Year 12
Mid Course Examination

Timetable
Study Guide

Term 1, Weeks 10-11

Tuesday 29th March to
Friday 8th April 2016
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## Glossary of Key Words

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<thead>
<tr>
<th>Word</th>
<th>Definition</th>
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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>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 (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>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)
<table>
<thead>
<tr>
<th>Tuesday 29th March</th>
<th>Wednesday 30th March</th>
<th>Thursday 31st March</th>
<th>Friday 1st April</th>
<th>Monday 4th April</th>
<th>Tuesday 5th April</th>
<th>Wednesday 6th April</th>
<th>Thursday 7th April</th>
<th>Friday 8th April</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legal Studies</td>
<td>Mathematics</td>
<td>Economics, PDHPE, Entertainment</td>
<td>Business Studies</td>
<td>Biology</td>
<td>Modern History</td>
<td>IT Timber, Drama</td>
<td>Ancient History, Physics</td>
<td>Chemistry</td>
</tr>
<tr>
<td>8.10 – 10.15</td>
<td>8.10 – 10.15</td>
<td>J20-21</td>
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<tr>
<td>J20-21</td>
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</tr>
<tr>
<td>Mathematics</td>
<td>Visual Arts</td>
<td>Mathematics</td>
<td>Engineering Studies, Society and Culture</td>
<td>English Extension 1</td>
<td>History Extension</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>General 2</td>
<td></td>
<td>Extension 1</td>
<td>12.25 – 2.30</td>
<td>12.25 – 2.30</td>
<td>12.25 – 2.30</td>
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</tbody>
</table>
Examination Instructions

**Before the examination**
All exams will be held in **J20-21** unless stated otherwise. Special Provision exams will be held in **H28 and H30**.

For exams in J20-21: line up outside J20-21 before the examination.

For exams in H28 and H30: meet outside H30 before the examination.

Full summer uniform is expected 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.

**During the examination**
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 an examination. A list of Board approved equipment is found at: [https://studentsonline.bos.nsw.edu.au/go/exams/Exam_equipment/](https://studentsonline.bos.nsw.edu.au/go/exams/Exam_equipment/)

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.

**After the examination**
Year 12 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.

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 Miss Munro the following day to submit the Misadventure/Illness form.
Ancient History

Length: 2 Hours + 5 minutes reading time

Weighting: 20%

Format:
Section 1: Core: Cities of Vesuvius
Selection of multiple choice, short answer and longer responses (25 marks total)

Section 2: Historical Period: Rome: The fall of the Republic 78-31 BC
Student’s choice of four essay questions (2 essays - 40 marks total)

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
- Political developments in the late republic – from the legacy of Sulla through to the significance of Caesar’s dictatorship. Students will need to be familiar with the political context which led to Caesar’s dictatorship.
- Wars and expansion – Pompey’s commands in the East, Caesar’s military activities in Gaul, Germany and Britain and the significance of the Mithridatic and Parthian wars.
- The fall of the Republic – impact of Caesar’s assassination, formation, activities and breakdown of the Second Triumvirate and the Civil War between Antony and Octavian including the Battle of Actium.

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 Fall of the Roman Republic.
Biology

Length: 2 hours + 5 minutes reading time

Weighting: 20%

Format: Multiple choice
Short answers
Extended response

Content

9.1. Biology Skills
All first-hand and secondary investigations.

9.2. Maintaining A Balance
1. Most organisms are active in a limited temperature range.
2. Plants and animals transport dissolved nutrients and gases in a fluid medium.
3. Plants and animals regulate the concentration of gases, water and waste products of metabolism in cells and in interstitial fluid.

9.3. Blueprint Of Life
1. Evidence of evolution suggests that the mechanisms of inheritance, accompanied by selection, allow change over many generations.
2. Gregor Mendel’s experiments helped advance our knowledge of the inheritance of characteristics.
3. Chromosomal structure provides the key to inheritance.
4. The structure of DNA can be changed and such changes may be reflected in the phenotype of the affected organism.

How to study for this exam:

Summarise each context and develop concept maps. Study past HSC questions and model answers. Know the formulas and revise all practicals.

