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THE ASSIGNMENT PROCESS

The following process is a general guide for you to follow as you research and write assignments. Some assignments may require different steps in their preparation and the following process may need to be modified to suit your particular task.

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<tr>
<th>DEFINING THE QUESTION</th>
<th>Decide your purpose:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the assignment task asking you to do?</td>
<td>- Explore what you already know? Brainstorm all you know about the topic of the assignment.</td>
</tr>
<tr>
<td></td>
<td>- Cluster or group together similar ideas under common headings. These will be your research questions.</td>
</tr>
<tr>
<td></td>
<td>- Think about personal/group values and your own beliefs and attitudes.</td>
</tr>
<tr>
<td></td>
<td>- Decide what, why and for whom you are going to write.</td>
</tr>
<tr>
<td></td>
<td>Knowledge and Understanding</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LOCATING &amp; SELECTING INFORMATION</th>
<th>Gather information:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where will you find the information that you need?</td>
<td>- Locate resources.</td>
</tr>
<tr>
<td></td>
<td>- Record relevant information.</td>
</tr>
<tr>
<td></td>
<td>- Organise notes under suitable headings.</td>
</tr>
<tr>
<td></td>
<td>- Check that you have enough information to answer the question.</td>
</tr>
<tr>
<td></td>
<td>Application</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ORGANISING</th>
<th>Organise: your information into a logical and sequential presentation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will you organise all the information you have selected?</td>
<td>- Revisit your research questions to arrange your sequence of ideas.</td>
</tr>
<tr>
<td>Push the limits of your knowledge and ability</td>
<td>- Prepare an outline or concept map as a guide to determine suitable paragraphs.</td>
</tr>
<tr>
<td></td>
<td>- Sort information under suitable headings and sub-headings.</td>
</tr>
<tr>
<td></td>
<td>- Consider the information you have gathered for its accuracy and relevance.</td>
</tr>
<tr>
<td></td>
<td>- Combine ideas to form a theory or perspective.</td>
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<tr>
<td></td>
<td>- Check that you have answered the question.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRESENTING</th>
<th>Present: findings in the form required by your teacher.</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will you present your work?</td>
<td>- Take time to edit your presentation as necessary - check for clarity of meaning, logical presentation and correct grammar, spelling and punctuation.</td>
</tr>
<tr>
<td></td>
<td>- Have you fulfilled the requirements of the task?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EVALUATING</th>
<th>Reflect: on what you have learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>What could I do well? What do I need further help with?</td>
<td>- What did you do well?</td>
</tr>
<tr>
<td></td>
<td>- What could you have done better?</td>
</tr>
<tr>
<td></td>
<td>- Were there any areas you found difficult?</td>
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</tbody>
</table>

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<td>- What could you have done better?</td>
</tr>
<tr>
<td></td>
<td>- Were there any areas you found difficult?</td>
</tr>
</tbody>
</table>

Evaluate the effectiveness of your reactions

Analysis

Synthesis

Monitor your own thinking

Evaluation
THE 49 COMMON CURRICULUM ELEMENTS

When you use the assignment process, you use and develop a wide RANGE OF SKILLS. Among these skills are the 49 COMMON CURRICULUM ELEMENTS, which are embedded in the Queensland Studies Authority syllabuses and provides the basis for selection of the test items/units, which comprise the QUEENSLAND CORE SKILLS TEST (QCS).

The following shows which common curriculum elements are covered in the different steps of the Assignment Process.

**DEFINING**
- Interpreting the meaning of words and other symbols
- Interpreting the meaning of pictures/illustrations
- Hypothesising

**LOCATING AND SELECTING**
- Finding material in an indexed collection
- Searching and locating items/information
- Recognising letters, words and other symbols
- Summarising/condensing written text
- Compiling lists/statistics
- Interpreting the meaning of words and other symbols
- Interpreting the meaning of pictures/illustrations
- Interpreting the meaning of tables/diagrams
- Calculating with or without calculators
- Estimating numerical magnitude
- Approximating a numerical value

**ORGANISING**
- Comparing, contrasting
- Classifying
- Interrelating ideas/themes/issues
- Reaching a conclusion which is necessarily true provided a given set of assumptions is true
- Reaching a conclusion which is consistent with a given set of assumptions
- Extrapolating
- Applying strategies to trial and test ideas and procedures
- Applying a progression of steps to achieve the required answer
- Generalising from information
- Analysing
- Synthesising
- Visualising
- Perceiving problems
- Identifying shapes in two and three dimensions
- Observing systematically

**PRESENTING**
- Translating from one form to another
- Compiling results in a tabular form
- Graphing
- Substituting in formulae
- Inserting an intermediate between members of a series
- Recalling, remembering
- Using correct spelling, punctuation, grammar
- Using vocabulary appropriate to a context
- Setting out/presenting/arranging/displaying

**EVALUATING**
- Empathising
- Criticising
- Judging/evaluating
- Justifying

MANAGING YOUR TIME – FOR PROJECTS AND ASSIGNMENTS

**RESEARCH PROCESS** | **TASK** | **TIME**
---|---|---
Defining the question | • Check your assignment criteria  
• Brainstorm topic  
• Form inquiry questions  
• List keywords | 1/5
Locating & Selecting information | • Locate and use a variety of resources  
• Connect different keywords for Boolean searches  
• Record relevant information under suitable headings  
• Check that you have enough information to answer the question | 1/5
Organising and Presenting | • Think critically as you read, view, observe  
• Consider accuracy and relevance  
• Identify problematic nature of counter evidence  
• Sort and record  
• Arrange sequence of ideas  
• Synthesize findings and formulate conclusions  
• Document all sources of information  
• Edit draft  
• Practice presentations | 2/5
Evaluating | • How well did I organize my time & research?  
• What were my main strengths?  
• What were the problems and how did I solve them?  
• Did I access & identify the best resources?  
• Did I document my sources? | 1/5

**PLAN APPROPRIATELY**

- Step 1 – note the date the assignment was given (or today’s date if you are late in starting) and the date DUE.
- Step 2 – calculate the total number of days for the task.
- Step 3 – from the total, subtract 2-3 days. These are to cover you for unforeseen problems e.g. illness, no ink in printer, not being able to retrieve your work from disk etc.
DEFINING THE QUESTION

What am I being asked?
Read the question or task carefully and identify the key word/s and the instruction words in the assignment question.

