

# The 'Write' Stuff

The Write Stuff is a practical reference intended for students, teachers and parents of Mercy College. It is designed to assist in researching and responding to learning tasks, and to provide access to a standardisation of formats and genres across the departments.



Created 2004 by Cathy Samson (TL) and committee comprising Tony O'Brien, Angela Mynn, Jeanne Allen  
Updated 2009, 2010, 2011, 2013  
Updated and Revised, with additional material added, by Stephen Crocker (TL) 2021

# Table of Contents

|  |           |
|--|-----------|
| <b>MERCY 101 – ‘The Essentials’</b> .....              | <b>4</b>  |
| <b>THE INFORMATION LITERACY PROCESS</b> .....          | <b>4</b>  |
| <b>GLOSSARY OF COGNITIVE VERBS</b> .....               | <b>7</b>  |
| <b>ASSESSMENT GUIDELINES</b> .....                     | <b>11</b> |
| <b>TIPS FOR EMAIL SUCCESS</b> .....                    | <b>11</b> |
| <b>COMPARE AND CONTRAST</b> .....                      | <b>12</b> |
| <b>ACADEMIC VOCABULARY</b> .....                       | <b>15</b> |
| <b>PERSONAL EDITING CHECKLIST</b> .....                | <b>16</b> |
| <b>PROOF READING KEY</b> .....                         | <b>16</b> |
| <b>STUDY SKILLS</b> .....                              | <b>17</b> |
| <b>TAKING NOTES</b> .....                              | <b>17</b> |
| <b>REVISION</b> .....                                  | <b>17</b> |
| <b>USING THE INTERNET FOR RESEARCH</b> .....           | <b>18</b> |
| <b>REFERENCING GUIDELINES</b> .....                    | <b>20</b> |
| <b>USE OF QUOTES / CITATIONS AND REFERENCING</b> ..... | <b>20</b> |
| Referencing Images .....                               | <b>22</b> |
| <b>PRESENTATIONS</b> .....                             | <b>23</b> |
| <b>POWERPOINT PRESENTATION</b> .....                   | <b>23</b> |
| <b>ORAL PRESENTATION</b> .....                         | <b>24</b> |
| <b>PROCEDURAL WRITING</b> .....                        | <b>25</b> |
| <b>BIBLIOGRAPHY WRITING</b> .....                      | <b>26</b> |
| Bibliography Example .....                             | <b>27</b> |
| <b>BIBLIOGRAPHY – DATA COLLECTION SHEETS</b> .....     | <b>28</b> |
| Bibliography - Online Referencing Generator .....      | <b>30</b> |
| Annotated Bibliography: Planning Scaffold .....        | <b>31</b> |
| Appendix Guidelines .....                              | <b>32</b> |
| <b>ENGLISH</b> .....                                   | <b>33</b> |
| <b>ADVERTISING</b> .....                               | <b>33</b> |
| <b>BIOGRAPHY</b> .....                                 | <b>35</b> |
| <b>MEMOIR</b> .....                                    | <b>36</b> |
| <b>DIARY WRITING</b> .....                             | <b>37</b> |
| <b>ESSAY WRITING</b> .....                             | <b>38</b> |
| Examples of essay introductions: .....                 | <b>40</b> |
| Essay Planning .....                                   | <b>41</b> |
| Analytical Essay Example .....                         | <b>42</b> |
| Informative Essays .....                               | <b>43</b> |



|   |           |
|---|-----------|
| <b>PERSUASIVE WRITING</b> .....                           | <b>45</b> |
| <i>Generic Features of a Persuasive Speech</i> .....      | 46        |
| <b>MONOLOGUE TEXT STRUCTURE</b> .....                     | <b>50</b> |
| <b>STRUCTURE / PRESENTATION OF A SCRIPT</b> .....         | <b>51</b> |
| <b>DRAMATIC MONOLOGUE</b> .....                           | <b>52</b> |
| <b>POETRY</b> .....                                       | <b>54</b> |
| <i>Basic Analysis Structure of a Poem</i> .....           | 56        |
| <i>Annotating A Poem</i> .....                            | 57        |
| <b>FEATURE ARTICLES</b> .....                             | <b>58</b> |
| <i>Feature Article Checklist</i> .....                    | 60        |
| <b>NARRATIVE – (SHORT STORY)</b> .....                    | <b>61</b> |
| <i>Short Story Structure</i> .....                        | 61        |
| <i>Peer Checklist</i> .....                               | 63        |
| <b>NEWSPAPER REPORT</b> .....                             | <b>64</b> |
| <i>The Newspaper Triangle</i> .....                       | 66        |
| <b>BOOK REVIEW</b> .....                                  | <b>67</b> |
| <i>Book Review Template</i> .....                         | 68        |
| <b>HUMANITIES</b> .....                                   | <b>69</b> |
| <b>HISTORICAL SOURCES</b> .....                           | <b>69</b> |
| <i>Source Analysis and Evaluation Table – CAMPO</i> ..... | 70        |
| <b>MAPPING (BOLTSS)</b> .....                             | <b>71</b> |
| <b>DATA COLLECTION</b> .....                              | <b>72</b> |
| <i>Questionnaires</i> .....                               | 72        |
| <i>Surveys</i> .....                                      | 73        |
| <b>POSTER</b> .....                                       | <b>74</b> |
| <b>WRITTEN REPORTS</b> .....                              | <b>75</b> |
| <i>HUMANITIES Report Structure</i> .....                  | 75        |
| <i>Data Report Layout for Geography</i> .....             | 76        |
| <i>PEEL Year 10 History</i> .....                         | 77        |
| <b>SCIENCE</b> .....                                      | <b>78</b> |
| <b>SCIENTIFIC ESSAY</b> .....                             | <b>78</b> |
| <b>SCIENCE PRACTICAL REPORT</b> .....                     | <b>79</b> |
| <b>Bibliography</b> .....                                 | <b>81</b> |

# MERCY 101 – ‘The Essentials’

The following are the basics required for all students across the curriculum:

## THE INFORMATION LITERACY PROCESS

Skills for accessing, evaluating and using information form part of the Information Literacy Process. While using this process students can achieve outcomes **across all learning areas**. The following is a guide to becoming an information literate person.

|   |   |
|---|---|
|   | <p><b>What is the problem</b> I have to solve?</p> <p>What are the key ideas, words and questions that <b>define the task</b>?</p> <p>What information do I need?</p> <p>What do I already know about the issue?</p> <p>What more do I need to find out?</p> <p>What form does my response need to take?</p> <p>Is its <b>purpose</b> to inform, analyse or persuade?</p> <p>What is the best way to conduct this investigation?</p> <p>What is the <b>timeframe</b> for this response?</p>   |
|  | <p><b>Where</b> can I find the information I need?</p> <p><b>Which sources</b> would best meet my needs?</p> <p>Should I:</p> <ul style="list-style-type: none"><li>• use primary or secondary sources</li><li>• conduct interviews</li><li>• collect data through surveys</li><li>• undertake observations and/or experiments</li><li>• examine images such as photographs, maps, and charts</li></ul> <p><b>Where can I find</b> those resources?</p> <p><b>Do I need help</b> to find those resources?</p> <p>How can I ensure the resource is authoritative, accurate, current, objective and relevant?</p> |



## Selecting

**How can I search** these sources effectively?

Which main ideas am I looking for?

Are there any **clues and cues** to help me navigate this resource such as a **contents page or a menu**?

Which **search terms** will be the most effective to help me find the relevant information?

How will I **record the information** I find so I can use my own words to present it?

Are there any **critical quotes** I can use to give my work authority?

What **examples and explanations** can I provide as **evidence for my arguments**?

Does the information I have selected **address the set task**?

How will I **credit my sources**?



## Interpreting

**What is this information telling me?**

Is this information a factual report or an opinion piece?

From **whose perspective** has it been written?

Do they have a vested interest in this cause?

Does it **confirm, challenge or change my beliefs or opinions**?

Are the arguments supported by **credible evidence**?

Is there an underlying agenda or message being pushed?

Have **alternative perspectives** been offered without bias?

Whose voice is not heard (**silenced**)?

Does it still **meet my needs**?



## Organising

How can I **organise my information so I understand it better**?

How can I **use headings and graphics to make my message clearer**?

Have I **used my own words** to express my response?

**Is my response logical, coherent and sensible**?




Are the **accompanying illustrations relevant** to my response?

Is there an opposing view I need to consider and include?

Does it **address the task** and meet the **success criteria**?

**Do I need more information**?

Have I **collated a bibliography** in the required format?

|   |  |
|---|--|
|    | <p>What is the <b>purpose of this presentation</b> –to inform, explain, analyse, or persuade?</p> <p>Who is my <b>audience</b>?</p> <p>What is the <b>best format to demonstrate my learning</b>?</p> <p>How can I present it with <b>confidence and competence</b>?</p>   |
|    | <p><b>What have I learned from this?</b></p> <p><b>Did I answer my focus questions and address the task?</b></p> <p>Did I use the rubric/<b>success criteria</b> to guide my response well?</p> <p>How have my skills improved?</p> <p>Which parts did I do really well?</p> <p>Which parts would I change if I did the assignment again?</p> <p>Which parts do I need support with in the future?</p> <p>How well did I contribute to the work of my group?</p> <p>Did I manage my time well?</p> |
|  | <p><b>How does what I have learned connect with what I already knew?</b></p> <p>How have my knowledge and understanding been confirmed, challenged or changed?</p> <p>How does it help me make sense of the world?</p> <p>Now that I know this, how can I use it?</p> <p>Now that I know this, what action should I take?</p>  |

ADAPTED by Stephen Crocker from **The Information Literacy Process** by Barbara Braxton (September 2015) licensed under a Creative Commons Attribution Non-Commercial Sharealike 3.0 Unported License. This model was adapted and expanded from the NSW DT model 2007.

## GLOSSARY OF COGNITIVE VERBS

**These are key skills that are required of you in your assignments. Look these terms up when considering what you have to do.**

| <b>TERM</b>        | <b>EXPLANATION</b>  |
|--------------------|---|
| <b>Analyse</b>     | break down or examine in order to identify the essential elements, features, components or structure                                    |
| <b>Apply</b>       | use knowledge and understanding in response to a given situation or circumstance  |
| <b>Appraise</b>    | evaluate the worth, significance or status of something; judge  |
| <b>Appreciate</b>  | recognise the value or worth of something; understand fully; grasp the full implications of   |
| <b>Argue</b>       | give reasons for or against something; challenge or debate an issue or idea; persuade, prove or try to prove by giving reasons          |
| <b>Assess</b>      | measure, determine, evaluate, estimate or make a judgment   |
| <b>Calculate</b>   | determine or find (e.g. a number, answer) by using mathematical processes; ascertain/determine from given facts, figures or information |
| <b>Categorise</b>  | place in or assign to a particular class or group; classify, sort out, sort, separate   |
| <b>Clarify</b>     | make clear or intelligible; explain   |
| <b>Classify</b>    | arrange, distribute or order in classes or categories according to shared qualities or characteristics                                  |
| <b>Comment</b>     | express an opinion, observation or reaction in speech or writing;   |
| <b>Communicate</b> | convey knowledge and/or understandings to others; make known  |
| <b>Compare</b>     | display recognition of similarities and differences and recognise the significance of these similarities and differences                |
| <b>Comprehend</b>  | understand the meaning or nature of;  |
| <b>Conduct</b>     | manage; organise; carry out   |
| <b>Consider</b>    | think deliberately or carefully about something; take something into account when making a judgment; reflect on                         |
| <b>Construct</b>   | create or put together (e.g. an argument) by arranging ideas or items; build  |
| <b>Contrast</b>    | display recognition of differences by deliberate juxtaposition of contrary elements; show how things are different or opposite          |

|                      |  |
|----------------------|--|
| <b>Create</b>        | bring something into being or existence; reorganise or put elements together into a new pattern or structure                         |
| <b>Critique</b>      | review (e.g. a theory, practice, performance) in a detailed, analytical and critical way   |
| <b>Decide</b>        | reach a resolution as a result of consideration  |
| <b>Deduce</b>        | arrive at, reach or draw a logical conclusion  |
| <b>Define</b>        | give the meaning of a word, phrase, concept or physical quantity   |
| <b>Demonstrate</b>   | prove or make clear by argument, reasoning or evidence; show by example  |
| <b>Derive</b>        | arrive at by reasoning   |
| <b>Describe</b>      | give an account (written or spoken) of a situation, event, pattern or process  |
| <b>Design</b>        | produce a plan, simulation, model or similar; plan, form or conceive in the mind   |
| <b>Determine</b>     | decide or come to a resolution   |
| <b>Develop</b>       | elaborate, expand; add detail and fullness   |
| <b>Devise</b>        | think out; plan; invent  |
| <b>Differentiate</b> | identify the difference/s in or between two or more things; distinguish; discriminate  |
| <b>Discriminate</b>  | note, observe or recognise a difference; distinguish as different  |
| <b>Discuss</b>       | examine by argument; debate talk or write about a topic, including a range of arguments, factors or hypotheses                       |
| <b>Distinguish</b>   | recognise as distinct or different; note points of difference between  |
| <b>Document</b>      | support (e.g. an assertion, claim, statement) with evidence (e.g. decisive information, written references, citations)               |
| <b>Evaluate</b>      | make judgments about ideas, works, solutions; examine and determine the merit, value or significance of something, based on criteria |
| <b>Examine</b>       | investigate, inspect or scrutinise; inquire or search into   |
| <b>Execute</b>       | apply a procedure to familiar task; perform a procedure  |
| <b>Experiment</b>    | try out or test new ideas or methods, especially in order to discover or prove something   |
| <b>Explain</b>       | make an idea or situation plain or clear by describing it in more detail; provide additional information                             |

|                       |  |
|-----------------------|--|
| <b>Explore</b>        | look into both closely and broadly; scrutinise; discuss something in detail  |
| <b>Express</b>        | convey, show or communicate (e.g. a thought, opinion, feeling, emotion, idea or viewpoint)   |
| <b>Extrapolate</b>    | infer or estimate by extending or projecting known information   |
| <b>Generate</b>       | produce; create; bring into existence  |
| <b>Hypothesise</b>    | formulate a supposition; theorise, speculate   |
| <b>Identify</b>       | distinguish; locate, recognise and name  |
| <b>Implement</b>      | put something into effect, e.g. a plan or proposal   |
| <b>Infer</b>          | derive or conclude something from evidence and reasoning; listen or read beyond what has been literally expressed; imply or hint at      |
| <b>Interpret</b>      | identify or draw meaning from, or give meaning to, information presented in various forms, such as words, symbols, pictures or graphs    |
| <b>Investigate</b>    | search, inquire into, interpret and draw conclusions about data and information  |
| <b>Judge</b>          | form an opinion or conclusion about  |
| <b>Justify</b>        | give reasons or evidence to support an answer, response or conclusion; show or prove an argument   |
| <b>Make decisions</b> | select from available options; weigh up positives and negatives of each option and consider all the alternatives to arrive at a position |
| <b>Manipulate</b>     | adapt or change to suit one's purpose  |
| <b>Modify</b>         | change the form or qualities of  |
| <b>Organise</b>       | arrange, order   |
| <b>Predict</b>        | give an expected result of an upcoming action or event; suggest what may happen based on available information                           |
| <b>Propose</b>        | put forward (e.g. a point of view, idea, argument, suggestion) for consideration or action   |
| <b>Prove</b>          | use a sequence of steps to obtain the required result in a formal way  |
| <b>Realise</b>        | create or make (e.g. a musical, artistic or dramatic work); make real or concrete  |
| <b>Recall</b>         | remember; present remembered ideas, facts or experiences   |
| <b>Recognise</b>      | identify that an item, characteristic or quality exists; be aware of or acknowledge  |

|                   |  |
|-------------------|--|
| <b>Reflect on</b> | think about deeply and carefully   |
| <b>Select</b>     | choose in preference to another or others; pick out  |
| <b>Sequence</b>   | place in a continuous or connected series; arrange in a particular order   |
| <b>Sketch</b>     | execute a drawing or painting in simple form; represent by means of a diagram or graph   |
| <b>Solve</b>      | find an answer to, explanation for work out the answer or solution (e.g. a mathematical problem)                               |
| <b>Structure</b>  | give a pattern, organisation or arrangement to   |
| <b>Summarise</b>  | present ideas and information in fewer words; the general theme or major point/s   |
| <b>Symbolise</b>  | represent or identify by a symbol or symbols   |
| <b>Synthesise</b> | combine different parts or elements (e.g. information, ideas, components) into a whole   |
| <b>Test</b>       | take measures to check the quality, performance or reliability of something  |
| <b>Understand</b> | perceive what is meant by something; grasp; construct meaning from messages, including oral, written and graphic communication |
| <b>Use</b>        | operate or put into effect; apply knowledge or rules to put theory into practice   |

## ASSESSMENT GUIDELINES

|  | YEAR 7  | YEAR 8  | YEAR 9  | YEAR 10                                       |
|--|---|---|---|---|
| Word length                              | 300 – 400                                     | 400 – 500                                     | 500 – 600                                     | 700 +   |
| Allocated time (spoken)                  | 2 – 3 mins                                    | 3 – 5 mins                                    | 4 – 6 mins                                    | 5 – 7 mins                                    |
| Minimum bibliographic resources required | <u>2 Resources</u><br>1 Print<br>1 Electronic | <u>4 Resources</u><br>2 Print<br>2 Electronic | <u>6 Resources</u><br>3 Print<br>3 Electronic | <u>8 Resources</u><br>4 Print<br>4 Electronic |

**\*Note:** Direct quotes do not count towards overall word length (because they are not your words).

**PRINT** resources are paper publications including: books, newspapers, journal articles, scholarly papers, magazines, maps, pictures, graphs, charts and brochures. Even if these have been accessed via a **database**, they are still considered a print resource.