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 choice questions (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)

**FINANCE (Topic 2)**

- Role of financial management
- Influences on financial management
- Process of financial management
- Financial management strategies
- Case Study (Apple or iPhone)

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 finance 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 in:

- Topic 1 - Operations (pages 4 – 124)
- Topic 3 – Finance (pages 262 – 359)
Chemistry

Length: 2 Hours + 5 minutes reading time

Weighting: 20%

Format: Multiple choice
Short answers
Extended response

Content

• Production of Materials:
  - Fossil fuels provide both energy and raw materials such as ethylene, for the production of other substances
  - Some scientists research the extraction of materials from biomass to reduce our dependence on fossil fuels
  - Other resources such as ethanol, are readily available from renewable resources such as plants
  - Oxidation-reduction reactions are increasingly important as a source of energy
  - Nuclear chemistry provides a range of materials

• The Acidic Environment:
  - Indicators were identified with the observation that the colour of some flowers depends on soil composition
  - While we usually think of the air around us as neutral, the atmosphere naturally contains acidic oxides of carbon, nitrogen and sulphur. The concentrations of these acidic oxides have been increasing since the Industrial Revolution
  - Acids occur in many foods, drinks and even within our stomachs
  - Because of the prevalence and importance of acids, they have been used and studied for hundreds of years. Over time, the definitions of acid and base have been refined
  - Esterification is a naturally occurring process which can be performed in the laboratory

• All practicals conducted so far.

How to study for this exam

Summarise and develop concept maps of the content. Study past HSC questions and model answers. Revise all practicals.

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
Economics

Length: 2 Hours + 5 minutes reading time

Weighting: 20%

Format: Section 1: Multiple choices (20 marks)
Section 2: Short answers (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

5. Protection
   - reasons for protection : infant industry argument, domestic employment, dumping, defence
   - methods of protection and the effects of protectionist policies on the domestic and global economy : tariffs, subsidies, quotas, local content rules, export incentives
6. **Australia’s policies regarding free trade and protection**
   - Australia’s multilateral and bilateral free trade agreements – (overview of two examples of each type of agreement)
   - the implications of Australia’s policies for individuals, firms and governments
   - implications for Australia of protectionist policies of other countries and trading blocs.

**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

5. **External stability**
   - measurement
   - Current Account Deficit (CAD) as a percentage of Gross Domestic Product
   - net foreign debt as a percentage of Gross Domestic Product
   - net foreign liabilities as a percentage of Gross Domestic Product
   - terms of trade
   - exchange rate
   - international competitiveness
   - trends
   - positive and negative causes and effects

6. **Environmental sustainability**
   - ecologically sustainable development
   - private and social costs and benefits – externalities, market failure
   - public and private goods – free riders
   - environmental issues:
     - preservation of natural environments
     - pollution, climate change
     - depletion of renewable and non-renewable resources.

**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

**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, 6, 7, 8, 9, 10, 11, 12
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

Mechanics
- Truss Analysis
- Bending Stress
- Uniformly Distributed Loads
- Stress and Strain
- Graphical mechanics

Materials
- Testing of Materials
- Crack Theory
- Ceramics
- Composites
- Corrosion
- Recyclability of Materials

Communication
- Orthogonal Assembly dimensioned drawings
- Freehand pictorial drawings
- Computer Graphics
- Collaborative work practices
- Engineering report writing

Personal and Public Transport

Historical and Societal Influences

Mechanics
- Simple Machines
- Static Friction
- Coefficient of Friction
- Work, energy and power, including potential and kinetic energy

Materials
- Testing of materials, including hardness and impact testing
- Heat treatment of ferrous metals
- Non-ferrous metals
- Ceramics and glasses
- Thermo-softerning polymers

Communication
- Freehand sketching, design and orthogonal drawings
- Sectional views

Electricity/Electronics
- Power Generation/distribution
- Electric motors used in transport systems
- Control technology

How to study for this exam

See the Engineering Studies HSC 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

Ensure that you bring a pens, pencils, eraser, board approved calculator and drawing equipment.
English Extension 1

**Length:** 2 Hours – No Reading

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

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

**Content**

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 Navigating the Global, requiring students to discuss the set texts, ‘Lost in Translation’, the poetry of Denise Levertov and a range of texts by other writers, film directors and/or poets.

**Section 2:** Students will be required to compose a Narrative of at least 6 pages exploring an aspect of Navigating the Global based on a previously unseen stimulus. The success of their story will be judged on: the ability to capture the tone, figurative language, and ideas on globalisation in terms of how these have influenced ways of thinking in the postwar period, 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
- WHS 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>
History Extension

Length: 2 hours + 5 minutes reading time

Weighting: 10% (5/50)

Format: Two responses – 50 marks

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

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.
**Industrial Technology (Timber)**

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

**Weighting:** 20%

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

**Content**

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

**Management and communication**
- Numeracy skills
- WHS
- Production Techniques

**Processes, tools and machinery**
- Planning
- Preparation of timber
- manufacturing individual components as part of a project
- widening joints
- framing joints
- carcase joints
- construction techniques
- construction techniques using manufactured boards
- assembly of components
- finishing

**Materials**
- terminology associated with the timber industry
- timber recovery and conversion
- timber selection considerations
- manufactured boards
- Fittings and allied materials
  - hardware and fittings
  - additional materials applied to timber and timber-based projects
  - adhesives

**Tools and machinery**
- the use and maintenance of the tools and machinery involved in the processes listed above
- tools and machinery used in industry that are not available in the school

Refer to pages 51-54 of the IT-Timber HSC Syllabus for further detail.

