanda Larkin is the information you will be required to refer to.

NOTE: The material covered includes all material in your Business Studies in Action Textbook up to and including page 259.
CAFS

Length: 2 hours + 5 minutes reading time

Weighting: 20 %

Format -
Section I: 75 marks
  PART A: (20 marks) Multiple Choice
  PART B: (55 marks) Short and Extended Answer

Content
The examination will cover the following content from the syllabus:
- CORE 1: Research Methodology
- CORE 2: Groups in Context

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
- 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

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CHEMISTRY

Length: 2 Hours + 5 minutes reading time

Weighting: 20 %

Format:
The exam consist of three parts

- Multiple choice
- Short answers
- Extended response

Content
The examination will cover the following content:

- All aspects of the Production of Materials Module
- All aspects of the Acidic Environment Module
- All practicals conducted so far

How to study for this exam
Complete the summary scaffold, revise all practicals and homework questions, and review material on Moodle as required.

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
DESIGN AND TECHNOLOGY

Length: 1 Hour 30 minutes + 5 minutes reading time

Weighting: 20 %

Format:
The exam consists of three parts
  - Multiple choice
  - Short answers
  - Extended response

Content
The examination will cover the following content:
  - Designs and design practice
  - Factors which may impact on successful innovation
  - Entrepreneurial activity
  - Impact of emerging technologies
  - Impact of Australian society
  - Historical and cultural influences
  - Ethical and environmental issues
  - Creativity
  - Designing and producing

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

Objectives and key competencies and associated terminology

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<td>Recognise and name.</td>
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<td>Outline</td>
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Economics

Length: 2 Hours + 5 minutes reading time

Weighting: 20%

Format:
- Section 1: Multiple Choice (20 Marks)
- Section 2: Short Answer (20 Marks)
- Section 3: Essay (40 Marks)

Content

Topic 1: The Global Economy

1. International economic integration
   - the global economy
   - Gross World Product
   - globalisation
   - trade in goods and services
   - financial flows

Topic 2: Australia’s place in the Global Economy

2. Value, composition and direction of Australia’s trade and financial flows
   - trends in Australia’s trade pattern
   - trends in financial flows – debt and equity

3. Australia’s Balance of Payments
   - structure
   - Current Account, debits and credits
   - Capital and Financial Account
   - links between key Balance of Payments categories
   - trends in the size and composition of Australia’s Balance of Payments
   - international competitiveness, terms of trade, international borrowing, foreign investment
   - effects of these trends on Australia’s Balance of Payments

4. Exchange rates
   - measurement of relative exchange rates
     i. to other individual currencies
     ii. Trade Weighted Index
   - factors affecting the demand for and supply of Australian dollars
   - changes in exchange rates – appreciation/depreciation
   - determination of exchange rates including fixed, flexible and managed rates
   - the influence of the Reserve Bank of Australia on exchange rates
   - the effects of fluctuations in exchange rates on the Australian economy
Economics – Continued

Topic 3: Economic Issues

1. Growth
   - aggregate demand and its components: \( Y = C + I + G + X - M \)
   - injections and withdrawals \((I + G + X; S + T + M)\)
   - the simple multiplier: \( k = 1/(1 - MPC) \)
   - measurement of growth through changes in real Gross Domestic Product
   - sources and effects of economic growth in Australia
   - increases in aggregate supply
   - improvements in efficiency and technology
   - trends in business cycle

2. Unemployment
   - measurement
   - labour force
   - participation rate
   - unemployment rate
   - trends
   - types and causes
     - cyclical
     - structural
     - frictional
     - seasonal
   - underemployment
   - hidden
   - long term
   - non-accelerating inflation rate of unemployment (NAIRU)
   - main groups affected by unemployment
   - effects of unemployment – economic and social costs

3. Inflation
   - measurement – headline and underlying
   - trends
   - causes
     - demand inflation
     - cost inflation
     - imported inflation
   - inflationary expectations
   - positive and negative effects