**ELECTRONIC** resources are transmitted via computers and other audio visual devices and include: Web sites, email, computer software, online images/sound/video clips, podcasts and the like.

## TIPS FOR EMAIL SUCCESS

- **Begin with a salutation – a formal or proper greeting**

*Dear Mr Crocker*

*Hi Mr Crocker*

- **State your subject area and your question**

*I am in your English class EN735 and I don't quite understand the set homework ...*

- **End with a valediction – a formal thanks or closing, followed by your name**

*Thank you / Regards / Yours sincerely, John English*

**NB.** Whenever you begin with *Dear Sir/Madam* or, *To Whom It May Concern*, your valediction will be *Yours faithfully*. If it is someone you know, like *Dear Mr Crocker*, then your valediction can be *Yours sincerely*.

# PARAGRAPHING

A fundamental part of writing is paragraphs! A paragraph is a group of related sentences that focus on a specific theme or topic.

- **A new paragraph is needed when there exists a new topic, development or idea.**
- **A new paragraph is needed when there is a change in time.**

For example,

“During the summer ...

The following winter ...

- **A new paragraph is needed when there is a change of speaker**

For example,

“I don’t like this,” said Bronte, “it’s too cold.”

“Well I do.” said John.

- A new paragraph is needed when a new person or place is introduced.

For example:

It was the end of May when the train reached Berlin ...

The station was a shambles, but everyone was glad to escape from their cramped quarters.

(extract from *The Silver Sword* by Ian Serrailier)

## COMPARE AND CONTRAST

|   |   |
|---|---|
| <p>Key words commonly used to express comparison include:</p>   | <ul style="list-style-type: none"> <li>• like, similar, as</li> <li>• same, in the same way, too</li> <li>• both, most important, have in common</li> <li>• the same as, similarly, as well as</li> </ul>   |
| <p>Key works commonly used to express contrast include:</p>   | <ul style="list-style-type: none"> <li>• although, yet, whereas</li> <li>• however, but, while</li> <li>• differ, instead, unless</li> <li>• unlike, on the contrary, contrary to</li> <li>• even though, on the other hand, the reverse</li> </ul> |
| <p><b>Note:</b><br/>When you compare one subject to another, you show how the <b>two are alike, or similar</b></p> <p><b>Example:</b><br/>The dog, like the cat, is a household pet.</p>                  |   |
| <p>When you contrast two subjects, you show how they are different.</p> <p><b>Example:</b><br/>The dog, unlike the cat, is dependent on its master.</p>   |   |
| <p>Sometimes, both comparison and contrast are used in the same sentence.</p> <p><b>Example:</b><br/>Both the dog and the cat make good household pets, but a dog requires more attention than a cat.</p> |   |

## *Comparison Matrix*

| <b>Items to be Compared</b>   |               |               |               |                                     |
|---|---------------|---------------|---------------|-------------------------------------|
| <b>Characteristics</b>  | <b>Item 1</b> | <b>Item 2</b> | <b>Item 3</b> | <b>Similarities and Differences</b> |
| 1.  |               |               |               |                                     |
| 2.  |               |               |               |                                     |
| 3.  |               |               |               |                                     |
| <b>Summary of Findings</b>  |               |               |               |                                     |
| <b>Presentation</b><br>(refer to generic models for Persuasive Essay, General Essay or Oral Presentation) |               |               |               |                                     |
| Presentation format chosen: _____   |               |               |               |                                     |
| Key Ideas:  |               |               |               |                                     |

## ***Compare and Contrast Model***

**“Compare and contrast apples and bananas and explain which of the two you believe the better fruit is”.**

We are fortunate that in Australia we have access to a huge range of fruit; year round. While all fruit is beneficial to our health, two fruits that share similar popularity today are the banana and the apple. Each of these has its advantages and disadvantages; however, I believe the apple is the better of these two fruits.

The banana is easily peeled. It is soft and can be eaten by those who have inadequate teeth such as babies and the elderly. This differs from the apple, which is not so easy to peel since you need a knife or vegetable peeler to achieve this. The apple also contains seeds which cannot be eaten while the banana does not. On the other hand, one can eat the skin of the apple, but not the skin of the banana.

The banana has a very strong flavour which some people do not like, but the apple’s flavour is very mild. The texture of soft, mushy banana is also off-putting for some people whereas the crisp, juicy flesh of the apple is refreshing and has a gentler aroma.

A banana is soft and easily squashed. Contrary to this, the apple is hard and robust. It takes a lot of handling to bruise an apple and you can carry an apple around in a lunch box all day and it will still look as good as new; whereas, have you ever seen a banana after a day in a lunch box? You will find it is black, soft and strong-smelling. Apples will last in your fridge for many weeks but bananas have a relatively short shelf life.

The apple is hardy and long-lasting with a nutritious, edible skin. Chewing them is known to be an excellent way of cleaning your teeth. As the well-known saying goes, an apple a day keeps the doctor away. Apples are better than bananas.

# ACADEMIC VOCABULARY AND THE LANGUAGE OF WRITING

*Cohesive ties* (the words that link ideas together) to be used in student writing:

- Words that I can use to show **cause, effect or result** (to be used within your paragraph)

|                     |                |                 |                  |               |
|---------------------|----------------|-----------------|------------------|---------------|
| Makes               | Hence          | An effect       | Produced by      | Inspired      |
| Produces/produced   | Influenced     | Allowed         | Created          | An outcome of |
| Creates/created     | Culminated in  | As a result of  | Stemmed from     | Fostered      |
| Contributed to      | Points towards | Resulted in     | Ramifications of | Allowed       |
| Therefore           | Because of     | Shaped          | Gave scope to    | Conditions    |
| As a consequence    | Caused by      | Thus            | Generated        | Initiated     |
| It can be seen that | It would seem  | Studies suggest | Gave rise to     | Arose out of  |

- Words I can use to show **sequence** (one point after the other). To be used either within your paragraph OR to begin your paragraph.

|                                  |                     |
|----------------------------------|---------------------|
| Firstly ... OR ... To begin with | Furthermore         |
| Moreover                         | In addition to      |
| Next                             | As a consequence of |
| Finally OR Lastly                | Alternatively       |

- Words that show **addition** (when you want to make another point)

|              |                |                   |                |          |
|--------------|----------------|-------------------|----------------|----------|
| Also         | In addition to | Moreover          | Accordingly    | Plus     |
| Additionally | Furthermore    | In spite of this  | Next           | Likewise |
| As well as   | Whereas        | On the other hand | Following this | Besides  |

- Words that indicate **examples, results or the significance of something** (to be used in E for example in PEEL or even your L for link)

|               |              |             |                   |
|---------------|--------------|-------------|-------------------|
| For example   | For instance | Including   | As exemplified by |
| These include | As a result  | Such as     | Thus              |
| Consequently  | Indicates    | Therefore   | Notwithstanding   |
| Represents    | Means        | Reflects    | Ironically        |
| Conversely    | Nevertheless | Nonetheless | Ultimately        |

M. Kirkland 2006

## PERSONAL EDITING CHECKLIST

- Check your spelling.
- Check your punctuation. Integrate punctuation marks such as semi-colons and dashes, to make your writing more cohesive.
- Check your paragraphing. Each new idea needs to be in its own paragraph.
- Direct speech – new speaker, new line.
- Make sure your work is cohesive and flows. Use linking words / conjunctions effectively.
- Know the genre, audience and purpose (GAP) of your written work.
- Vary the length of your sentences.
- Expand your vocabulary to include more sophisticated language – high modality
- Correct and consistent tense.
- Include imagery and figurative language devices such as similes, metaphors and personification.

## PROOF READING KEY FOR WRITTEN WORK

*Used by teachers when marking your work.*

|   |   |
|---|---|
| The following key explains the symbols teachers use to bring written errors to your attention. You should know automatically to check spelling, punctuation, sentence structure, tense, paragraphing etc before presenting your work for marking. |   |
| <b>S</b>  | spelling error(s)   |
| <b>P</b>  | punctuation error(s)  |
| <b>SS</b>   | Sentence structure is incorrect <ul style="list-style-type: none"><li>• Read it aloud and listen.</li><li>• Do you need to use a conjunction to join the ideas?</li><li>• Do you need to divide it into two separate sentences?</li></ul> |
| <b>NP</b>   | new paragraph   |
| <b>I</b>  | include more information  |
| <b>T</b>  | not consistent with tense (stay in either past, present or future)  |
| <b>Exp</b>  | expression incorrect or clumsy  |
| <b>W</b>  | inappropriate or ineffective word use   |

## STUDY SKILLS

For exams:

Create a study schedule and place it near your desk.

Read over your classwork. Try and make sense of your notes. It is far easier to retain knowledge if you understand it!

Summarise your notes, and then summarise the summary. Next rebuild from memory.

Order the revision papers that you want to do.

Diary and y revision/tutorial classes you need to attend.

Start the serious work.

## TAKING NOTES

Your notes should always be a **brief, clear record** of the **important** facts and issues relating to a topic.

Note-taking should involve all or many of these processes:

- Listening actively in class (in other words, concentrating).
- Reading with a purpose to obtain information.
- Analysing the meaning and relevance of information.
- Questioning if you do not understand (Ask someone to explain).
- Selecting the most important points to record.
- Organising the information (Put points in order, number the facts, use headings, use illustrations, diagrams)
- Write clearly
- Displaying information well (Use space and highlight, use colour, underline, use boxes, etc).
- Reviewing to check content. (Add or delete as required).

## REVISION

The typical student:

- **1 hour** after initial learning, remembers **60%**
- **1 day** after, without revision, **40%** is remembered
- **10 days** after, without revision, only **25%** is remembered.

***REGULAR REVISION IS REQUIRED TO ENSURE  
SUCCESS!***

# USING THE INTERNET FOR RESEARCH

## Strategies:

- Go to the Databases that Mercy subscribes to.
- Ask your teacher or librarian to recommend websites.
- Many historical societies, university libraries and state archives have history resources available online. Local historical organisations may have a list of websites also.
- Use a search engine like **Google** or **Google Scholar** and break your topic into ideas, for example, if you want information on the 1946 strike over land and pay rights by West Australian Aboriginal stock and sheep workers on De Grey station in the Pilbara, your ideas will be: 1946, Pilbara, strike.
- List key words to describe ideas. Some ideas may only have one key word; some may have many. For example, 1946, Pilbara, station, strike, Aboriginal, stock, sheep, workers, pay, land, rights.
- Use synonyms or alternative spellings in your search.
- If a search term is more than one word, put it in quotation, for example, “sheep workers”. Anything in inverted commas, Google will only search for that exact order; otherwise, without the inverted commas, Google will search for each individual word on its own, hence, why it gathers more ‘hits’.
- Ensure that you have correct spelling.
- Experiment with different search engines like Duck Duck Goose.
- For historical images, major collections include Trove by the National Library of Australia, the Australian War Memorial or a commercial photo library such as Getty Images.
- When using a search engine like **Google** for images be wary of copyright and attribution (who owns the image). See Referencing Images page.

## *Internet Sources*

### **Evaluating a website? Use the C.R.A.P. test!**

#### **C - urrency**

- *When was it written?*
- *Is it current enough for your topic?*
- *If you aren't sure, the rule of thumb is to use resources that were published in the past five years.*

#### **R - eliability**

- *Is the source reputable? Is the journal peer-reviewed, or is it published by an academic institution or by a professional association?*
- *Is its content the author's opinion or have they offered evidence? Is it balanced?*
- *Does the creator provide references or sources for data or quotations?*

#### **A - uthority**

- *Who is the creator or author?*
- *Do they have qualifications and/or affiliations relevant to the subject area? Articles in scholarly journals often provide a short author profile, or at least the author's affiliation (the organisation they are affiliated with).*
- *Are there any experts in the field that you should look up? Has your teacher recommended any known authors?*

#### **P - urpose**

- *Is this fact or opinion?*
- *Is it biased?*
- *Is the creator or author trying to sell you something?*

Source: <http://libguides.csu.edu.au/les101>

# REFERENCING GUIDELINES

## USE OF QUOTES / CITATIONS AND REFERENCING

Look at (for assistance):

[http://intranet.mercy.mercymackay.qld.edu.au/resource\\_centre/bibliography\\_help/](http://intranet.mercy.mercymackay.qld.edu.au/resource_centre/bibliography_help/)

- Students use in-text referencing as evidence in their writing.
- A **direct quote** is the author's actual words and is presented using 'speech marks' and is copied word for word.
- An **indirect quote** is your summary of what the author said. There are no speech marks necessary; however, you will reference where the indirect quote came from by using brackets.
- **Direct quotes do not count** in your work's overall word count. But **indirect quotes do count** to the overall word count.
- **If the quote is over 3 lines long (>30 words), indent the whole passage**, do not use quotation marks and ensure you note the author and page number outside the sentence
- Use an ellipsis (...) to omit the middle of long (and unnecessary) passages. 'Then I saw Darry ... He swallowed and said in a husky voice, "Ponyboy ..."' (Hinton 1967, p. 75)
- Avoid "over-quoting". It is important that your voice is heard.

Examples:

\*

### **In-text reference**

'Research has shown that children who have meals with their parents are much less likely to suffer from anxiety or stress disorders' (Smith 2004, p.22).

Children 'are much less likely to suffer from anxiety or stress disorders' if they enjoy family meals together (Smith 2004, p.22).

### **Bibliography**

Smith, P 2004, *Change the world for ten bucks*, Pilotlight, London.

These are examples of **direct quotes** because they use speech marks and have the author and the page reference.

- Direct quote

Atticus was old to be the parent of young children, 'Atticus was feeble: he was nearly fifty' ( Lee 2004, p. 97). With the help of....

- Indirect quote

Atticus was a fifty year old parent of two young children and he was considered to be physically unfit for the role (Lee 2004, p. 97).

\* These two examples show the differences between direct and indirect quotes. You should be able to spot the differences.

### ANOTHER CITATION METHOD:

**Professor Ivan Voss (2012, p.17) states '... ultimately, companies must accept ... that they are part of the fiercely competitive global economy ...'.**

\* This quote makes the author prominent and uses ellipsis (...) to demonstrate that words within the quote have been omitted and only the important text remains.

### WHAT IF YOU USE THE INTERNET?

#### **Intext:**

- By his father's will, William succeeded him as Duke of Normandy at age eight in 1035 and was known as Duke William of Normandy (Wikipedia 2008).

#### **Bibliography**

- 'William I of England' 2008, *Wikipedia*, viewed 6 August 2008,

<[http://en.wikipedia.org/wiki/William\\_I\\_of\\_England](http://en.wikipedia.org/wiki/William_I_of_England)>

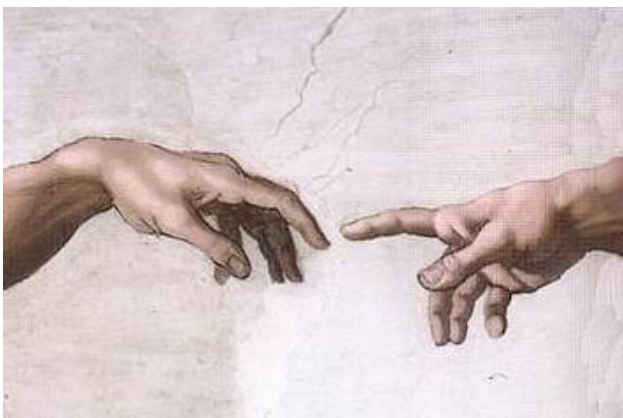
## ***Referencing Images***

For laptops and PC's - Go to Google, click on the **images** search page, then click on **tools** and under the **“Usage Rights”** heading, select the type of license you like to search for. Those marked under the **“labelled for reuse”** or even **“for non-commercial reuse”** is what you want.

For iPads – Go to **Google Images**. Across the black toolbar, on the far right is a **cog wheel**, click on this and go to **Advanced Image Search**. Scroll down to **Usage Rights**, then **free to use or share**.

Your results will be restricted to **images** marked with **Creative Commons (CC)** or other licenses. Creative Commons was created as an alternative to restrictive copyright laws. Flickr and the like are mostly CC. Even though all licenses are different, when using images in your work, basically, you must **attribute** where you sourced the image.