**Equipment**

Please bring - Pen, Pencil, Ruler and Calculator

**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
Section II: Reading and Responding - 1 hours and 20 minutes
Section III: Writing - 1 hour

Weighting: 40%

Format:

<table>
<thead>
<tr>
<th>Section</th>
<th>Activity</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section I</td>
<td>Listening and Responding</td>
<td>In P5 during examination week</td>
</tr>
<tr>
<td>Section II</td>
<td>Reading and Responding</td>
<td>In P5 during examination week</td>
</tr>
<tr>
<td>Section III</td>
<td>Writing</td>
<td>In P5 during examination week</td>
</tr>
<tr>
<td>Section IV</td>
<td>Speaking</td>
<td>In class week prior to examination</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
Legal Studies

Length: 2 Hours + 5 minutes reading time

Weighting: 20%

Format: Multiple choice 20 questions (Allow about 30 minutes for this part)
Short Answer responses (15 marks) 3 question (Allow about 30 minutes for this part)
Extended Response (30 marks) 2 questions (Allow about 60 minutes for this part)

Content

The examination will cover the following content from pages 17-22 of NSW HSC Legal Studies Stage 6 Syllabus

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 General 2

Length: 2 hours + 5 minutes reading time

Weighting: 30%

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

Content:

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.
Mathematics

Length: 2.5 hours + 5 minutes reading time

Weighting: 30%

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

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)

Note: Board approved calculators are allowed

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

1. A BOSTES Reference Sheet will be issued for the examination
2. BOSTES 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

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

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. The BOSTES Reference Sheet 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

All working must be shown

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

Note

1. The BOSTES Reference Sheet will be provided
2. Board-approved calculators may be used
Modern History

Length: 2 Hours + 5 minutes reading time

Weighting: 10%

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

Equipment Requirements
Blue/Black Pen

Content

1. Core Study: World War 1 1914-1919

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

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

Turning points
– impacts of the entry of the USA and of the Russian withdrawal
– Ludendorff's Spring Offensive and the Allied response

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
Modern History - continued

2. **National Study: Germany 1918-1939:**

   **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

   **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

   **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

**How to study for this exam**

You will need to be able to:
- Answer questions from written and visual sources
- Write an extended response
- Answer essay-style questions

Students are also advised to make thorough study notes from their workbook, assessments and class discussions.
**Music**

**Length:**  
Part A: Aural Examination: 1 hour + 5 minutes reading time  
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. It must fit with your topic 2.

**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.
4. Complete past papers and see example responses.

**MUSICOLOGY:**
1. Complete your 5 listening analysis based on Topic 2 (own choice.)
2. Formulate a specialised topic area/question to base your viva voce on. Discuss with your teacher.
3. Create a summary of your viva according to the Concepts of music and prepare your recorded examples. Refine your summary after practice attempts.
4. Rehearse your viva with your teacher, other music teachers and peers. The more practice the better.
PDHPE

Length: 2 hours + 5 minutes reading time

Weighting: 20%

Format: Section I: 20 multiple choice questions from Core 1 and Core 2
Section II: Short and Extended Response questions from Core 1 and 2

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

Core 2: Factors Affecting Performance

Critical Question 1: How does training affect performance?
- Energy systems
- Types of training and training methods
- Training principles
- Physical adaptations in response to training

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

Critical Question 3: How can nutrition and recovery strategies affect performance?
- Nutritional considerations
- Supplementation
- Recovery strategies

Critical Question 4: How does the acquisition of skill affect performance?
- Stages of skill acquisition
- Characteristics of the learner
- Learning environment
- Assessment of skill and performance
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>Analyse</th>
<th>Identify components and the relationship between them; draw out and relate implications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assess</td>
<td>Make a judgment of value, quality, outcomes, results or size</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>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>Evaluate</td>
<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>
</tr>
<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>
<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 minutes reading time

Weighting: 15%

Format: Multiple choice
Short answers
Extended response

Content

- All aspects of the Space Module
  1. The Earth has a gravitational field that exerts a force on objects both on it and around it
  2. Many factors have to be taken into account to achieve a successful rocket launch, maintain a stable orbit and return to Earth
  3. The Solar System is held together by gravity
  4. Current and emerging understanding about time and space has been dependent upon earlier models of the transmission of light

- Aspects 1, 2, 3 and 4 of the Motors and Generators Module
  1. Motors use the effect of forces on current-carrying conductors in magnetic fields
  2. The relative motion between a conductor and magnetic field is used to generate an electrical voltage
  3. Generators are used to provide large scale power production
  4. Transformers allow generated voltage to be either increased or decreased before it is used.