4. Income Distribution
   - measurement – Lorenz curve and Gini coefficient
   - sources of income as a percentage of household income
   - taxation, transfer payments and other assistance
   - sources of wealth
   - dimensions and trends, according to gender, age, occupation, ethnic background and family structure
   - economic and social costs and benefits of inequality
Hints for Extended Responses

- you will need to write a traditional style essay.
- 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
- ONE essay will be on your case study, you will need to revise it

Equipment Requirements

- Please bring a calculator

NOTE: The examination covers the following material in your Australia and the Global Economy textbook: Chapters 1, 4, 5, 7, 8, 9, and 11.
Engineering Studies

Length: 2 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
- Engineering Materials
- Engineering Electricity/Electronics
- Communication

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 AND STANDARD

Length: 2 Hours + 10 minutes reading time

Weighting: 25%

Format:
- Reading Comprehension
- Creative Writing
- Essay on Discovery

Content

In place of the examination you will be completing a ‘pre-circulated’ assessment task. It will take place during the time that you have the Mid-Course Examination and you adhere to the normal conventions expected during an examination.

You will be given the task two weeks ahead of the examination. In it you will find:

Section 1 – a series of short texts, possibly including a visual, prose fiction and poetry. You will be required to respond to a series of questions about these texts. (Expected time: 40 minutes)

Section 2 – You will be required to compose a narrative about Discovery. (Expected time: 40 minutes)

Section 3 – An essay on Discovery using the set texts, ‘Frank Hurley – The Man Who Made History’ or ‘Life of Pi’ (film version). You must have a related text and include analysis on this. (Expected time: 40 minutes)

How to study for this exam

Regularly put some time aside and don’t aim to revise at the last minute.
Section 1: read through the comprehension passages and consider your answers. Practise comparing the representations of Discovery in 2 texts, and what techniques the composers use to achieve this.
Section 2: Practise short story writing and review your techniques.
Section 3: Review essay writing techniques, developing thesis statements relating to Discovery and ensure that you can analyse your related text in sufficient detail.
ENGLISH EXTENSION 1

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

**Weighting:** 15/50 (30%)

**Format:**

There are 2 sections to the examination, both of equal weighting.

You will be given the task two weeks ahead of the examination. In it you will find:

**Section 1:** Essay on Comedy, requiring students to discuss the set text, 'Lysistrata' and a range of texts by other writers.

**In Section 2,** students will be required to compose a narrative of at least 6 pages exploring an aspect of the genre of Comedy based on a previously unseen stimulus. The success of their story will be judged on: the ability to capture the tone/ descriptive language and/or ideas from a subgenre and to modify these ideas in light of later developments.
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>
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<tr>
<td>Hazards</td>
<td>Risk</td>
<td>Communication</td>
</tr>
<tr>
<td>Strategies</td>
<td>Procedure</td>
<td>Condenser</td>
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<tr>
<td>Dynamic</td>
<td>Splitter</td>
<td>Switcher</td>
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<tr>
<td>Sub Master</td>
<td>Sub Group</td>
<td>Polar Pattern</td>
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Food Technology

**Length:** 2 hours

**Weighting:** 20%

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

**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 focussing on:
  - levels of operation and mechanisation, including household, small business, large companies, multinationals
  - research and development
  - quality assurance
  - consumer influences
  - impact on the environment
  - impact on the economy
  - impact on the society
  - career opportunities and working conditions

Policy and legislation
- advisory groups that have a role in formulating and implementing policy and legislation
- government policies and legislation (local, state, federal) that impact on the Australian food industry including legislative requirements for labelling

**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, e.g. small scale, large scale, manual, automated, computerised
- quality management considerations in industrial practices to achieve safe foods for public consumption, e.g. hazard analysis and critical control point (HACCP); occupational health, safety and hygiene
Food Technology - Continued