An example is:



“Hands of God and Adam” [wikimedia commons](#)

**You can provide the whole link or using a hyperlink is preferred because it is neater.**

## **AT A GLANCE ...**

### **Citing evidence in your essay**

#### **What to do:**

- **Use the author’s exact words**
- **Use quotation marks**
- **Paraphrase the author’s words**
- **Tell where you found it**
- **Use the Harvard format as described**

#### **How to do it:**

- **According to the text ...**
- **On page 37, the author stated ...**
- **The author mentioned on page 38**
- **The author wrote ...**
- **An example of this in the text is ...**

# PRESENTATIONS

## POWERPOINT PRESENTATION

### **Purpose**

Used to support oral presentations and or written assignments

The aim is to excite and interest the audience both visually and orally

### **Planning**

Use a detailed storyboard to organise the content, format, graphics, style, number and sequence

Use a format that will allow you to present on any computer

### **Structure**

1. Layout
2. Start with a title slide
3. Use one topic per slide
4. Use strong headings
5. Limit use of capital letters
6. Use point form – keep it simple
7. Use words efficiently in dot points

### **Fonts**

1. Avoid ornate fonts, use Comic Sans
2. Don't mix fonts
3. Ensure font size and colour can be read from a distance

### **Graphics**

1. Background a. make it consistent and subtle b. ensure it enhances your presentation and complies with your theme
2. Graphics a. your theme must enhance the idea of each slide b. limit to one or two per slide c. limit the number of animation schemes
3. Colour a. ensure background font and graphic colours are complimentary

### **Music**

1. Ensure it compliments your message and audience

### **Transitions**

1. Limit to 3 or 4 per Power Point presentation
2. Ensure speed is appropriate to your audience and message
3. Ensure sound effects are appropriate to your audience and message

### **Technical Language**

The **background** is the overall design of the slide

The **font** is the style of printing or writing

**Transition** is the feature you choose to move from one slide to the next

**Graphics** are the cartoons, pictures, diagrams and photographs you want to use

### **Hints**

Always refer to Copyright Law before using graphics or music.

Practice giving your speech as you run through your slides

Use the notes section to assist with the delivery of your oral

# ORAL PRESENTATION

|                     |   |
|---------------------|---|
| <b>PREPARATION</b>  | <p><b>Introduction</b><br/> <b>Attention grabber</b><br/> <b>Identify topic</b><br/> <b>Give personal viewpoint</b></p> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin: 10px auto; width: 80%;"> <p>Do not say:<br/>         ‘Today I am giving a talk on ...’<br/>         ‘Sorry I am nervous and could make mistakes’.</p> <p>Do not:<br/>         Tell a joke, unless you are good at it.<br/>         Promise to discuss something that you do not mention again in your work.</p> </div> <p><i>Attention grabber</i> can be in the form of a rhetorical question or a humorous story. Style should be relaxed and natural. Your introduction should be short with one sentence on the topic to be talked about.</p> <p>The final sentence of the introduction should be your view on the topic. It might begin with “I believe...”</p> <p><b>Body</b><br/>         Get audience involved<br/>         Organize main points<br/>         Personalize speech<br/>         Use vivid language – “hear, feel, see, smell”</p> <p><b>Conclusion</b><br/>         Cue audience that you will be winding up<br/>         Summarize main points (don’t go on for too long)<br/>         Leave a lasting impression</p> |
| <b>PRESENTATION</b> | <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Use eyes effectively. Be sure to have good eye-contact (select about five points or faces on which to focus)</li> <li>• Use hand gestures – don’t overdo it. Practising will improve the skill</li> <li>• Gesture towards your images and ensure your expression draws audience to them</li> <li>• Vary the pitch, tone and pace of your voice</li> <li>• Be enthusiastic</li> <li>• Include an interesting visual aid to attract the audience’s attention away from the speaker</li> <li>• Begin by looking just over the heads of the audience</li> <li>• Overcoming Stage Fright</li> <li>• Prepare well</li> <li>• Have your speech well organised</li> <li>• Practise your speech with equipment</li> <li>• Use palm cards with dot points and notes on the lectern</li> <li>• Remember before preparing your speech</li> <li>• Be aware of the age and background of your <i>audience</i></li> <li>• Check out your venue / classroom beforehand</li> <li>• Organise any resources needed eg. OHP, data projector, etc</li> </ul>  |

# PROCEDURAL WRITING

## **1. An introductory statement giving the aim or goal**

- This may be the title of the text
- This may be an introductory paragraph

## **2. Materials needed for completing the procedure can be written as**

- a list
- a paragraph

This step may be left out in some procedures

## **3. A sequence of steps in the correct order**

- Numbers used to mark the steps of the procedure
- The order is usually important
- Words such as now, next, and after this can be used
- The steps usually begin with a command such as add, stir, or push
- Technical language is used
- Adverbs are used to tell how an action should be done such as: shake vigorously, fold gently

## **Example:**

### **Procedure for crossing the road.**

- 1. Look to the right**
- 2. Look to the left**
- 3. Look to the right again**
- 4. If all is clear, cross the road**

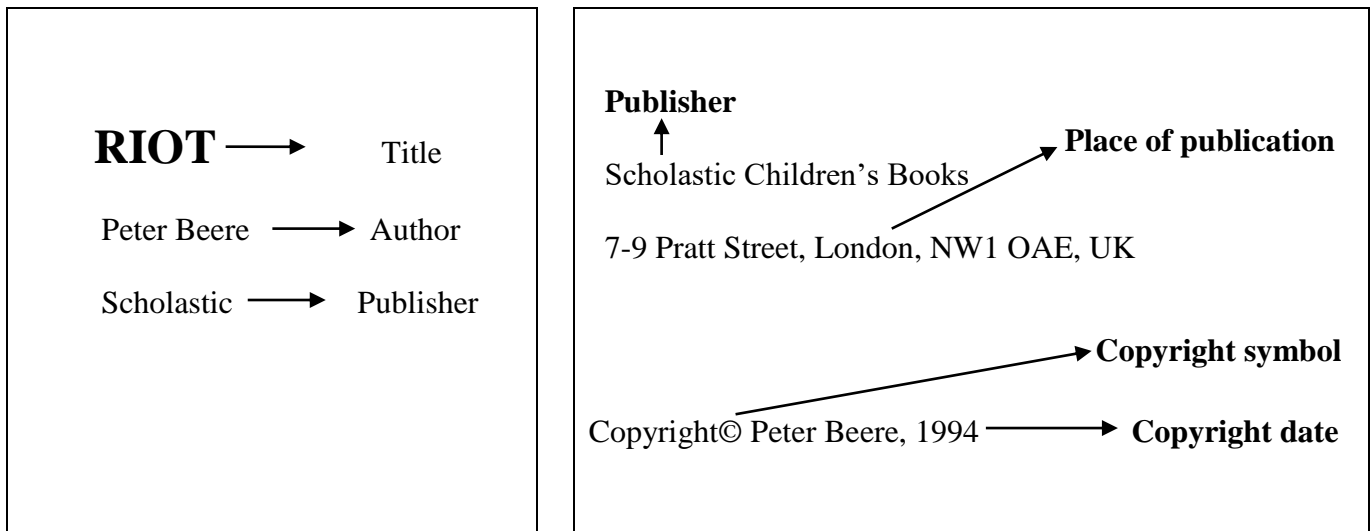
# BIBLIOGRAPHY WRITING

When you write assignments, it is expected that you refer to other sources for information and supporting arguments to add credibility to your assignment.

Consequently, it is important to acknowledge all statements, ideas, opinions or data you used which came from other sources, whether the work is directly quoted, paraphrased, or summarised. When doing this you provide the reader with links to further information and avoid 'plagiarism' or cheating by presenting other people's work as your own.

## Where to find reference details

*Take the detail that you require from the Title Page and the reverse of the Title Page*



**The Harvard Referencing System is used by many Australian schools and universities. It is an author-date system, and is usually written in the following order:**

Author, Date, *Title of book*, Publisher, Place published

## ***Bibliography Example***

Should be:

- **Written in alphabetical order** citation – ignore ‘the’, ‘a’ and ‘an’ at the start
- Double line spaced between entries
- Written on a separate sheet of paper with the heading Bibliography
- The last page of your assignment
- In-text citations should agree with the Bibliography

Looks like:

### **Bibliography**

Australian Government 2007, ‘Grey nurse shark’ *Marine species conservation*, Department of the Environment, Water, Heritage and the Arts, viewed 16 October 2008 <<http://www.environment.gov.au/coasts/species/sharks/greynurse/index.html>>

Couper, H 1999, ‘Unusual telescopes’, *Space encyclopedia*, Dorling Kindersley, London.

‘Egypt’ 2007, *Wikipedia, the free encyclopedia*, Wikimedia Foundation, viewed 22 November 2007, <<http://en.wikipedia.org/wiki/Egypt>>.

Ferguson, L 2003, ‘Does Harry have a justifiable role in the school curriculum?’, *Access*, vol.17, no. 4. pp. 24-25.

Ferrari, J 2007, ‘No substitute for teachers’, *Australian*, 22 November, p. 13.

Knighton, H 2014, *The Black Death, 1348*, accessed 14 September 2020, *Gale World History Online Collection*, [https://go.gale.com/ps/start.do?p=SUIC&u=uq\\_mercy](https://go.gale.com/ps/start.do?p=SUIC&u=uq_mercy)

“Plague Physician in Protective Gear”, viewed 9 March 2020, *Gale in Context Online Collection, Gale in Context: High School*, [https://go.gale.com/ps/start.do?p=SUIC&u=uq\\_mercy](https://go.gale.com/ps/start.do?p=SUIC&u=uq_mercy)

‘PNG today’ 2002, *Courier Mail*, 23 May, editorial.

*Wildlife of Australia* (1998), Conservation Society, Brisbane

World Trade Press 2020, *Afghanistan: Religion Overview*, accessed 9 March, 2020, *A to Z World Culture*, <https://www.atozworldculture.com/home.html>

## Bibliography – Data Collection Sheet

Use with the *Online Referencing Generator* - Intranet/Student Resource Centre/Bibliography Help/Online Referencing Generator

| <b>BOOK – PRINTED fields – Hints are in italics</b>                 |  |   |                  |  |  |  |
|---|--|---|------------------|--|--|--|
| <b>AUTHOR</b><br><i>Family name &amp;<br/>First name or initial</i> | <b>YEAR of<br/>publication,<br/>use most<br/>recent year</b> | <b>TITLE</b>                              | <b>PUBLISHER</b> | <b>PLACE of publication - city<br/>and state</b> |  |  |
| Example:<br>Ford, J   | 2019   | <i>Mercy College Leadership in Action</i> | Jacaranda        | Mackay Qld                                       |  |  |
|   |  |   |                  |  |  |  |
|   |  |   |                  |  |  |  |
|   |  |   |                  |  |  |  |
|   |  |   |                  |  |  |  |
|   |  |   |                  |  |  |  |
|   |  |   |                  |  |  |  |
|   |  |   |                  |  |  |  |
|   |  |   |                  |  |  |  |

| <b>WEBSITE</b>   |  |  |   |                                      |  |  |
|--|--|--|---|--------------------------------------|--|--|
| <b>Website, Organisation</b><br><i>Name of organisation responsible for the material on the site</i> | <b>Year of posting</b><br><i>OR</i><br><b>Last update</b><br><i>See bottom of Homepage, use most recent year</i> | <b>Title of article</b><br><i>Found immediately above the text</i> | <b>Name of Sponsor</b><br><i>The organisation which owns the whole website – usually found in a banner at the top of the site</i> | <b>Date accessed</b><br><i>Today</i> | <b>URL</b><br><i>Remember to include: http:// &amp; html</i> |  |
| <b>Example</b><br>Department of Transport and main Roads   | 2020   | Road rules for everyday driving                                    | Queensland Government   | 4 March 2020                         | https://www.qld.gov.au/transport/safety/rules/road           |  |
|  |  |  |   |                                      |  |  |
|  |  |  |   |                                      |  |  |
|  |  |  |   |                                      |  |  |
|  |  |  |   |                                      |  |  |
|  |  |  |   |                                      |  |  |
|  |  |  |   |                                      |  |  |
|  |  |  |   |                                      |  |  |

## ***Bibliography - Online Referencing Generator***

1. Create a *Word* or *Pages* document and give it this heading - Bibliography.
2. Access the Mercy College Intranet site
3. Click on *Student Resource Centre*
4. Click on *Bibliography Help* (left hand side)
5. Click on *Online Referencing Generator* – a web page will open
6. Click on the green box *Middle School Bibliography - Let's Begin*>
7. A page with 9 boxes will open identifying commonly used print or electronic resources; for example, *Book – printed*. Notice the 5 choices you have.
8. Select the one that suits your resource. The page that opens here is now the Bibliography Generator – fill out/cut and paste the information specific to the resource from your *Bibliography Data Collection Sheet*. Once all boxes are filled, press *Create Citation*
9. The citation or bibliographic details for that resource now appear on the screen. Copy and paste this into the *Word/Pages* document. Repeat this process for each resource; make sure to choose the correct option.
10. Lastly, **arrange all citations** in your *Word/Pages* document **in alphabetical order** by the first word – ignore ‘the’, ‘a’ and ‘an’ at the start.
11. The *Bibliography* is the last page of your assignment.

Use with the ‘WriteStuff’ *Bibliography Data Collection Sheet*:

[http://intranet.mercy.mercymackay.qld.edu.au/resource\\_centre/bibliography\\_help/](http://intranet.mercy.mercymackay.qld.edu.au/resource_centre/bibliography_help/)

## *Annotated Bibliography: Planning Scaffold*

### **PURPOSE:**

**An important part of your research should be an annotated appraisal of all the sources you have used. This appraisal will be written in the form of an Annotated Bibliography.**

**NOTE:** Annotated Bibliographies are not usually part of the curriculum at Mercy College but may be asked by your teacher. They are usually applied at a Senior (Year 11/12) or Tertiary level.

**AIM:** To evaluate the worth of both, print and non-print sources, you should consider the following criteria. Are they:

|                      |  |
|----------------------|--|
| <b>Reliable</b>      | <ul style="list-style-type: none"><li>• Can I trust this information?</li><li>• Can I trust the author or website?</li><li>• Can I trust the way the information was collected?</li><li>• Look at the publisher or endorsements are they reputable? Look at the URL to identify any institution associated with the site, e.g. Educational, commercial, government, or organisational?</li></ul> |
| <b>Relevant</b>      | <ul style="list-style-type: none"><li>• How does this source help you understand your investigation?</li><li>• Can you read the text?</li><li>• What are the graphics like?</li><li>• How much detail is provided?</li></ul>   |
| <b>Point of view</b> | <ul style="list-style-type: none"><li>• What points of view are being presented in the evidence?</li><li>• Does this source show unusual positions or information – bias?</li></ul>  |
| <b>Accuracy</b>      | <ul style="list-style-type: none"><li>• From other research you have done, are the details historically accurate?</li><li>• Are the spelling, grammar and dates accurate?</li></ul>  |
| <b>Authenticity</b>  | <ul style="list-style-type: none"><li>• Is the source providing first hand details of the time being studied?</li><li>• Are all aspects of the topic covered?</li></ul>  |

### **Structure:**

- Each source used requires entry in the Annotated Bibliography.
- Begin with the bibliographic details written in bold, for example, **The “Write” Stuff**.
- Use as many of the five criteria as possible to support the inclusion of your sources.
- Write a brief summary of the content and its application to your task.
- The annotated bibliography is attached to your essay **after** your bibliography.
- Write in a SINGLE paragraph (usually about 100 - 300 words) but check with your teacher
- Be concise, do not repeat information and do not cross reference other sources

## ***Appendix (Appendices - plural) Guidelines***

An appendix is where extra information is included. Common examples would be:

- Raw test data
- Technical figures, graphs, tables, diagrams and illustrations
- Copies of letters and emails
- Sample questionnaires and surveys
- Interview transcripts
- Photos, pictures or artwork

These are things that you have referenced in your essay without including them in full. For example, *Participant 4 claimed to experience 'dizziness and nausea'* (see Appendix A).

**Appendices are placed at the end of your document after the Bibliography. Each appendix should adhere to the following guidelines:**

|                              |  |
|------------------------------|--|
| <b><i>Heading</i></b>        | Three lines below the running head, type the word Appendix, centred but not italicized. If more than one appendix is included, label each one with a letter (Appendix A. Appendix B) |
| <b><i>Appendix Title</i></b> | Two lines below the heading, type the title of the appendix, centred with headline-style capitalization.   |
| <b><i>Text</i></b>           | Begin the text two lines below the appendix title; appended material is double-spaced.   |
| <b><i>Paging</i></b>         | Each appendix begins on a new page.  |

# ENGLISH

## ADVERTISING

*When constructing your advertisement complete the:*

### *Advertisement Checklist*

**An advertisement uses many persuasive techniques.**

Use the checklist below to ensure your advertisement achieves its purpose.

Have I:

- Used a catchy **headline** or **slogan**?
- Described the **product** I am advertising?
- Listed the **benefits** of using the product?
- Told prospective customers **where** they may purchase the product?
- Included a **call to action**?
- Used any **appeals**?
- Used **imperatives**, eg. Get one now!
- Used persuasive language techniques, eg. **repetition, exaggeration, generalisation**
- Used effective
  - Print
  - White space
  - Composition
  - Colour
- Included an **effective illustration**?
- Used an **effective layout**?
  - Headline/slogan
  - Illustration
  - Product description/body copy
  - Call to action
  - Producer and address
- Is my work free of grammatical errors/spelling mistakes?