- All practicals conducted so far

How to study for this exam

Summarise and develop concept maps for all content. Study past HSC questions and model answers. Know the formulas and how to use them and revise all practicals.

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 minutes reading time

Weighting: 15%

Format: Multiple choice
Short answers
Extended response

Content

- Lifestyle Chemistry:
  - The use of a substance depends on its physical and chemical properties
  - A wide range of cleaning products are made from colloids and surfactants
  - Cleaning products used on the human body must be compatible with the physical and chemical properties of the skin
  - The nature of a solvent plays an important role in the application of a mixture
  - The solubility of materials used in drugs has an effect on the way in which the body responds to them

- Bionics:
  - Increases in scientific understanding and technological advances have broadened options for maintaining humans as functioning organisms
  - The regular beating of the heart and continuity of the flow of blood through the heart and around the body is needed to maintain good health
  - The wide range of movements, continual absorption of shocks and diseases make the skeletal system vulnerable to damage but new technologies are allowing the replacement of some damaged structures.

- All practicals conducted so far

Tips

Summarise and develop concept maps of the content. Study past HSC questions and model answers. Revise all practicals.

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
Society and Culture

Length: 2 hours + 5 minutes reading time

Weighting: 20%

Format: Multiple choice
Short answers
Extended response

Content

1. Personal Interest Project Research Methods
   - Features, nature and characteristics of primary and secondary research
   - Characteristics, strengths and weaknesses of the following:
     - Case study
     - Focus group
     - Observation
     - Personal reflection
     - Secondary research
   - Apply social and cultural research methods through completing the process of the Personal Research Project

2. Social and Cultural Continuity and Change
   - The nature of social and cultural research methods
   - The nature of social and cultural continuity and change
   - The nature of traditional society and culture in Japan
   - The nature of power and authority in Japan
   - Explore one feature relating to both continuity and change in Japan
   - All aspects of change in Japan and the impact of technologies
   - One social theory and apply and assess its appropriateness in explaining continuity and change in Japan
   - Suggest probable future directions for Japan

3. Belief Systems and Ideologies
   - The nature of belief systems and ideologies
   - Similarities and differences of belief systems and ideologies
   - The nature and role of shared values and understanding within belief systems and ideologies and how this creates meaning, purpose and an identity for individuals and groups
   - The nature and role of hierarchy and internal power structures within belief systems
   - The philosophy of the belief system of Islam
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 years 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 and Year 11: Artists and Art movements learnt in Year 10 and 11
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. In addition you will need to memorise key quotes from artists about their work.

Glossary of some key words for questions

<table>
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<tr>
<th>Assessed</th>
<th>Make a judgment of value, quality, outcomes, results or size</th>
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</table>
25 February 2016

Dear Parents / Guardians,

Year 12 students are approaching their HSC Mid-Course Examinations which will begin on Tuesday 29 March 2016 and conclude on Friday 8 April 2016. I ask that you assist your child by encouraging them to revise their notes and initiate positive study patterns as they approach their examinations. Students have been provided with a Study Guide booklet which includes the HSC Mid-Course Examination timetable and study guides for all Year 12 subjects.

One of the aspects of being a senior student at Thomas Hassall Anglican College is the expectation that we have of them as young mature adults who are able to take responsibility for their actions in a wise manner. Hence, this letter is to inform you that students are permitted to leave the College grounds after they have completed their scheduled Examinations, providing that they are given approval by their parents/guardians.

The College is willing to facilitate those students whom are given permission by their parents/guardians to be allowed to leave College grounds. We expect that students who are given permission to leave the College grounds after their examinations will continue to behave in a manner that is exemplary at all times.

Please fill in the permission slip below and return it to Mrs Monteleone or to your child’s Pastoral Care teacher by Monday 21 March (Week 9, Term 1).

Yours sincerely,

Mr G Wilkins
Year 12 Advisor
Deputy Head of Senior School (Operations)

Mrs T Monteleone

____________________________  ____________________
Signed: Date: 
(signature of parent/guardian)