Preservation
- reasons for preserving foods
- causes of food deterioration and spoilage:
  - environmental factors (infestation, oxygen, light and water)
  - enzymatic activity
  - microbial contamination (mould, yeast and bacteria)
- principles behind food preservation techniques
- preservation processes

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

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

Glossary of key words for questions

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<td>Make a judgement based on criteria; determine the value of</td>
</tr>
<tr>
<td>Explain</td>
<td>Relate cause and effect; make the relationships between things evident; provide why and/or how</td>
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<tr>
<td>Identify</td>
<td>Recognise and name</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>
History Extension

Length: 2 Hours + 5 minutes reading time

Weighting: 5/50 (10%)

Format:
2 Responses, 50 Marks

What is History? – Two source-based essay responses (25 marks each)

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: e.g. 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.
Hospitality

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

**Weighting:** 50%

**Format:**
Section I - Multiple choice
Section II - Short answers
Section III - Extended responses

**Content**

The examination will cover the following topics:

- Produce dishes using basic methods of cookery
- Use hygienic practices for food safety
- Participate in safe work practices
- Source and use information on the hospitality industry
- Use food preparation equipment
- Clean kitchen premises and equipment
- Participate in safe food handling practices
- Prepare simple dishes

**Glossary of key words for questions**

<table>
<thead>
<tr>
<th>Compare</th>
<th>Show how things are similar or different</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define</td>
<td>State meaning and identify essential qualities</td>
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<td>Describe</td>
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</tr>
</tbody>
</table>

**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.
**Japanese**

**Length:**
- Section I: 30 Minutes + 5 minutes reading time
- Sections II and III: 2 Hours and 20 minutes + 5 minutes reading time
- Section IV: 15 Minutes per person

**Weighting:**
- 40%

**Format:**

<table>
<thead>
<tr>
<th>Section I</th>
<th>Listening and Responding: In class week prior to examination</th>
<th>25 marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section II</td>
<td>Reading and Responding: In J-block during examination week</td>
<td>40 marks</td>
</tr>
<tr>
<td>Section III</td>
<td>Writing: In J-block during examination week</td>
<td>15 marks</td>
</tr>
<tr>
<td>Section IV</td>
<td>Speaking: In class week prior to examination</td>
<td>20 marks</td>
</tr>
</tbody>
</table>

**Content**

The examination will include all kanji, vocabulary and grammar covered in the following topics:

- **Unit 7** Leisure
- **Unit 8** Traditions and Culture
- **Unit 9** Planning a Trip
Part I of the core – 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.

- Issues could include:
  - genocide
  - treatment of refugees
  - asylum seekers
  - child soldiers
  - abuse of children
  - torture
  - capital punishment
  - arbitrary detention
  - religious discrimination
  - discrimination against women
  - exploitation of workers
  - human trafficking and slavery
  - limitations on free speech.
MATHEMATICS

Length: 2.5 hours + 5 minutes reading time

Weighting: 30%

Format:

Section I - Multiple choice
Section II - Extended response

Content

The examination will cover the following content:

- Geometrical Applications of Calculus
- Series and Applications
- Integration
- Logarithmic and Exponential Functions
- Preliminary Course (up to 20% of the HSC assessment mark may be based 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
- H5 applies appropriate techniques from the study of calculus, geometry, probability, trigonometry and series to solve problems
- 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 -

1. A table of standard integrals will be provided
2. Board-approved calculators may be used
3. Please refer to your Grove Preliminary and HSC textbooks to help you prepare for this task.
MATHEMATICS EXTENSION 1

Length: 1.5 hours + 5 minutes reading time

Weighting: 12/50 (24%)

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

Content
The examination will cover the following content:

- Mathematical Induction
- Polynomials
- Further Integration
- Harder Mathematics (2 Unit course)
- Preliminary Course (up to 20% of the HSC assessment mark may be based on any of the topics from the Preliminary Course)

Outcomes being assessed -

HE1 appreciates interrelationships between ideas drawn from different areas of mathematics