# MERCY COLLEGE TUCKSHOP

Delivering Taste Everyday



It's not just a Tuckshop  
- it's a taste sensation!



C'MON, JOIN THE QUEUE!!

# BIOGRAPHY

- Is a narrative account of someone’s life.
- Is factual and interesting.
- It has an orientation (introduction), body of details and a resolution (conclusion).
- It contains the most interesting details of a person’s life.

*Contains the following generic structure:*

| FEATURE   | DESCRIPTION  | EXAMPLE   |
|---|--|---|
| <b>Orientation</b><br>1 <sup>st</sup> Paragraph                 | Begin with a catchy opening statement giving reasons for the person’s fame. Includes name, date of birth, place born/lived/raised.   | Helen Keller was a famous American who lived from 1888 to 1968. Even though she was severely disabled, she was able to overcome the challenges that faced her. She attended university and later became a famous author and lecturer.   |
| <b>Body</b><br>2 <sup>nd</sup> Paragraph                        | Details of the person’s early life. Includes school; household; family members etc.  | Helen Keller was born in the state of Alabama, USA in 1880. When she was nineteen months old, she became very ill and as a result, she became blind, deaf and unable to speak. Under the instruction of her teacher, she learned sign language and to read Braille. She also learned to use a special typewriter. By 1890 Helen had learned to speak. Later she was able to attend university |
| 3 <sup>rd</sup> Paragraph                                       | Details of the person’s adult life (job, marriage, children/family, contribution to community.                                       | After university she became an author and wrote her autobiography, <i>The Story of My Life</i> , which became a best-seller. Later she needed to make money to support herself, so she conducted lecture tours, wrote several books and made a movie based on her life.   |
| 4 <sup>th</sup> Paragraph                                       | Any other significant details about the person’s life/achievements.  | She was not just concerned with her own circumstances; she also supported other disabled people. She gave talks to people about how they could help themselves and her books made others aware of the needs of disabled people  |
| <b>Re-orientation (Conclusion)</b><br>5 <sup>th</sup> Paragraph | Death; the reasons for fame; the effect of the person’s life on people today. How the person has helped contribute to the community. | Helen Keller died in 1968. During her life she showed amazing courage by overcoming huge difficulties. Her ability to face challenges is still a great example to us all.   |

Some questions you might like to consider for your biography:

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. In what ways was the life remarkable or admirable?</li> <li>2. What human qualities were most influential in shaping the way this person lived and influenced his or her times?</li> <li>3. Which quality or trait proved most troubling and difficult?</li> <li>4. What quality or trait was most beneficial?</li> <li>5. What are the two or three most important lessons you or any other young person might learn from the way this person lived?</li> </ol> | <p>An older person or mentor is often very important in shaping the lives of gifted people by providing guidance and encouragement. To what extent was this true of your person? Explain.</p> <p>Many people act out of a “code” or a set of beliefs which dictate choices. It may be religion or politics or a personal philosophy. To what extent did your person act by a code or act independently of any set of beliefs? Were there times when the code was challenged and impossible to follow?</p> |
|--|---|

# MEMOIR

## *What is the difference between a memoir and an autobiography?*

Although the names are often used interchangeably, an *autobiography* is about a person's life written by someone famous/worthy at an advanced age, structured around stages of youth, adulthood, and so on.

A *memoir* on the other hand, is usually about a one period or aspect of the writer's life, therefore, it can be at any stage of the author's life. The structure allows more freedom, is more inventive and use the tools of fiction.

## *What is a Memoir?*

It is:

- A collection of memories that an individual will write about (usually in the “*first person*”)
- Moments or events, both public or private, that took place in an author's life
- Tells a story from someone's life or delivers ‘a slice of their life’
- A **reflective** piece of writing based on their life experience/s
- A journey or a small piece of someone's life journey

## *How do I start writing a memoir?*

- The key is to find your focus. What do you want your story to focus on? What do you leave in / leave out?
- The best way to start is to then free- write. Three great free-writing beginnings are:
- I remember ...
- The story I want to tell is ...
- I always thought ...
- An engaging memoir use the techniques of fiction – characters, plot, dialogue, revelations, reflection, growth, and so on. Think of yourself as a character in the story.

# DIARY WRITING

## FEATURES

- Is personal and informal
- Written in the **FIRST PERSON** using “I” and “me”
- Is written regularly, often daily
- Records the writer’s innermost thoughts and feelings
- Can use very informal language and make reference to people and places readers may know nothing of
- Includes entries of varying length – some may be short and others quite long
- Can record the writer’s hopes, dreams and future plans
- Tells us about the world in which the writer lives
- May include notes and lists
- Shows people thinking about things and working things out
- May include lots of questions which show the writer thinking
- Often contains incomplete sentences, showing the writer’s thought processes

## ESSAY WRITING

There are three persons: 1<sup>st</sup> person, 2<sup>nd</sup> person or 3<sup>rd</sup> person, depending on whether the pronoun (a word that stands in place of a noun) represents the person speaking, the person spoken to, or the person spoken about.

|  | SINGULAR                                      |   |  | PLURAL  |   |  |
|--|---|---|--|---|---|--|
|  | Nominative<br>Pronouns<br>used as<br>subjects | Objective<br>Pronouns<br>used as<br>objects | Possessive<br>Pronouns<br>used as<br>ownership | Nominative<br>Pronouns<br>used as<br>subjects | Objective<br>Pronouns<br>used as<br>objects | Possessive<br>Pronouns<br>used as<br>ownership |
| <b>1<sup>st</sup><br/>person</b><br>Person<br>speaking                 | I   | me  | mine   | we  | us  | ours   |
| <b>2<sup>nd</sup><br/>person</b><br>Person<br>spoken to                | you   | you   | yours  | you   | you   | yours  |
| <b>3<sup>rd</sup><br/>person</b><br><b>Person<br/>spoken<br/>about</b> | he<br>she<br>it                               | him<br>her<br>it                            | his<br>hers<br>its                             | they<br>they<br>those                         | them<br>them<br>them                        | theirs<br>theirs<br>theirs                     |

### *Essay Writing Made Easy!*

**ALL** essays are written in the **THIRD PERSON**.

**The reader should get an idea of what the topic question is, simply by reading your introduction.**

**ALL** essays comprise of **3 parts**. The easy way to remember is:

|           |   |
|-----------|---|
| <p>1.</p> | <p><b><u>Introduction</u> “SAY WHAT YOU ARE GOING TO SAY”</b></p> <p><b>*Introductions will be either one or two paragraphs, comprising either:</b></p> <ol style="list-style-type: none"> <li>1. Thesis and Arguments OR/</li> <li>2. CTA – Context followed by Thesis, then Arguments<br/>Or/ CAT (depending on teacher discretion)</li> </ol> <p><b>*Not every essay will require a contextualising statement but if you can, it adds to the academic quality.</b></p> <p>The thesis statement is the sentence that states the main idea of a written assignment. It reflects the writer’s opinion or argument.</p> <p>You need to show that:</p> <ul style="list-style-type: none"> <li>• You understand the topic</li> <li>• You have an opinion about how the topic relates to the text (novel, film etc). Do you agree or disagree? State your contention; that is, your <b>thesis</b></li> <li>• You can back up your opinion/argument/<b>thesis</b> with evidence. List your arguments (usually 3 arguments)</li> </ul>  |
| <p>2.</p> | <p><b><u>Body</u> “SAY IT”</b></p> <p><b>PEEAL – the E’s can be in any order.</b></p> <p>The body paragraphs in your essay need to be structured in the following way to ensure your discussion of the essay topic is thorough and effective. Each of the body paragraphs need to include a:</p> <p><b>P = Point/ Topic sentence.</b><br/>Your topic sentence tells the reader what the paragraph is going to be about.</p> <p><b>E = Explanation/ Elaboration</b><br/>This is where you show your understanding by explaining in more detail what your main point is about and how it relates to the essay topic.</p> <p><b>E = Evidence/ Example</b><br/>The point you make needs to be supported by evidence and specific examples from the text. You can show your understanding by discussing relevant parts of the text. Direct quotes are best here.</p> <p><b>A = Analyse</b><br/>Make connections/ links, draw conclusions, from the evidence</p> <p><b>L = Link</b><br/>In the last sentence try to sum up the paragraph linking it to the topic and then providing a Link to the next main point (linking sentence).</p> |
| <p>3.</p> | <p><b><u>Conclusion</u> “SAY THAT YOU SAID IT”</b></p> <ul style="list-style-type: none"> <li>• summarise your main points (without introducing new evidence)</li> <li>• restate your opinion/argument on the topic (your thesis)</li> <li>• reach a conclusion with a final comment or pertinent quote.</li> </ul>   |

## *Examples of essay introductions:*

### **How real is reality television?**

With Candid Camera considered the first of the reality TV genres in 1948, there now would not be one single night of television that would not have a reality TV show on it. They are cheap to make and can be very entertaining but they are not exactly reality. Reality TV is not real, it is merely a constructed reality, and you only see what the cameras want you to see. Shows like World's Strictest Parents, with their selective casting; scripting, directing and editing; as well as the representation of the characters; are all methods designed by the producers to distort reality and meet the show's desired agenda.

(Author: Stephen Crocker)

### **Novel Response**

The novel, The Deadly Flu, is set during extraordinary times in Australia in the aftermath of World War 1. The times were extraordinary mainly because “the influenza pandemic of 1918 – [19]19 killed 27 million people worldwide, double the number who died in the Great War.” (Greenwood 2012, p 183). The novel positions its readers to accept that the main character, Charlotte McKenzie, is extraordinary mainly because of the well-known quote “extraordinary times calls for extraordinary measures”. This quote is fitting because in these times people were forced to do many things that they otherwise would not have done or attempted to do, because of their circumstances. Therefore, this essay will argue that the novel positions its readers to accept that Charlotte McKenzie is an extraordinary character due to her youth, her gender and her ability to triumph over adversity.

(Author: Stephen Crocker)

### **Novel Response**

The following essay will explore the theme of love versus infatuation in the novel “I am Juliet” by Jackie French ...

- 
- \* The reader should be able to understand the topic question just from reading your opening paragraph/s.
  - \* Your teacher may require a re-arranging of **CAT and CTA** in the introduction. *It is up to teacher discretion.*

| GENERIC FEATURE  | YOUR PLANNING |
|--|---------------|
| <p><b>INTRODUCTION (CAT / CTA)</b></p> <ol style="list-style-type: none"> <li>1. Contextualising statement/an opening statement on the topic</li> <li>2. Thesis</li> <li>3. Arguments – overview of three points for body</li> </ol>   |               |
| <p><b>PARAGRAPH 1</b></p> <ol style="list-style-type: none"> <li>1. Point (topic sentence)</li> <li>2. Explanation/ Elaboration</li> <li>3. Example/ Evidence (specific quote/reference from text)</li> <li>4. Analyse (make connections/insights from the evidence)</li> <li>5. Link to thesis</li> </ol> |               |
| <p><b>PARAGRAPH 2</b></p> <ol style="list-style-type: none"> <li>1. Point (topic sentence)</li> <li>2. Explanation/ Elaboration</li> <li>3. Example/ Evidence (specific quote/reference from text)</li> <li>4. Analyse (make connections/insights from the evidence)</li> <li>5. Link to thesis</li> </ol> |               |
| <p><b>PARAGRAPH 3</b></p> <ol style="list-style-type: none"> <li>1. Point (topic sentence)</li> <li>2. Explanation/ Elaboration</li> <li>3. Example/ Evidence (specific quote/reference from text)</li> <li>4. Analyse (make connections/insights from the evidence)</li> <li>5. Link to thesis</li> </ol> |               |
| <p><b>CONCLUSION (TAG)</b></p> <ol style="list-style-type: none"> <li>1. A re-iteration of your thesis (not a re-statement)</li> <li>2. A summary your main points</li> <li>3. A final concluding statement.</li> </ol>  |               |

## Analytical Essay Example

|   |   |
|---|---|
| <p><b>Introduction: CTA</b></p> <p><b>Context -</b><br/>Novel, Author, small summary.<br/>What are themes and why are they important?</p> <p><b>Thesis -</b><br/>What is the purpose of this essay?</p> <p><b>Arguments -</b><br/>How are you going to prove your purpose?<br/>Brief summary of the themes</p>  | <p>Pittacus Lore’s science fiction novel ‘I am Number Four’ (2010) is the first novel in the four part <i>Lorien Legacies</i> series. The young adult fiction novel is centred around the traditional narrative feature of good vs evil, where a conflict exists between two extra-terrestrial species, the Loric and the Megadorian. Consequently, protagonist John Smith (a Loric), is always having to change his identity to ensure that he is safe from the Mogadorians who are hunting him down to kill him. ‘I am Number Four’ is a complex novel that has many integrated themes that are pivotal to the development of the story line. The themes within the novel are constructed through narration, dialogue and characterisation. This essay will discuss how Lore employs both the themes of hope and survival to convey his message of species preservation.</p>  |
| <p><b>Argument One:</b></p> <p><b>Point -</b> What is the purpose of this paragraph?</p> <p><b>Elaborate -</b> expand upon your point. How does it relate to the overarching question?</p> <p><b>Evidence -</b> this should come from the novel: quote/narration</p> <p><b>Analyse -</b> Use your analysis template<br/>What is the evidence telling the reader about the theme? What specific sections can you draw reference from?</p> <p><b>Link -</b> connect your argument back to your point and onto your next paragraph</p> | <p>Hope is a significant theme throughout the novel as it is what keeps John and Henri alive and willing to continue with their undercover life. When Henri is explaining the Mogordorians attack on Lorien to John, he reassures John that there is still hope that they can win the war and one day return to Lorien. This is evident on page 103 when Henri says, “When you have lost hope, you have lost everything. And when you think all is lost, when all is dire and bleak, there is always hope.” This quote demonstrates that without the hope that they would someday return to Lorien, John and Henri would never have been so cautious and secretive about their identities. Additionally, John begins to believe there is hope when Henri shows him the state of Lorien. This is supported with the quote “Yes, I think, there is always hope, just as Henri has said all along” (p.147). John and Henri are able to maintain their secret identities and train for the war against the Mogordorians because they have hope that they will win the war and return to Lorien.</p> |

## **INFORMATIVE ESSAYS**

The purpose of an **informative essay** or **information report**, is to present information about a particular subject. This can be a cause and effect type relationship, a ‘how to’ or procedural text, an explanatory essay, or a compare / contrast text.

Informative essays can take the form of, for example – a set of instructions on how to do a job in *Manual Arts*; or the steps involved in examining a player for a twisted ankle in *HPE*; or in Home Economics – whether it be a recipe or instructions on how to remove stains from clothing items. It can also be factual descriptions such as *Geography* when describing the main features of the Kokoda Trail. These essays can vary in length from one paragraph to several.

Typically, informative essays will answer one of the five Ws: who, what, when, where, and why. Of course, they can also answer "how," indicating how to do something.

Informative essays must never express your opinion or try to convince others to take a certain action or stance; this is the genre of *persuasive essays* (see p 43).

### **Structural Features of an Informative Essay**

#### **INTRODUCTORY STATEMENT**

Includes a short description and a definition of the topic, using the language of the question. Include the subject of the essay - what you will be informing / explaining to the reader – and make a list of the factors involved.

#### **BODY - which can include sub-headings listed down the page**

- A series of points about the subject, each one describing a new feature and each one in a separate paragraph.
- Explain each of the factors indicated in the introduction in a separate paragraph. Give examples.
- A sequenced explanation of the stages, using the Ws, as outlined above.

#### **CONCLUSION**

- Restatement of facts and a summary of the main points of the essay, finishing with a concluding statement

### **Language features**

The writer uses:

- present tense, although past tense is used when dealing with historical material (ie. It no longer exists).
- an informational tone and explains the entire topic - using statistics, facts, and figures along with examples.
- technical language specific to the subject
- generalised nouns (“tigers”, not “tigers lying under a tree”; “basketball”, not “my friend Anna who loves playing basketball”)
- often accompanied by visual texts such as photographs, diagrams, sketches

**Tips:**

- Collect as much information about your topic as you can
- Have a clear idea of what you are trying to explain
- Give examples where you can, without losing track of what you are saying
- Present your information clearly and logically without personal feelings
- Avoid unnecessary and irrelevant detail.

**TWO EXAMPLES**

|  |  |  |
|--|--|--|
|  | <b>Athenian sport</b>  | heading  |
|  |  | bold for emphasis  |
| <p>general statement—<br/>sport in ancient<br/>Athens</p>                            | <p>In ancient Athens physical strength and skill were valued by the <b>aristocrats</b>. By the time Athens became a democracy, this attitude was widespread. Athenians regarded sport as the training for war.</p>   | <p>general statement to<br/>focus on topic—sport<br/>in ancient Athens</p> |
| <p>description sequence<br/>1—the Athenian<br/>palaestras</p>                        | <p>Private and public <i>palaestras</i> or physical training centres, were considered to be as important as schools. <i>Palaestras</i> contained change rooms, washrooms and places to keep equipment. The exercise ground had a sandy floor. A trainer taught students boxing, wrestling, jumping and throwing the discus or javelin.</p>   | <p>technical word<br/>explained</p>  |
| <p>description sequence<br/>2—gymnasiums</p>   | <p>There were also gymnasiums, which had a running track and facilities for other sports. Gymnasiums were usually outside the city wall. Athenians, and all Greeks, exercised naked.</p>   | <p>description</p>   |
| <p>description sequence<br/>3—sports<br/>competitions at<br/>religious festivals</p> | <p><u>Competitions were held between gymnasiums.</u> The most important sporting events were part of religious festivals to honour the deities. In Athens the main festival was the Panathenaic Festival which was held to honour the goddess Athena. During this festival, many races were held in the Agora, including one which involved jumping on and off a moving chariot. The prizes at the festival were specially painted flasks of olive oil.</p>  | <p>topic sentence</p> <p>paragraph used to<br/>organise information</p>    |
|  | <b>Outline the main developments in the rock'n'roll industry in the early 1990s.</b>   |  |
| <p>subject specified</p>   | <p>The rock'n'roll industry in the early 1990s saw the continuation of many of the trends of the 1980s and the emergence of some new developments. The main trends from the 1980s included the CD boom, the re-mix culture, and the New Age movement. The first predominantly new trend in the rock'n'roll scene in the early 1990s was that it was far less self-contained than it had been previously, due to the influence of the commercial world.</p>   | <p>introduction</p>  |
| <p>list of the factors<br/>involved</p>  | <p>Next, MTV intensified its dominance over the music industry and dance music became increasingly popular. Also, rap music became a predominant feature. Then, public attention was directed more to outrageous drug stories, charges of sexual assault and instances of body piercing and scarification than in previous decades.</p>  | <p>connective phrase<br/>linking factors</p>                               |
| <p>first factor identified</p>   | <p><u>One major development</u> which continued from the 1980s was the widespread growth of the re-mix culture or the re-working of old material. This was due to the CD boom. Established superstars such as Rod Stewart and Eric Clapton experienced career boosts. Re-mix was a most obvious trend in American hip-hop and European house music. For example, the Beatles influenced bands such as World Party, Oasis and Crowded House. These bands combined the Beatle influence with psychedelia and punk music. One unfortunate result of the re-mix culture was litigation. Artists sued labels and fans sued artists. For example, Stone Roses was the first pop group of the 1990s to appear in court. They were on a criminal charge of ...</p> | <p>body</p>  |
| <p>explanation<br/>sequence</p>  |  | <p>example</p> <p>another example</p>                                      |

# PERSUASIVE WRITING

To successfully engage, orientate and convince the reader, **you must appeal to their emotion and reason** and apply **persuasive techniques**. This is summed up in three words:

**Ethos** – appearing credible and trustworthy

**Pathos** – appealing to one's emotions

**Logos** – using facts and statistics, as well as anecdotes

**PERSUASIVE TECHNIQUES** include:

Rhetorical questions; anecdotes; humour; figurative language; hyperbole; emotive language; pronouns; facts and figures; repetition; appeals to emotion, ethics, and justice; the level of language such as colloquialisms, jargon, and / or formal.

Another technique is **HIGH MODAL LANGUAGE**. This means using strong language to persuade, whether that be positive or negative, such as:

Must, have to, should, urge, beseech, appalled, abolish, ordeal, shameful, wicked, cruel, effective, superior, proven, etc.

## *Generic Features of a Persuasive Speech*

- The purpose of the text is to persuade the audience to take up a particular point of view
- You must use evidence to support your statements but you must **be careful not to write an informative or analytical speech, or even worse, an essay**
- You need to show a sophisticated vocabulary, but at the same time, because it is a persuasive speech, your language can **relax**; it is not a very formal tone
- You can use colloquial language, descriptive and figurative language and you **must** use emotive language
- This is very different to an analytical essay that is objective and factual. While you must use facts to support your arguments, you must **not** be objective. Your opinion must be utterly clear. Remember **ETHOS, PATHOS, LOGOS**.
- You can use the first person (I) but it is not recommended in sections where you are stating evidence. Do not write 'I think' or 'I feel'. This **undermines** the evidence as being simply your opinion, rather than fact. This **undermines ETHOS, your credibility**.
- You have 1 main idea for each paragraph, and that your ideas flow logically and sequentially
- You must ensure that your ideas flow from one paragraph to another. There are a variety of ways you can ensure this. Use transitions and cohesive ties.

### INTRODUCTION

**1. Opening statement of interest is often called a 'hook'.** You must get the audience's attention. Use one or more of the techniques discussed in class and in your workbooks. For example:

- A rhetorical question
- A statement or statistic
- A quotation
- A story or anecdote

The 'hook' is **non-negotiable** as your opener. These other 'ingredients' can be manipulated to suit your needs, but must all appear somewhere in your introduction

#### **2. Salutation:**

- This can also vary, but you should introduce yourself
- You can welcome your audience, or thank the organisers for inviting you to speak

#### **3. Thesis:**

- The main idea of your entire speech; what you are trying to 'sell' (your assertion) to your audience
- Your thesis must be very clear

#### **4. An overview of the main points of your argument:**

- Again, there is no formula for how you do this, or how many sentences you use to summarise your main ideas

## **BODY**

Each of your body paragraphs must contain the following ingredients. Again this is not a formula and you do not have to follow this order:

### **1. The main idea for the paragraph**

- Note that this is not a ‘topic sentence’
- You do need to make your main idea clear at the beginning of your paragraph, but how you actually do this can vary

### **2. Evidence**

- Each paragraph must contain evidence to support your ideas
- In the case of this assessment, it must be quotes or references to events from the novel
- You must also research external ‘expert’ evidence to support your assertions
- This expert evidence may be psychology papers or authors who have written about identity formation, teens or experts on stereotypes, cultural assumptions etc.
- This could also include facts and statistics

### **3. Persuasive Techniques**

- As well as evidence, you must use a variety of persuasive techniques to convince your audience of your ideas

## **CONCLUSION**

Ingredients:

- Revisit your ‘hook’
- Restatement of main idea and summary of main points.
- Call to action: statement of specific action or attitude change you want from the audience. (e.g. What do you want them to do or believe? E.g. “Don’t believe the lies that the Australian people will tell you about Vegemite being theirs – go and research it yourself - you will find an American brand.)
- A concluding statement to recapture interest. Give the audience a reason to remember – something that will make them think, something clever, something that clinches your point of view and argument.

## *Persuasive Speech Example*

I wonder how many of us really know what goes into making Samsung's new slimmer tablet or Apple's newest iPhone? The answer is the mining of rare earth minerals without which none of these devices can work. The unsettling truth about how these minerals are mined is probably not what you want to hear, but it has been kept under wraps for long enough. Hello my name is Elizabeth Shaw, thank you for giving me the opportunity to speak here at the 'Future of Technology Conference 2017'. There is great hope in front of me here; there must be great excitement in the room for the future of our industry. But it must be an industry of which we are proud; one that is sustainable; an industry that exercises corporate, social and moral responsibility.

Today, I am here to expose the ethically abhorrent practices of rare earth mining in the Democratic Republic of Congo and Northern China before I call on everyone in this room to take action against the abuses within our industry.

The treatment of rare earth miners in the Congo is immoral, it is unjust and it cannot go on. In the DRC rare earth miners work 12 hours a day with their bare hands in search of the tantalum, cobalt and tungsten for our iPhones. Their payment for a gruelling day's work: \$5, a sharp contrast the \$500, \$800 or \$1000 you and I paid for our precious "space grey" smartphones. They have no safety equipment. They haul the minerals on their backs, all under the eyes of the foreman constantly urging them to work harder, faster, longer, often using violence to do so.

But then there is the issue that lies beneath the surface; the hidden child labour. The hidden child labour that Apple, Samsung and HP are quite happy to keep just where it is: deep, deep in the Luwov mine. A mine where children as young as 10, that's right just 10 years old slave away in brutal conditions day in and day out to support their families. Do we really want to be responsible for contributing to child labour? No, we don't. While we are casually swiping, scrolling and taking selfies, approximately 40,000 children - according to UNICEF - are working in unregulated, unsafe mines to support an industry that ransacks resource-rich land. Local communities gain nothing from this.

I know what you're thinking: "But Apple couldn't possibly support such horrific treatment", "If Samsung knew what was happening they would have nothing to do with it".

Well they do know and they have stated they will continue to source from the DRC as long as it adheres to their code of treating workers with dignity and respect. Well my question to Apple and Samsung and to all of you here today is where is the dignity in underpaid miners digging for these minerals with their bare hands? Where is the respect in forcing men and children to work in poorly supported tunnels?

The practices of rare earth mining are morally bereft. Not only does the industry mistreat its workers, but it also has significant and deadly repercussions for the environment and local people.

Let's look at China. Baotou is the world's largest supplier of rare earth minerals: it is a toxic nightmare. The once green, productive, farming village, has been replaced by a vast pond of toxins containing radiation, acids, heavy metals and radioactive material. The mine's effect on surrounding communities - catastrophic. The toxic pond does not have a proper lining meaning the poisonous sludge has been seeping into the village drinking water for 20 years. Wang Jianguo is a 43 year old farmer, his health is destroyed and his livelihood with it. The encroaching toxins have taken his crops, his

livestock and the lives of seven of his friends. The local people aren't working at the mine, being paid by the mine or have any connection to it, yet they are dying of cancer, suffering from diabetes, battling debilitating osteoporosis and choking from chest problems because of their geographical closeness to a hideous pile of sludge. This is such a stark contrast to the gleaming, white, Apple stores we are used to. Tech companies have made sure the black sludge doesn't creep anywhere near the shop fronts.

As members of the tech industry, and consumers of smartphones and devices, we are all implicated in the atrocities committed in the DRC and Northern China. So, what can be done? How can we combat this? I'm a realist; I'm at a conference about the future of technology. I know we, as consumers won't stop buying phones, tablets and laptops. But fair trade in this industry is possible, despite its magnitude. There is already a new wave of smartphone manufacturers, such as Fairphone, that guarantee transparency of their supply chains and use fairly mined minerals only. We can make choices as consumers. We can involve our workplaces in the global e-Sustainability Initiative at [gesi.org](http://gesi.org) that is working towards a responsible transformation to a sustainable world for the electronics industry.

Now that we know the truth about our shiny tech products, as the future of technology, let's do something about it.

## MONOLOGUE TEXT STRUCTURE

A monologue is broken into 3 sections: the introduction, body and conclusion.

### **INTRODUCTION**

*In this section, you need to speak (as the character you are acting) about what is going on in your thoughts at this point in time. Describe the incident or event you are reflecting upon. Consider: who, what, where, when, why and how.*



### **BODY: Usually four or more paragraphs**

***Paragraph one:** Pick an important point (gap/silence) that the character can elaborate on, giving the audience a better understanding of how the character views the events. Give an explanation of some of the things that happened to the character and other characters leading up to this point in time.*

***Paragraph two:** Your opinions of other characters and their actions at this point.*

***Paragraph three:** What are your opinions, feelings and thoughts on the event/incident? Comment on your historical context (setting and what is going on in this place.)*

***Paragraph four:** What has your character learnt about other people and from this experience? What insights does this person have on what is happening in his/her world?*



### **CONCLUSION**

*Outline your character's hopes for the future. What do they predict may happen? Do they have any fears for the future?*

## STRUCTURE / PRESENTATION OF A SCRIPT

- **Stage directions** are shown in italics. If hand written, show stage directions in blue pen and write the script in black pen.
- **Stage directions** provide information on:
  - set and costume design,
  - sound effects,
  - props,
  - instructions about stage movements,
  - the setting of the play,
  - background information about the characters
- **New line** for each character and have their name in bold and in capitals.

### Example

#### ACT ONE

**Scene:** *Morning room in Algernon's flat in Half-Moon Street. The room is luxuriously and artistically furnished. The sound of a piano is heard in the adjoining room.*

*Lane is arranging afternoon tea on the table, and after the music has ceased, **Algernon** enters.*

**ALGERNON** Did you hear what I was playing, Lane?

**LANE** I didn't think it polite to listen, sir.

**ALGERNON** I'm sorry for that, for your sake. I don't play accurately – anyone can play accurately – but I play with wonderful expression.

**LANE** Yes sir. *(Lane moves over to the side table and picks up a plate of sandwiches)* Would sir like some sandwiches?

**ALGERNON** Why thank you Lane; don't mind if I do.

## DRAMATIC MONOLOGUE

- Use the first person and “I” and “me”, etc.
- Speak the way you think they would speak.
- Tell about what you experienced, what happened to you and what you did in the story.
- Where you came from and how you came to be in the situation you were in
- Key events and people you encountered and how you felt about them and why
- The things you love and the things you hate
- Your hopes and dreams and ambitions if you survive
- Your greatest fears, how you got them and how you cope with them
- Decisions you had to make and how you felt about them. Whether or not you regret these decisions
- Justify or explain to your audience some of your key decisions and actions in detail
- Tell about your motives for deciding certain things and enduring and putting up with other things
- Confess your faults but be ‘realistic’. Everyone tries to put themselves in the best light possible and to excuse themselves and their friends and loved ones
- Tell about anything or anyone else in your life that comes to mind and that you think is important and interesting to mention

## Examples of some famous monologues:

### Example 1.

A famous speech, a monologue/soliloquy, from **Shakespeare's "The Merchant of Venice"**:

#### **Shylock:**

"I am a Jew. Hath not a Jew eyes? Hath not a Jew hands, organs, dimensions, senses, affections, passions; fed with the same food, hurt with the same weapons, subject to the same diseases, heal'd by the same means, warm'd and cool'd by the same winter and summer, as a Christian is? If you prick us, do we not bleed? If you tickle us, do we not laugh? If you poison us, do we not die? And if you wrong us, do we not revenge? If we are like you in the rest, we will resemble you in that".

### Example 2.

The "Stay Gold" letter from "**The Outsiders**" written by **Kathleen Rowell & S.E. Hinton**

*Johnny Cade (Ralph Macchio) writes his last words to his best friend Ponyboy as he lies, mortally wounded, in the hospital: a truly moving cinematic moment.*

#### **Johnny Cade:**

"Ponyboy, I asked the nurse to give you this book so you could finish it. The doctor came in a while ago but I knew anyway. I keep getting tireder and tireder. Listen, I don't mind dying now. It's worth it. It's worth saving those kids. Their lives are worth more than mine, they have more to live for. Some of their parents came by to thank me and I know it was worth it. Tell Dally it's worth it. I'm just going to miss you guys. I've been thinking about it, and that poem, that guy that wrote it, he means you're gold when you're a kid, like green. When you're a kid everything's new, dawn. It's just when you get used to everything that it's day. Like the way you dig sunsets, Pony. That's gold. Keep that way, it's a good way to be. I want you to tell Dally to look at one. He'll probably think you're crazy, but ask for me. I don't think he's ever really seen a sunset. And don't be so bugged over being a greaser. You still have a lot of time to make yourself be what you want. There's still lots of good in the world. Tell Dally. I don't think he knows. Your buddy, Johnny".

# POETRY

## POETRY TERMINOLOGY

### **Alliteration**

The repetition of consonant sounds, especially at the beginning of words. Example: "Sally sells seashells by the seashore." Or 'Peter Piper Picked a Peck of Pickled Peppers."

### **Assonance**

The repetition of similar vowel sounds in a sentence or a line of poetry or prose.

### **Figurative language**

A form of language use in which writers and speakers convey something other than the literal meaning of their words. Examples include hyperbole (or exaggeration), similes and metaphors.

### **Imagery**

The pattern of related comparative aspects of language, particularly of images, in a literary work. Imagery of light and darkness pervade James Joyce's stories "Araby," "The Boarding House," and "The Dead." So, too, does religious imagery.

### **Metaphor**

A comparison between two objects using the word *is*. An example is that man is a snake; to imply that he is untrustworthy.

### **Onomatopoeia**

The use of words to imitate the sounds they describe. Words such as buzz and crack are onomatopoeic.

### **Parody**

A humorous, mocking imitation of a literary work, sometimes sarcastic, but often playful and even respectful in its playful imitation. This also applies the term intertextuality also because you are making fun of a piece of work. The following is an example of a parody of the famous Abbot and Costello clip "Who's on first?"

<https://www.youtube.com/watch?v=kTcRRaXV-fg> (original routine)

<https://www.youtube.com/watch?v=qwaeD0SHbXs> (parody routine)

### **Personification**

The endowment of inanimate objects or abstract concepts with animate or living qualities. An example would be a car having feelings, a cloud blushing, etc.

### **Rhyme**

The matching of final vowel or consonant sounds in two or more words. The following stanza of "Richard Cory" employs alternate rhyme:

Whenever Richard Cory went down town,  
We people on the pavement looked at *him*;  
He was a gentleman from sole to crown  
Clean favoured and imperially *slim*.

The above example employs a **rhyming scheme (or scale) A, B, A, B**

- **Although technically the Rhyme Scheme** continues throughout the alphabet for each of the stanzas (eg. Stanza 1 is ABAB and then Stanza 2 would be CDCD) **at MERCY COLLEGE we start again at A for the beginning of each stanza.** Look at the **Annotation** on page 55 for a practical example.