HE2 uses inductive reasoning in the construction of proofs

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 -

1. A table of standard integrals will be provided
2. Board-approved calculators may be used
3. Please refer to your Grove and other HSC textbooks to help you prepare for this task
MATHEMATICS EXTENSION 2

Length: 2 Hours + 5 minutes reading time

Weighting: 25%

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:

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
E9 - communicates abstract ideas and relationships using appropriate notation and logical argument

Notes: Calculators are permitted and a Table of Standard Integrals is provided.
       All working out must be shown
MATHEMATICS GENERAL

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

**Weighting:** 30%

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

**Content:**

**Topics covered:**
- AM3 Further Algebraic Skills and Techniques
- AM4 Modelling Linear Relationships
- AM5 Modelling Non-Linear Relationships
- FM4 Credit and Borrowing
- FM5 Annuities and Loan Repayments
- PB2 Multi-Stage and Applications of Probability
- DS4 Interpreting Sets of Data
- DS5 The Normal Distribution

**All 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: 2 Hours + 5 minutes reading time

Weighting: 10%

Format: Section 1: Multiple Choice and Short Answer (25 Marks)
Section 2: Essay (25 Marks)
Section 3: Essay (25 marks)

Content

Core: World War 1

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

National Study: 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

3. Nazism in power
   - Hitler’s role in the Nazi state
   - Nazism as totalitarianism

May possible include:

- 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
Music

**Length:**
- Part A: Aural - 1 hour
- Part B: Viva Voce – 10 minute discussion

**Weighting:**
- Part A: Aural 10%
- Part B: Viva Voce 10%

**Format**

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

Part B: Viva Voce
10 minute discussion between the student and examiner.

**How to study for this exam -**

**AURAL:**

1. Revise the content that can be covered when discussing each of the Concepts of Music.
2. LISTEN, PARTICIPATE and TAKE NOTES during class aural lessons
3. Complete practice questions in your own time by choosing your own musical examples to analyse.

**MUSICOLOGY:**

1. Complete your 5 listening analysis based on your Term 1 topic
2. Formulate a specialised topic area/question to base your viva voce on.
3. Create a summary of your viva according to the Concepts of music and prepare your recorded examples.
4. Rehearse your viva with your teacher, peers and family
**PDHPE**

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

**Weighting:** 20%

**Format:**

a. **Section I:** Multiple choice—ONLY on CORE 1  
b. **Section II:** Extended Response questions – Core 1 Health Priorities in Australia  
c. **Section III:** Extended Response questions – Option 3 Sports Medicine

**Content**

The examination will cover the following content:

**Core 1 – Health Priorities in Australia**

**Critical Question 1 – How are priority issues for Australia’s Health identified?**
- measuring health status  
- identifying priority health issues

**Critical Question 2 – What are the priority issues for improving Australia’s Health?**
- groups experiencing health inequities  
- high levels of preventable chronic disease, injury and mental health problems  
- a growing and ageing population

**Critical Question 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

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

**Option 3 – Sports Medicine**

**Critical Question 1 – How are sports injuries classified and managed?**
- ways to classify sports injuries  
- soft tissue injuries  
- hard tissue injuries  
- assessment of injuries

**Critical Question 2 – How does sport medicine address the demands of specific athletes?**
- children and young athletes  
- adult and aged athletes  
- female athletes
Critical Question 3 – What role do preventative actions play in enhancing the wellbeing of the athlete?
- physical preparation
- sports policy and the sports environment
- environmental considerations
- taping and bandaging

Critical Question 4 – How is injury rehabilitation managed?
- rehabilitation procedures
- return to play

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

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>Word</th>
<th>Definition</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>Assess</td>
<td>Make a judgment of value, quality, outcomes, results or size</td>
</tr>
<tr>
<td>Critically (analysis/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>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>
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<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>
</tbody>
</table>
PHYSICS