### **Rhythm**

The recurrence of accent or stress in lines of verse.

### **Setting**

The time and place of a literary work, including poetry, that establish its context. It could influence the subject matter of the poem and the poet's opinions or themes on events.

### **Simile**

A comparison between two objects using the words like, as, or as though. An example: "My love is like a red, red rose."

### **Stanza**

Poetry's answer to the paragraph.

### **Symbol**

An object or action in a literary work that means more than itself, that stands for something beyond itself. The road in Robert Frost's "The Road Not Taken"

### **Theme**

The idea of a literary work learned from its details of language, character, and action. The meaning of the poem as opposed to just its subject matter.

### **Repetition**

Involves repeating words, syllables, sounds and/or lines.

### **Hyperbole**

A bold, deliberate overstatement eg. *I'd give my right arm for a fish burger!*

### **Denotation and Connotation**

Denotation is the literal/dictionary meaning of the word.

Connotation is the associated feelings or symbolism that the word brings to mind.

### **Tone**

The general feeling or overall impression that a piece generates – such as funny, ironic, tragic or romantic.

## ***Basic Analysis Structure of a Poem***

A basic structure that will suit any analysis and can vary in complexity is: **THE 3 M'S**

**MATTER** - What is the poem about? It's subject matter? It's setting?

**MANNER** – What are the poetic devices present?

**MEANING** – What is the poem's message? Its theme?

### **Example:**

#### ***NEW BOY* by John Walsh**

The poem "The New Boy" is describing the experiences of a new boy in a new school; presumably a primary school. It begins by retelling his journey from the moment "the door swung inward" and how the noise and the hustle and bustle of the boys, combined with him feeling out-of-sorts, leads him to feel terrified and sad and on the verge of tears. The poem ends on a positive note with the boy being 'saved' by another boy, who then becomes his friend.

The poetic devices used within the poem are alliteration in the second stanza – "of **boys** who **bar**ged and **boys** who **ban**ged". This could also be seen as the device repetition, with "the boys" being repeated on this line and the one following – "Boys and still more boys!" - emphasising the noise and clamour of the scene. The rhyming scheme is A B C B and there is also onomatopoeia where the walls *rang*.

The beauty of the poem lies in the fact that most people will have experienced this scene, either first hand as a 'new boy' or at least having seen other people trying to cope with their first day of school. The poem ends on high note and evokes satisfaction and a warmth of feeling as the reader sees that it all ended well for the boy. He found a new friend! And in so many cases this may not actually happen because of bullying and the like, so the poem serves to make the reader feel good. It also serves to teach the reader that they too could do this for any 'new boy' that they encounter, whether it be the school ground or the club house or the workplace. So in fact, the "new boy" is a metaphor for any new person in any new situation.

(Author: Stephen Crocker)

## Annotating A Poem

When you are asked to analyse your chosen poem using the **3 M analysis** - **MATTER**, **MANNER** and **MEANING** - you must first *Annotate* your poem.

- Underline anything important that catches your eye.
- Underline / circle poetic devices used.
- Write key words or definitions or meanings in the margins.
- Add personal responses. What does it remind you of or make you think of?
- Mark things that you feel are important.
- Summarise what you have read.

Below is an example of a simple way to achieve this.

**BREAK, BREAK, BREAK**

Break, 'break, 'break, A  
 On thy cold grey stones, O Sea! B  
 And I would that my tongue could utter C  
 The thoughts that arise in me. B

O well for the fisherman's boy, A  
 That he shouts with his sister at play! B  
 O well for the sailor lad, C  
 That he sings in his boat on the bay! B

And the stately ships go on A  
 To their haven under the hill; B  
 But O for the touch of a vanish'd hand, C  
 And the sound of a voice that is still! B

Break, break, break,  
 At the foot of thy crags, O Sea!  
 But the tender grace of a day that is dead  
 Will never come back to me.

ALFRED, LORD TENNYSON

*Breaking of the waves* — Repetition

*Imagery evokes a strong mood*

*Rhythm 6 beats or Accents*

*If he could speak his thoughts* — Repetition

*Oh very well for them, they are happy!*

*Repetition*

*Alliteration*

*Alliteration*

*He is grieving / lamenting the loss of someone*

*Those days have gone and will never come back.*

MATTER - The poet is looking out to sea at the waves, the boy and his sister playing, the ships coming in and is feeling deep sadness.

MANNER - Repetition, Alliteration, Rhythm, Imagery, Rhyme Scheme ABCB

MEANING - Written after the loss of close friend and fellow poet, Arthur Hallam in 1835.

# FEATURE ARTICLES

## *Feature Article – How to Write*

|   |  |
|---|--|
| <b>A Feature Article</b>                          | Informs, Entertains & Persuades.   |
| <b>Purpose – The Mission of a Feature Article</b> | <p>Feature articles are detailed pieces of writing which explore a range of issues, opinions, experiences and ideas. The purpose of a feature article will vary depending on the media it is meant for. Feature articles should appeal to the particular audience the article is targeting. For example if a magazine was targeted at middle aged women, then the articles, advertising and pictures within that magazine would reflect their interest in lifestyle, career, money, health and relationships.</p>  |
| <b>Types of Feature Articles Include:</b>         | <ul style="list-style-type: none"> <li>• “Feature articles are not just dry facts, they provide story and information from a unique angle.”</li> <li>• Analysis and opinion on current issues.</li> <li>• Profiles of, or interviews with well known-people.</li> <li>• Humorous reflections.</li> <li>• Personal experience or anecdotes.</li> <li>• Background information on local, national or international events.</li> <li>• Magazine articles.</li> <li>• Human interest stories.</li> <li>• Newspaper articles.</li> <li>• Background information and personal opinion on your interests</li> </ul> |
| <b>Steps to Writing a Feature Article</b>         | <ul style="list-style-type: none"> <li>• Brainstorm ideas</li> <li>• What's the purpose?</li> <li>• Research the topic</li> <li>• Grab the reader's attention</li> <li>• Keep that attention</li> <li>• Leave an impression</li> </ul>   |
| <b>Structure</b>                                  | <p>Like any form of writing a feature article follows a standard structure. While it may vary depending on your topic, a feature article should always include a headline, introduction, the main body and a concluding paragraph.</p>   |
| <b>Title &amp; Headline</b>                       | <p>The headline performs two important functions. An effective headline:</p> <ul style="list-style-type: none"> <li>• Grabs the reader's attention and persuades them to read the article</li> <li>• Highlights the main idea of the article.</li> <li>• Includes keywords (for online articles).</li> </ul>   |

|  |   |
|--|---|
| <p><b>Introduction</b></p>                 | <p>The first paragraph outlines the subject or theme of the article, it may also:</p> <ul style="list-style-type: none"> <li>• Provoke the reader's interest by making an unusual statement.</li> <li>• Provide any necessary background information.</li> <li>• Invite the reader to take sides by making a controversial statement.</li> <li>• Heighten the drama of an event or incident to intensify its appeal.</li> <li>• Establish the writer's tone</li> <li>• Create a relationship between the writer and the reader.</li> </ul>  |
| <p><b>Details (The Main Article)</b></p>   | <p>The middle section consists of a number of paragraphs that expand the main topic of the article into subtopics. The usual components are:</p> <ul style="list-style-type: none"> <li>• Subheadings.</li> <li>• Facts and statistics which support the writer's opinion.</li> <li>• Personal viewpoints.</li> <li>• Opinions from authorities and experts.</li> <li>• Quotes and interviews.</li> <li>• Anecdotes and stories.</li> <li>• Specific names, places and dates.</li> <li>• Photographs, tables, diagrams and graphs.</li> </ul>   |
| <p><b>Conclusion</b></p>                   | <p>The concluding paragraph should leave a lasting impression by:</p> <ul style="list-style-type: none"> <li>• Reminding the reader of the article's main idea</li> <li>• Suggesting an appropriate course of action.</li> <li>• Encouraging a change of attitude or opinion.</li> </ul>  |
| <p><b>Language of Feature Articles</b></p> | <ul style="list-style-type: none"> <li>• A personal tone is created through the use of informal, colloquial (slang) and first person narrative.</li> <li>• Relevant jargon adds authenticity to the information and opinions.</li> <li>• Anecdotes help to maintain reader interest.</li> <li>• Facts validate the writer's viewpoints.</li> <li>• In humorous articles, exaggeration and generalisation are used to heighten humour.</li> <li>• Rhetorical questions help to involve the reader.</li> <li>• Emotive words are used to evoke a personal response in the reader.</li> <li>• Effective use of imagery and description engage the reader's imagination.</li> <li>• The use of direct quotes personalises the topic.</li> </ul> |
| <p><b>Don't Forget</b></p>                 | <ul style="list-style-type: none"> <li>• Research &amp; inform.</li> <li>• Write well</li> <li>• Entertain</li> <li>• Be authoritative</li> <li>• Be insightful</li> </ul>  |

## *Feature Article Checklist*

|           |  |
|-----------|--|
| Have you: | <ul style="list-style-type: none"><li><input type="checkbox"/> Written a catchy/attention grabbing headline and sub-heading?</li><li><input type="checkbox"/> Written specifically for your audience and purpose.</li><li><input type="checkbox"/> Made it clear and narrowed down your feature article topic?</li><li><input type="checkbox"/> Used persuasive writing techniques such as emotional appeals, repetition, alliteration, anecdotes, statistics, tone, and adjectives to position your audience to believe your point of view?</li><li><input type="checkbox"/> Used evidence from news or articles/ sources/ experts to support your point of view</li><li><input type="checkbox"/> Made your paragraphs short, succinct and clear? (PEEL)</li><li><input type="checkbox"/> Used sophisticated language in order to create a tone/ 'voice' for your feature article? (which will help establish that relationship between author and reader)</li><li><input type="checkbox"/> Used colourful/figurative language and varied your sentence length? (phrases/clauses)</li><li><input type="checkbox"/> Taken a clear point of view or line of argument on your particular issue or idea?</li><li><input type="checkbox"/> Been cohesive in your arguments to ensure your feature article flows?</li></ul> |
|-----------|--|

# NARRATIVE – (SHORT STORY)

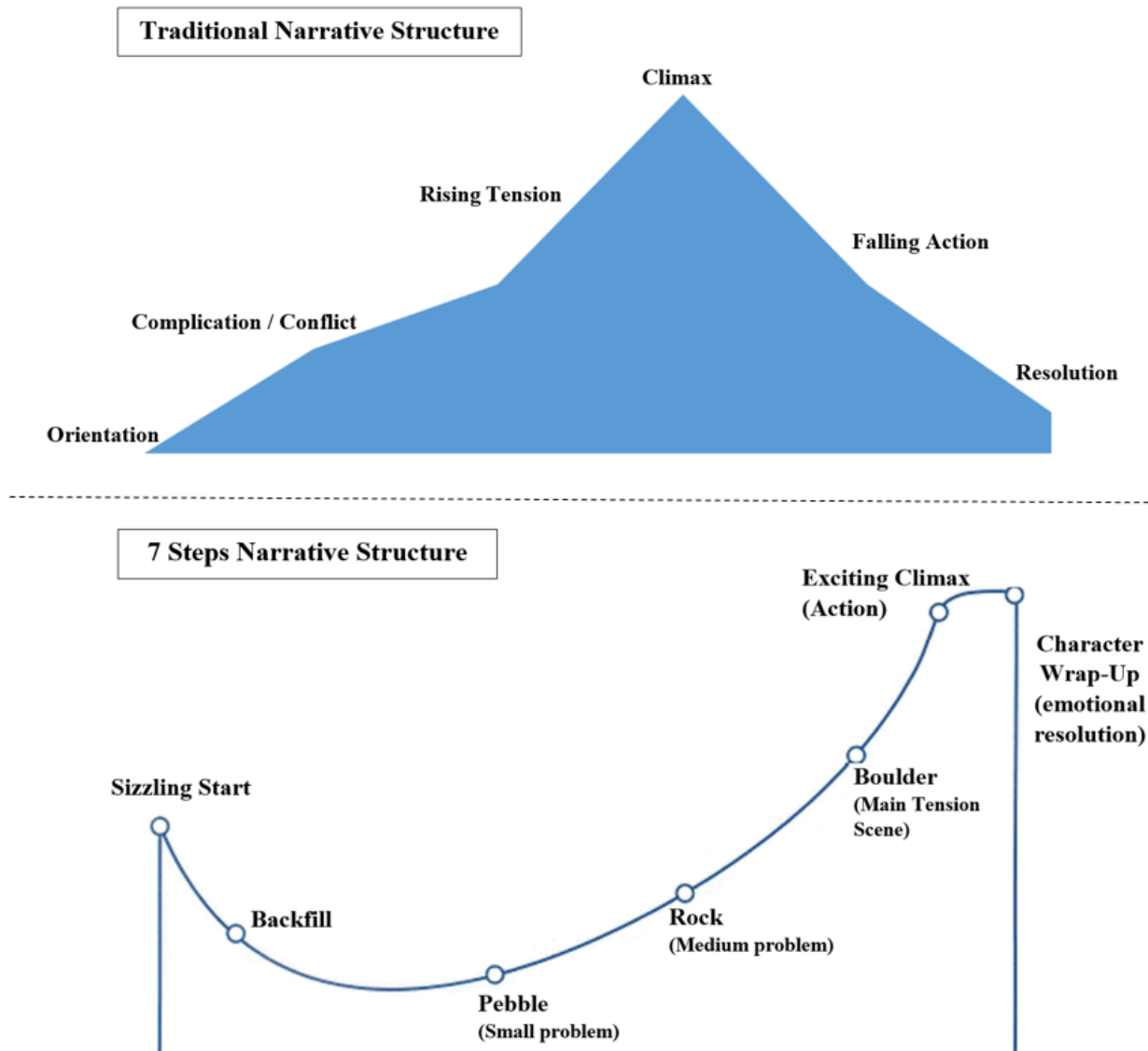
## What makes a Short Story?

- It must be short! Every word must count because you have a definite word and time limit.
- A single event. The short story should revolve around one central episode, from which builds a climax. Only novels can have complex plots and multiple storylines.
- A limited number of characters.
- A single setting. Unless your short story involves a journey, it should not jump from place to place.
- The climactic ending or twist. The climax is the turning point in the story and the twist is an unexpected ending. The aim of the short story is to end quickly, even abruptly. Aim to leave the reader surprised by the outcome, or a little uncertain but of course, some short stories will end predictably and still effective.

## *Short Story Structure*

|  |  |
|--|--|
| <b>1. Orientation</b>                        | In this paragraph the narrator tells the audience <i>who</i> is in the story, <i>when</i> it is happening, <i>where</i> it is happening and <i>what</i> is going on.   |
| <b>2. Complication</b>                       | This is the part of the story where the narrator tells about something that will begin a chain of events. These events will affect one or more of the characters. The complication is the trigger.   |
| <b>2. Sequence of events / Rising Action</b> | This is where the narrator tells how the characters react to the complication. It includes their feelings and what they do. The events can be told in chronological order (the order in which they happen) or with flashbacks. The audience is given the narrator's point of view. |
| <b>3. Climax</b>                             | The story needs a turning point or a culminating of event.   |
| <b>4. Falling Action</b>                     | Once the climax if the story is reached, events now lead towards a conclusion.   |
| <b>5. Resolution</b>                         | In this part of the narrative the complication is sorted out or the problem is solved.   |

In addition to the traditional structure of a short story, your teacher will talk about the 7 steps to effective writing. Below shows the graph comparison. Regardless of the terminology, the narrative structure remains the same.



Choose first or third person to tell the story – Point of View (POV).

**First person narrator** uses “I”. The readers see the story through the eyes of a story character.

**Third person narrator** uses “he/she/they”. You can either:

- Take the perspective of an unseen narrator. Sometimes referred to as an omniscient narrator, meaning all-seeing and all-knowing or,
- Where the narrator only reports what the characters say or do, not providing any reasons for their behaviour or their private thoughts and feelings.

**Not as commonly used** but still applicable is **second person narrator**, most commonly found in works like *Choose your own Adventure* where “you” are in the story. For example, “You are going down the street and see a car hurtling out of control towards you ...”

## Peer Checklist

Student's Name: ..... Name of Peer: .....

| DOES MY STORY HAVE ...   | YES | NO | COMMENTS |
|--|-----|----|----------|
| An exciting orientation?   |     |    |          |
| A clear complication (problem)?  |     |    |          |
| A build-up of events that create tension? (that may use short sentences or character dialogue)                       |     |    |          |
| An exciting climax?  |     |    |          |
| A resolution or twist?   |     |    |          |
| Limited characters?  |     |    |          |
| ONE clear setting? (the story starts & ends in the same setting)   |     |    |          |
| Engaging / entertaining material?  |     |    |          |
| Consistently matching vocabulary with narrative voice? (person)  |     |    |          |
| Consistently matching tense?   |     |    |          |
| Logical development and cohesion? (there are no big jumps/gaps in the story)   |     |    |          |
| Control over punctuation? (especially for direct speech)   |     |    |          |
| Control over spelling?   |     |    |          |
| A wide range of sentence structures?   |     |    |          |
| Figurative (descriptive) language? (similes, metaphors, personification, alliteration, repetition, onomatopoeia etc) |     |    |          |
| Relates to the stimulus provided?  |     |    |          |

# NEWSPAPER REPORT

A newspaper report gives information about recent events. Features include:

- They do not comment on the news ie. Objective
- They may include a by-line (the name of the journalist) under the headline.
- Stories are printed in columns.
- Stories from overseas or interstate may begin with the name of the city in which it took place or from where the report was sent. This might be printed in block capitals or bold type and be followed by a colon. Alternatively, the city might be mentioned in the journalist's by-line (eg. William Hollosy in Budapest).
- The headline (in bold types) catches the reader's attention and sums up the story.
- A photo/picture may be included with a caption underneath

## WHAT IS NEWS?

**News has two main functions: to inform and to entertain.**

***Soft news or human interest stories* is news that entertains. They usually do not provide too much information and do not make a lot of impact to our everyday lives.**

***Hard news* on the other hand, serves to inform. It is presented in a formal manner and uses factual information.**

**It has three main types:**

- **Political information – deals with political issues and parties**
- **Disasters and their effects – both natural or man-made**
- **The expansion of knowledge – medical or scientific breakthroughs**

## Ingredients

- ◊ **Heading** – this gives you a brief outline of what the article's about
- ◊ **Picture** – this relates to the article and has a caption underneath explaining what it's about
- ◊ **Speech** – this is not always included, but if it is, it is normally a quote from an interview
- ◊ **Start of the paragraph** – the first word or name of the article is always in CAPITAL letters
- ◊ **Clear font** – the font is always black on a white background and a reasonable size, making it easier to read
- ◊ **New paragraphs** – the start of new paragraphs are always slightly indented

## Ingredients

**SPORT** The Daily Telegraph

**EQUESTRIANISM**

### Kurten soars to record pay-day

By Alan Smith in Dubai

JESSICA KURTEN, who has hardly been able to ride for the past three weeks after damaging her right shoulder in a fall, yesterday rose superbly to the richest prize show jumping has known.

Kurten took the £170,000 Grand Prix first prize at the Al Maktoum International Challenge in Dubai, with Mick Skelton and Arko III had to settle for third, behind Germany's vetted Ni L. Marcoux Elzing, or itania, but still won £95,000.

Kurten, who won the Masters on Tuesday with Charlie Forbes (Ireland), had the worst possible run yesterday, going first, and tough she and Quibell jumped smoothly clear, when 12 others missed them in the jump-off her chances of victory looked slim.

But the Irishwoman, who tore a tendon the day after finishing second last month's Olympic event in Paris, and had to run and even to try to obtain her fitness, edged her task impeccably.

After taking Quibell carefully through three fences, she increased momentum when they kept the final fence till clear, their rivals had little chance. All those who tried to match her time had at least one fence down, and even those who went for a careful clear, and some valuable prize money, failed to emulate Kurten's precision.

She said she felt tired by the repeated effort of jumping five rounds to win the Masters, but yesterday the adrenalin kicked in the very end.

Elzing was the only one to go round faster, but he hit the second fence, while Skelton and Arko stood too far off the first part of the double and had it down.

Tim Gredley, 20 on Wednesday, was the only other Briton to reach the jump-off, but Gredley then had two fences down.

Earlier Skelton and Russell extended their unbeaten run in Six Bar competitions – over a straight sequence of upright fences – to nine, though they had to share first place with Germany's Akis Pullmann-Schöbeck based on Glenn.

**Rich reward: Jessica Kurten celebrates her win**

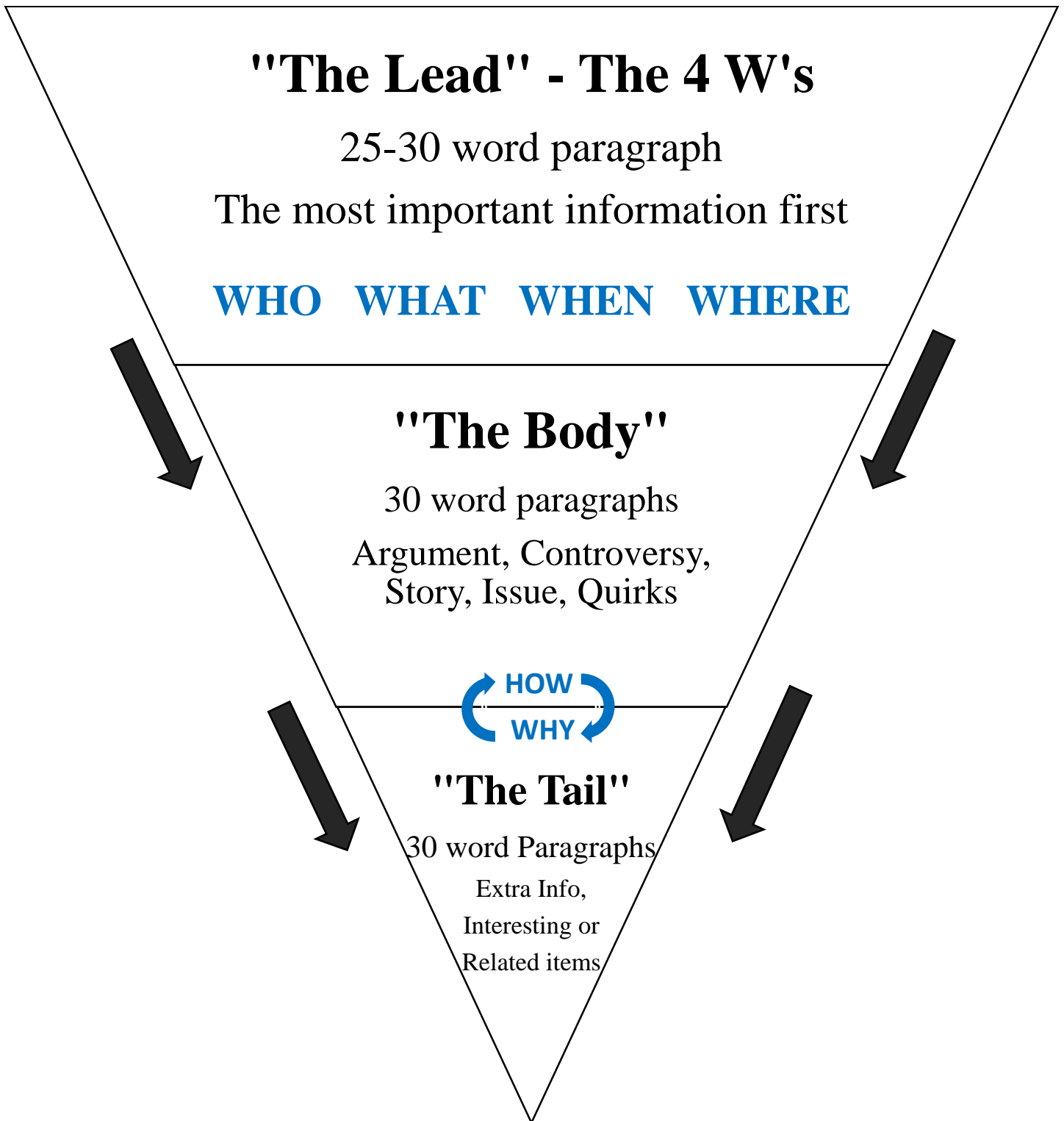


Labels with arrows pointing to the image:

- Heading
- CAPITALS
- Indented
- Clear font
- Picture
- Caption

# *The Newspaper Triangle or The Inverted Pyramid*

Newspaper reports are written using the inverted pyramid format. Use this diagram to plan the details within your news report, keeping this format in mind.



# BOOK REVIEW

|                    |  |
|--------------------|--|
| <b>INTRODUCING</b> | <p><b>A paragraph introducing the text being reviewed with:</b></p> <ul style="list-style-type: none"> <li>• <b>A grab sentence to capture the audience’s attention</b></li> <li>• <b>Details about the book including:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> The title of the book</li> <li><input type="checkbox"/> The author of the book</li> <li><input type="checkbox"/> When it was first printed</li> <li><input type="checkbox"/> Number of pages</li> <li><input type="checkbox"/> Type of novel</li> <li><input type="checkbox"/> One sentence describing what the book is about</li> </ul> </li> </ul>   |
| <b>DESCRIBING</b>  | <p><b>Paragraphs describing the text</b></p> <ul style="list-style-type: none"> <li>➤ <b>Plot</b> <ul style="list-style-type: none"> <li>• What happens in the story?</li> </ul> </li> <li>➤ <b>Setting</b> <ul style="list-style-type: none"> <li>• When the novel is set?</li> <li>• Where it is set?</li> </ul> </li> <li>➤ <b>Characters</b> <ul style="list-style-type: none"> <li>• Main characters</li> <li>• Minor characters</li> </ul> </li> <li>➤ <b>Style</b> <ul style="list-style-type: none"> <li>• Pace of the story</li> <li>• The narrator (first person or third person)</li> <li>• Sort of language used. Eg. Descriptive, dialogue etc</li> </ul> </li> <li>➤ <b>Coda</b> <ul style="list-style-type: none"> <li>• Message or moral to the story</li> </ul> </li> </ul> |
| <b>EVALUATING</b>  | <p><b>A paragraph evaluating the text and your personal response including some of the following:</b></p> <ul style="list-style-type: none"> <li>• What was enjoyable?</li> <li>• What parts were not liked?</li> <li>• Did the plot keep your interest?</li> <li>• Characters believable or not?</li> <li>• Coda - teaching something about life?</li> <li>• Novel suitable for certain age?</li> <li>• Recommendation of the novel</li> </ul>  |

## ***Book Review Template***

|  |  |
|--|--|
| <b>Title of book/novel</b>   |  |
| <b>Author</b>  |  |
| <b>First published</b>   |  |
| <b>Type of novel (genre)</b>   |  |
| <b>Plot (what happens in the story)</b>  |  |
| <b>Setting (when &amp; where is it set)</b>  |  |
| <b>Characters</b> <ul style="list-style-type: none"><li>• Main characters</li><li>• Minor characters</li></ul>   |  |
| <b>Style</b> <ul style="list-style-type: none"><li>• Narrator</li><li>• Point of view (first person or third person)</li></ul>   |  |
| <b>Coda Message or moral to the story</b>  |  |
| <b>Your personal response</b> <ul style="list-style-type: none"><li>• What was enjoyable?</li><li>• What did you dislike?</li><li>• Did the plot keep your interest?</li><li>• Were the characters believable?</li></ul> |  |
| <b>For what age groups would you recommend the book/novel?</b>   |  |
| <b>Recommendation of the book/novel.</b>   |  |

# HUMANITIES

## HISTORICAL SOURCES

### ***PRIMARY SOURCES***

Primary sources are any artefacts created by people who personally witnessed or took part in events, as they happened. These include anything that can be stored, preserved, and passed down to future generations. Even emails you send to your friends or posts you make on social media are types of primary sources historians could use as evidence of the 21<sup>st</sup> century. Primary sources are often found in archives, museums, and libraries. Some are available through online databases.

Primary sources can include:

Diaries, autobiographies, reports, essays, blogs, lyrics, political cartoons, posters, videos, artwork, photographs, speeches, radio interviews, music recordings, oral histories in the form of recordings of people who have personal experiences with events.

### ***SECONDARY SOURCES***

Secondary sources are types of evidence that are created after an event has occurred. Books, movies, paintings, biographies and reconstructions based on primary sources are examples.

Taken from *The Space Race* (2018) Heather Hudak

## Source Analysis and Evaluation Table – CAMPO

| Source Name/number:       |  |              |
|---------------------------|--|--------------|
| Analysis Skills:          |  | Your Answer: |
| <b>C</b><br>(CONTEXT)     | When was the source created?<br><b>What</b> historical events happened at the time that are important to the creation of this source?  |              |
| <b>A</b><br>(AUDIENCE)    | Who was the intended audience of this source?  |              |
| <b>M</b><br>(MOTIVE)      | What was the purpose of this source?   |              |
| <b>P</b><br>(PERSPECTIVE) | What perspective is this source created from?  |              |
| <b>O</b><br>(ORIGIN)      | Who was the creator of the source?<br>Is it a primary or secondary source?<br><br>How do you know?   |              |
| <b>I</b><br>(INFORMATION) | What bias is evident in this source?<br><br>Provide a direct or indirect quote that clearly shows this.<br><br><b>How</b> does this source <b>corroborate</b> the information from another source?<br><br><b>How</b> does this source <b>contradict</b> the information from another source? |              |
| Evaluation Skills:        |  | Your Answer: |
|                           | How relevant is this source to the topic of study?<br><br>Explain your answer.   |              |
|                           | How reliable is this source?<br><br>How do you know?   |              |
|                           | How accurate is this source?<br><br>How do you know?   |              |
|                           | Of whose point of view could this source be representative?<br><br>How did you come to this conclusion?  |              |

## MAPPING (BOLTSS)

### *BOLTSS*

There are six important elements of mapping that should be applied to any map. **BOLTSS** is one way of remembering these elements.

|                      |  |
|----------------------|--|
| <b>BORDER</b>        | Draw a border to enclose your map  |
| <b>ORIENTATION</b>   | Don't forget to include a North direction arrow                                    |
| <b>LEGEND OR KEY</b> | Helps to identify specific information on the map                                  |
| <b>TITLE</b>         | What information does this map identify? Give your map a title, inside the border. |
| <b>SCALE</b>         | This can be written in the form of a linear (line) scale or ratio.                 |
| <b>SOURCE</b>        | Acknowledge where you obtained the information that is shown on the map.           |

# DATA COLLECTION

## Questionnaires

‘Questionnaire’ is a French word where a set of questions (either printed or online) is created to get a person’s opinion or gather information for a survey. There are different many ways that you can create a questionnaire on a computer and collate the answers automatically. Google Forms and Survey Monkey are both examples.

**Questionnaire**

Reason for questionnaire: *I'm doing this for a school project to find out about the population of the town. It should take approximately 5 minutes.*

- 1 What is your gender?  Female  Male
- 2 What is your age?  0-15  16-30  31-45  46-60  61-75  75+
- 3 In which country were you born?  
 New Zealand  Australia  England  
 Scotland  Ireland  Netherlands  
 Vietnam  Cambodia  Fiji  
 Italy  Greece  China  
 Japan  North Korea  South Korea  
 Other
- 4 What is your current postcode?
- 5 How long have you lived at your current address?  
 less than 1 year  1-5 years  6-10 years  more than 10 years
- 6 How many people live with you?  
 none  1  2  3  4  5  more than 5
- 7 How many other places in Australia have you lived for more than 6 months?
- 8 Have you lived in another country for a period of more than 6 months? Y/N

**Thank you for taking the time to complete this questionnaire**

**Callout boxes (left):**

- Tell people why you're doing the questionnaire and how long it will take.
- First ask all the questions about what groups people fall into, so it's easier to sort questionnaires later.
- Don't ask personal questions – instead give a range of choices for people to select from.
- Use YES/NO answers or tick boxes.
- Give an 'escape' in case people do not fit any of the choices offered.
- Keep all the questions simple and short – don't use technical terms or words people may not understand, ask only what's important to your study, don't ask questions that suggest the answers.
- Thank the people who complete the questionnaire for you.