Length: 2 hours + 5 mins reading time

Weighting: 15%

Format:
- Multiple choice
- Short answers
- Extended response

Content

The examination will cover the following content:

- All aspects of the Space Module
- Aspects 1, 2, 3 and 4 of the Motors and Generators 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
SENIOR SCIENCE

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

**Weighting:** 15%

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

**Content**

The examination will cover the following content:

- All aspects of the Lifestyle Chemistry module
- Aspects 1, 2, 3 of the Bionics 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: 2 hours + 5 minutes reading time

Weighting: 15%

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

Content

The examination will cover the following topics:

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

Software Development Cycle
- Defining and understanding the problem
  - Defining the problem
  - Issues relevant to a proposed solution
  - Design specifications
  - System documentation
  - Communication issues between client & developer
  - Quality assurance
- Planning and designing the software solution
  - Standard algorithms
  - Custom-designed logic used in software solutions
  - Standard modules (library routines) used in software solutions
  - Documentation of overall software solution
  - Interface design
  - Factors to be considered when selecting the programming language
  - Factors to be considered when selecting the technology
- Implementation of software solution
  - Implementation of the design using an appropriate language
  - Language syntax required for software solutions (EBNF & railroad diagrams)
  - Translation from source code to machine code
  - Role of machine code
  - Techniques used in developing well-written code
  - Documentation of a software solution
  - Hardware environments to enable implementation
  - Emerging technologies
- Testing and evaluating software solutions
  - Testing the software solution
  - Reporting on the testing process
  - Evaluating the software solution
  - Post implementation review
- Maintaining software solutions
  - Modifying code to meet changed requirements
  - Documenting changes
STUDIES OF RELIGION

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

**Weighting:** 25%

**Format:** Total marks 65

- Section I – (30 marks) Religion and Belief Systems in Australia post-1945 and Religion and Belief systems (50 mins)
- Section II – (15 marks) Attempt ONE question from TWO Religious traditions (30 minutes)
- Section III – (20 marks) Attempt ONE question from TWO Religious traditions (can’t choose the Religious Tradition chosen from Section II) (35 mins)

**Content**

The examination will cover the following content:

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

**Religion and Non-religion**
- The religious dimension in human history
- New religious expression
- Non-religious worldviews
- The difference between religious and non-religious worldviews

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

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

In your answers you will be assessed on how well you:
- Demonstrate knowledge and understanding relevant to the question
- Incorporate significant aspects of religion to illustrate your answer
- Communicate using language and terminology appropriate to the study of religion
- Present ideas clearly in a cohesive response

**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.

(Optional) Research any additional material to complement what we have covered in class.
**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 will be unseen works.
In your answer for Section 1 you will be assessed on how well you:
- 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 your response

**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 or 12 for this question.
In your answer for Section 2 you will be assessed on how well you:
- Present a well-reasoned and informed point of view
- Apply your understandings of the different aspects of content as appropriate (practice, Conceptual Framework, and the Frames).
- Use relevant examples.

**Content**

Year 10: John Wolseley; Patricia Piccinini; The Archibald Prize (The Conceptual Frame, Hugo Weaving by Del Barton), John Olsen, Barbara Kruger, Stelarc; Sydney Moderns (Art Gallery of NSW).

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, Michelangelo-David, Slaves, Impressionism-Manet, Monet, Degas, Renoir, Lautrec, Post Impressionism (Van Gogh, Gauguin, Matisse, Cezanne); Cubism (Picasso, Braque), German Expressionism (Kirchner); Mondrian, Kandinsky; Pollock; Newman; Willem de Kooning; Jasper Johns, Andy Warhol, Roy Lichtenstein.

**How to study for this exam**

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

**Section 2:** Students are to revise work covered from year 10, 11 and 12 as preparation for Section 2 of the paper 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. You will need to memorise the names of particular artists and the name and appearance of particular artworks to use as examples to substantiate your arguments.
Glossary of some key words for questions

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