## Surveys

|                          |   |
|--------------------------|---|
| <p><b>Plan</b></p>       | <p><b>Set the goals of the survey</b><br/>         What is it you want your survey information to provide?<br/>         How will the data be gathered?</p>  |
| <p><b>Sample</b></p>     | <p><b>Define the population to be studied</b><br/>         Who will the survey target?<br/>         What ages, groups should be considered?<br/>         The target group should be a representative sample of the population eg. school</p>  |
| <p><b>Design</b></p>     | <p><b>Decide what questions will be asked</b><br/>         Questions must be:<br/>         Clear to the person and easy to understand<br/>         Not be embarrassing or an invasion of privacy<br/>         In a logical order<br/>         Simple and confined to specific topic<br/>         Language must be as simple as possible<br/>         Keep the survey as short as possible</p>   |
| <p><b>Field Work</b></p> | <p><b>Conduct survey</b><br/>         Record responses in a tabular form (frequently table)<br/>         Use tally marks<br/>         Ensure checks are made to avoid errors and inconsistencies</p>  |
| <p><b>Analyse</b></p>    | <p><b>Analyse the results</b><br/>         Check completed surveys are filled in appropriately<br/>         Count and record responses<br/>         Summarise results and draw conclusions<br/>         Data should be represented in tabular and graphical form<br/>         Data needs to be summarised in terms of measures of location and spread<br/>         Address your focus question (Goals of the survey)<br/>         Written conclusions for your questions should be supported by your numerical data</p> |
| <p><b>Present</b></p>    | <p>Refer to task sheet to present your results in the appropriate format. This could be written as Power Point or written format.</p>   |
| <p><b>Hint</b></p>       | <p>Always conduct a pilot survey to test your survey<br/>         Alterations can then be made before your survey design is finalised</p>   |

## POSTER

|  |   |
|--|---|
| <p>A successful chart will achieve the purpose and be directed at a particular audience.</p> | <p>Use large lettering<br/>Have an attractive and polished finish</p>   |
| <p><i>Basic elements of a chart are:</i></p>   |   |
| <p><b>Main heading</b></p>   | <p>Should be brief, to the point and designed to capture interest</p>   |
| <p><b>Visuals</b></p>  | <p>Are the focal point of the chart<br/>Are always labelled</p>   |
| <p><b>Text</b></p>   | <p>Should be written in dot points and be able to be read through systematically<br/>Should be placed near the relevant visual<br/>Font size should be at least 18 point<br/>Punctuation is not used at the end of dot points</p> |
| <p><b>Sources</b></p>  | <p>All images must include attribution to the original source.</p>  |



# WRITTEN REPORTS

## HUMANITIES Report Structure

|                                  |  |
|----------------------------------|--|
| <b>Title Page</b>                | Title of Task, Unit, Your Name, Due Date, Teacher's Name. May include a picture that relates to the topic  |
| <b>Contents Page</b>             | Identify headings used in report<br>Page Numbers   |
| <b>Introduction</b>              | A paragraph that introduces the report<br>A brief statement about what your report has covered   |
| <b>Sub Heading 1</b>             |  |
| <b>Sub Heading 2</b>             |  |
| <b>Sub Heading 3</b>             |  |
| <b>Sub Heading 4</b>             |  |
| <b>Sub Heading 5 etc</b>         |  |
| <b>Conclusion</b>                | A paragraph that reviews the main points made throughout the report.<br>Don't repeat yourself but <u>reflect</u> on what has been said.  |
| <b>Bibliography</b>              | List of resources used.  |
| <b>Appendices</b>                | For further details, see <b>Appendix Guidelines</b> on page 32.  |
| <b>H<br/>I<br/>N<br/>T<br/>S</b> | <ul style="list-style-type: none"><li>• Each section within a report has its own page.</li><li>• A report is a very formal piece of writing and irrelevant pictures should not be included in the report.</li><li>• The only pictures that may be included should relate specifically to and be mentioned in the information within the body of the report, eg. diagrams, graphs, maps etc. Ensure that you discuss any visuals that you include in the body of your report.</li><li>• Any pictures used should include a caption and all graphs, maps, diagrams should be referenced – include the source.</li><li>• No personal pronouns, for example, do not write sentences that contain 'I', 'me', 'my', etc.</li><li>• Try to write formal sentences that use formal language.</li></ul> |

## Data Report Layout for Geography

Below is the example on how to correctly set out a Geography Data Report

|                                  |   |
|----------------------------------|---|
| <b>Title Page</b>                | Title of task, Unit code, Your name, Teacher's name, Due date. It may include an image that relates to the topic.   |
| <b>Contents Page</b>             | Identify headings used in the report. It will include page numbers and subheadings will be indented.  |
| <b>Introduction</b>              | <p>Will include the following: -</p> <ul style="list-style-type: none"> <li>• Background</li> <li>• Aim of the report -The aim/purpose of this study was to ...</li> <li>• Methodology - what data collection techniques were used, e.g. water testing, maps, surveys, where and when data was collected, how effective was the data collection, any limitations in the design and implementation of the research plan</li> </ul>   |
| <b>Statement of Findings</b>     | <p>Will analyse data, describe cause and effect, identify patterns and relationships, explain the social, economic, environmental and political impacts and strategies for improving.</p> <p>This section will include primary and secondary data and images to support the analysis.</p>   |
| <b>Conclusion</b>                | <p>Will include: -</p> <ul style="list-style-type: none"> <li>• Main findings</li> <li>• A recommendation/s</li> <li>• Final statement</li> </ul>   |
| <b>Bibliography</b>              | List of resources used with correct formatting using Harvard  |
| <b>H<br/>I<br/>N<br/>T<br/>S</b> | <ul style="list-style-type: none"> <li>• Each section within the report has its own page.</li> <li>• A report is a very formal piece of writing and irrelevant pictures should not be included in the report.</li> <li>• The only pictures that may be included should relate specifically to and be mentioned in the information within the body of the report, eg: diagrams, graphs, maps, etc. Ensure that you discuss any visuals that you include in the body of your report.</li> <li>• Any pictures should include a caption and all graphs, maps, diagram should be referenced – include the source.</li> <li>• No personal pronouns – I, me, my, you, us, your, etc</li> <li>• Try to write formal sentences that use formal language</li> </ul> |

## PEEEL Year 10 History

Every History essay needs a series of paragraphs that provide a detailed explanation of the argument that appeared in your hypothesis. Body paragraphs are highly structured pieces of writing and each sentence of them has a specific purpose.

A well-written body paragraph has the following five-part structure (summarised by the acronym PEEEL).

- P** -- Point Sentence
- E** -- Explanation Sentences
- E** -- Evidence from and analysis of sources
- E** -- Evaluating sources
- L** -- Concluding sentence

| <b>PEEEL</b> paragraph one - example   |   |
|--|---|
| <p style="text-align: center;"><b>Point Sentence</b></p> <p>This is where the purpose of the paragraph lives.</p>  | <p>Throughout his leadership Adolf Hitler took appropriate measures to encourage growth in the German military and economy.</p>   |
| <p style="text-align: center;"><b>Explanation Sentence/s</b></p> <p>This is where you develop the readers understanding of the who, the what, the when and where it occurred and why it happened.</p>  | <p>Hitler rebuilt the military after the Treaty of Versailles set harsh limitations on Germany's military thus compromising the country's ability to defend itself and protect its people. The Treaty limited the army to 100,000 soldiers, curtailed the military, eliminated the air force, abolished military training and stole German territory. In 1934 Hitler went against the Treaty by increasing the army and air force, building warships and he decreed compulsory military service. This actions by the Treaty resulted in loss of jobs, high unemployment and hyperinflation.</p>   |
| <p style="text-align: center;"><b>Evidence</b></p> <p><b>This is where the analysis occurs. This will include a primary or secondary quote that supports your explanation. One of the CAMPO techniques must support the quote.</b></p> <p>After you have provided a <u>quote to support your argument</u> in your evidence and analysis sentences, you need to provide another direct quote that supports (corroborates) to prove your topic sentence. This is where <b>synthesis</b> lives.</p> | <p>In an address given by Adolf Hitler on the first of September 1939 about the improvement of the German military, "For six years now I have been working on the building up of the German defences. Over 90 million dollars have in that time been spent on the building up of these defence forces. They are now the best equipped and above all comparison to what they were in 1914..." (Facing History 2020). This statement by Adolf Hitler is useful because it shows how concerned Hitler was with the rearmament and economic growth of Germany thus making Germany a powerful empire again. This chances of this source being reliable are excellent as Adolf Hitler himself delivered this speech. In 1936 Robert Ley, the head of the German Workers' Front, addressed an audience on the Nazi economic recovery:</p> <p style="text-align: center;">"Two facts stand out: The German today has become an entirely different person! Whether worker, craftsman, farmer or member of the middle class, we are all entirely new people!... Germany has been born anew. The Fuhrer said at the last party rally, as he always says, that for him the greatest miracle of the age is how people have changed. Once there was hopelessness, today there is joy and affirmation, once there was general desperation, today there is resurrection and reawakening..." (Alpha History 2020)</p> <p>Here he accurately corroborates and describes the elation of the German population due to Hitler's economic decisions as the German people now have hope that Hitler will resurrect them out of poverty and provide them with a future.</p> |
| <p style="text-align: center;"><b>Evaluating</b></p> <p>This is where the judgment of the usefulness and/or the reliability of the source lives.</p>   | <p>While the quote by Robert Ley was written before Hitler's speech in 1939 it fully supports the actions of Hitler and Nazi party to advance Germany post World War One. Both sources are viable as they are written by the Fuhrer himself and Robert Ley a pro- Nazi party follower who was closely connected to Hitler prior to the beginning of World War Two.</p>  |
| <p style="text-align: center;"><b>Link</b></p> <p>The final sentence of your body paragraph simply restates what you have proven in your paragraph. In most cases, it will reword and restate what your argument was in your topic sentence.</p>   | <p>Finally, the military and economic actions implemented Adolf Hitler reflect the leadership style he expressed as Hitler did what was best for his people and these actions support the claim that Hitler was a good leader.</p>  |

## SCIENTIFIC ESSAY

### Guidelines

| Introduce the Topic-Claim   | Review Relevant Literature  | Present Relevant Data  | Interpret the Data  | Synthesize Data and Theories  | Refute Other Views   | Clarify Research / Data  | Conclude the Topic  | Provide Citation and Reference list   |
|---|---|--|---|---|--|--|---|---|
| <b>Description</b>  |   |  |   |   |  |  |   |   |
| <p>1. Define the problem or research area</p> <p>- <b>Introduce your claim</b></p> <p>2. Consider <b>different aspects of your claim</b> (Present the background context of the investigation)</p> <p>3. <b>Decide which aspect/s of your claim you are going to research</b></p> <p>4. Write down the final claim you are going to investigate</p> | <p>1. <b>Explain</b> different perspectives of the problem</p> <p>2. <b>Critically examine</b> the material read that discusses both sides of different views of the topic.</p> | <p>Present relevant <b>secondary data</b> either from <b>your own research</b> or from a <b>literature search</b> in an <b>accurate, unbiased and factual manner</b></p> | <p>Interpret the data and <b>relate</b> this interpretation <b>to the theory</b> introduced earlier and/or your discussion focus.</p> | <p><b>Show</b> the reader <b>how the evidence</b> you gathered <b>supports your proposition</b></p> | <p>Refute other views if possible with <b>reasons for why they are less acceptable</b> than the view you are promoting</p> | <p>1. <b>Discuss the quality of evidence</b></p> <p>2. <b>Identify</b> where your data is incomplete or weak</p> | <p>1. <b>Evaluate</b> your claim</p> <p>2. <b>Suggest</b> any improvements to the investigation</p> <p>3. <b>State</b> any possible extensions to the investigation</p> <p>4. <b>Provide</b> the justified conclusion linked to the research question</p> | <p>1. <b>Clear</b> Citation</p> <p>2. <b>Complete</b> Reference list</p> <p>3. <b>Accepted</b> Style</p> <p>4. <b>Accurately</b> Reproduced</p> <p>5. <b>Acknowledge</b> work of other researchers so that readers can see how your point of view developed</p> |

Acknowledgment: Adapted from, "How to write a scientific Essay (Physics)" written by Mrs D Cook, St Patrick's College Mackay.

# SCIENCE PRACTICAL REPORT

|  |                          |                             |  |
|--|--------------------------|-----------------------------|--|
| <b>Name:</b>   |                          | <b>Teacher:</b>             |  |
| <b>Practical Title:</b>  |                          |                             |  |
| <b>Introduction:</b><br><i>Investigate the relevant theory and describe the concepts involved.</i>   |                          |                             |  |
| <b>Aim:</b><br><i>The purpose of the Experiment in a singular sentence.</i>  |                          |                             |  |
| <b>Hypothesis:</b><br><i>What you expect to happen, justified with a relevant theory if possible.</i>  |                          |                             |  |
| <b>Independent Variable:<br/>(including increments)</b><br><i>What you are changing.</i>   |                          |                             |  |
| <b>Dependent Variable</b><br><i>What you are Measuring</i>   |                          |                             |  |
| <b>Control Variables</b><br><i>(other variables that need to be controlled to ensure a fair test)</i>  | Variable                 | How this will be controlled |  |
|  |                          |                             |  |
|  |                          |                             |  |
|  |                          |                             |  |
| <b>Safety Considerations</b><br><i>Safety concerns with appropriate control measures.</i>  | Hazard                   | How will it be controlled   |  |
|  |                          |                             |  |
|  |                          |                             |  |
|  |                          |                             |  |
| <b>Method</b><br><i>3rd person Past tense.<br/>Including procedure for repeat tests.<br/>Ordered (using numbers)<br/>Concise manner<br/>Someone should be able to replicate your method with ease.</i> |                          |                             |  |
| <b>Results</b><br><i>Qualitative - observations<br/>Quantitative - Measurements<br/>Table : Independant variable -<br/>Left hand column<br/>Dependant Variable -<br/>right hand column.</i>            | <i>Insert table here</i> |                             |  |

|   |  |
|---|--|
| <p><b>Analysis</b><br/> <i>Add Graphs and Calculations as appendix.</i><br/> <i>Graph must include - Title, Labelled axis, Independent variable on x - axis. Appropriate scale. Use Google sheets where possible</i><br/> <i>Trend and Relationship: Describe the pattern you see on the graph and how the variables are related to each other.</i></p>   |  |
| <p><b>Discussion</b></p> <ol style="list-style-type: none"> <li>1. <i>Evaluation: Compare the hypothesis to your results. Reference your introduction and theory discussed. Include clear links that either support or refute accepted theory.</i></li> <li>2. <i>Error: Identify and focus primarily on improving method and materials.</i></li> <li>3. <i>Modifications: make some suggestions for ways to improve or modify the experiment in the future to get improved results.</i></li> </ol> |  |
| <p><b>Conclusion</b><br/> <i>A Quick summary - No more than 4 sentences.</i></p>  |  |

The “Write Stuff” document has been developed from a range of publications and sources. The following bibliography reflects the major sources used to develop this document.

## *Bibliography*

Anderson, M and Anderson, K 1997 *Text Types in English 1*. Macmillan Education Australia, Melbourne, Vic.

Anderson, M and Anderson, K 1997 *Text Types in English 2*. Macmillan Education Australia, Melbourne, Vic.

Andrews, L and Young, J 1998 *English Interactions 1*. Macmillan Education Australia, Melbourne, Vic.

Ash, M, Buchanan, J, Lofts, G and Evergreen, M J 1999 *Jacaranda Science 1*. John Wiley and Sons, Milton, Qld.

Barnett, J 2001 *Student Guide for Assignment Preparation and Presentation*, St Patrick’s College, Mackay Qld

Braxton B 2015 *The Information Literacy Process*, licensed under a Creative Commons Attribution Non-Commercial Sharealike 3.0 Unsupported License, September, model adapted and expanded from the NSW DT model 2007.

Boaz, A 2012 *Study Skills Made Practical – A guide to improving study skills through revising, remembering, recalling and relating*, Essential Resources Educational Publishers Limited, Strawberry Hills, NSW

Boyko, D, Davey, S and Macdonald, J 1993 *Using the CSF to Teach Information Skills: Strategies for the Key Learning Areas*, School Library Association of Victoria, Melbourne.

Brown, K 2000 *English Workbook Year 10*, Pascal Press, Glebe NSW

Capital Community College, 2013 *Students*, Capital Community College, Connecticut USA, accessed 3 December 2013, <<http://www.ccc.commnet.edu/>>.

Forrestal, P 2011 *Look It Up! – A practical reference book for students* 6<sup>th</sup> edition, Cengage Learning Australia, Melbourne, Victoria

Geldard, J and McGarry, J 2000 *Guide to Resource Centre and Research / Assignment Skills*, Kenmore State High School, Kenmore, Qld.

Gustavus Adolphus College, n.d. *Tips on Writing a Thesis Statement*, Gustavus Adolphus College, Minnesota USA, accessed 3 December 2013, <[https://gustavus.edu/writingcenter/handoutdocs/thesis\\_statements.php](https://gustavus.edu/writingcenter/handoutdocs/thesis_statements.php)>.

Hardy, J and Klarwein, D 1990 *Written Genres in the Secondary School*. Cairns Education Centre, Cairns.

James, M. 2019 *Source Criticism*, accessed 18<sup>th</sup> May 2020, <https://www.historyskills.com/referencing/bibliographies/>.

- Juratowitch, J 1991 *Study - the simple facts*, Moreton Bay Publishing, South Melbourne
- Karen Bonanno and Associates 2000 *The Information Process*, Mackay, Qld.
- Naumann, R, Davidson, M and Richards, E 2015 *Nelson Essential Geography Skills* 2<sup>nd</sup> edition, Cengage Learning Australia, Melbourne, Victoria
- Proofed Inc 2020, *Writing Tips – Dissertation Advice: How to Use an Appendix*, accessed 20<sup>th</sup> May 2020, [www.proofreadmydocument.com.au](http://www.proofreadmydocument.com.au)
- Ramsay, MA 2005 *A Shorter Guide to English Usage*, Thomson Nelson, Southbank Victoria
- Ryan, J and Capra, S 1999 *ILPETS Information Literacy Planning Extra Teaching Support Book 3 Years 6-8*. CRA, Capalaba, Qld.
- Ryan, J and Capra, S 1999 *ILPETS Information Literacy Planning Extra Teaching Support Book 4 Years 9-10*. CRA, Capalaba, Qld.
- Ryan, J and Capra, S 1999 *ILPO Information Literacy Planning Overview P/K-7*. CRA, Capalaba, Qld.
- Ryan, J and Capra, S 1999 *ILPO Information Literacy Planning Overview 8-12*. CRA, Capalaba, Qld.
- Schill, Janne 1998 *On Target: Creating a Text for a Purpose* Heinemann, Port Melbourne, Vic.
- Teaching Information Skills (CD-ROM) 1997. *Australian School Library Association*, Canberra.
- Twomey, M (ed) 2002 *Student Handbook*, St Joseph's College, Gregory Terrace, Qld.