Make sure you understand the meanings of the key words.
Think about what you already know on the topic and/or do some background reading on the topic. Brainstorm or list some of your ideas or concepts about the topic.

WHAT IS A HYPOTHESIS?
A Hypothesis is a statement of the purpose, intent or main idea of your work and takes the form of one or two sentences in the first or introductory paragraph.

You may change your hypothesis as you undertake your research. (Refer to Inductive Reasoning p39)

1. **Brainstorm** all your ideas about the topic.
2. **Cluster** these ideas under common headings.

This may be represented as a concept or mind map, e.g. (see page 19)

(The common headings you have devised can become your key research areas and form the topic for each paragraph of your final assignment - these may require changing as you increase your knowledge on the subject of the assignment).

PLAN APPROPRIATELY

Check the **due date** of your assignment and organise your time.
Give adequate time to each step in the assignment process and allow time at the end to edit your assignment.

Consult your teacher about the direction of your research, the suitability of your hypothesis and your time plan.

MORE ABOUT HYPOTHESIS WRITING

A hypothesis is the **central argument** that you will make about your topic. It is the **controlling idea** and every sentence and paragraph in the essay must provide supporting statements and specific information to **prove the hypothesis**. The sooner you can state the thesis clearly and concisely, the more efficient and productive your thinking and note taking will be. A hypothesis may be proved affirmatively or negatively.

**Guidelines for framing a hypothesis**
Your hypothesis should:
- Be specific
- Justify discussion of a controversial topic
- Express one main idea
- Should state an attitude toward the subject and not merely be an announcement of your subject matter or description of your intentions
- Not be a list
- Not be a statement of fact

**Don’t clutter your hypothesis with expressions such as “in my opinion,” “I believe,” and “in this essay I’ll argue that...”** This is your essay; therefore, the opinions expressed are obviously yours. Be forceful, speak directly, with conviction.

**Common Problems with framing Hypothesis Statements – and their Solutions**

<table>
<thead>
<tr>
<th>Problem</th>
<th>Solution</th>
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<tbody>
<tr>
<td>Confusing a title with a thesis statement: Destruction of Rain Forests</td>
<td>Make a statement about the subject in sentence, not fragment, form. The destruction of the rain forests leads to three harmful effects.</td>
</tr>
<tr>
<td>Announcing the subject. I am going to discuss the characteristics of rain forests.</td>
<td>Do not tell what you are going to discuss; just discuss it. Rain forests have at least three important characteristics.</td>
</tr>
<tr>
<td>Making a factual statement. The canopy level in a rain forest prevents 97 percent of the sun from reaching the forest floor.</td>
<td>Make a statement that needs support or suggests development. Scientists have divided rain forests into four different levels.</td>
</tr>
<tr>
<td>Choosing a subject that is too broad. Rain forests are important to humanity.</td>
<td>Limit the hypothesis to one that can be covered in an essay. Destruction of rain forests has a few major consequences.</td>
</tr>
<tr>
<td>Choosing a subject that has several main aspects. Studying about rain forests involves three aspects: characteristics, contributions, effects.</td>
<td>Limit the hypothesis to one main aspect – a long research paper could discuss all three aspects. Studies show that rain forests make several major contributions.</td>
</tr>
<tr>
<td>Choosing a subject that is vague and general. Cutting down rain forests is causing a problem.</td>
<td>Choose a specific aspect of the subject to develop. Cutting down rain forests has some harmful effects on the earth.</td>
</tr>
</tbody>
</table>
KEY WORD MEANING

ACCOUNT FOR
- Explain the cause(s) of

ANALYSE (p.41-42)
- Identify and clearly state the main components

ARGUE (p.43)
- build a system of support or proof for a statement

CLASSIFY (p.37)
- group items into definable categories based on their attributes

COMPARE & CONTRAST (p.36)
- identify and state the similarities and differences

CONSIDER
- Think about in order to make a decision

CREATE/ INVENT/ DESIGN
- Develop products or processes that fulfil perceived needs

CRITICISE
- Pass judgement, mention the advantages and disadvantages

DEFINE
- Declare the exact meaning - provide an example

DESCRIBE
- Give an account of quality, feature, component parts, substance, purpose

DISCUSS
- Investigate by argument, go into the advantages and the disadvantages

EVALUATE (p.44)
- Generate and apply criteria to judge the value, logic, worth, reasonableness or quality of something

EXAMINE
- Investigate the value of factors involved

EXAMPLE
- Give facts to demonstrate or explain points

EXPAND
- Give more details

EXPLAIN
- Give the reasons why and effects of, with a brief discussion of fact

EXPLOIT
- Promote or advertise

EXPLORE (p.49)
- Investigate or examine

IDENTIFY
- Recognise and name, or group, class, list distinguishing features

INFER
- Come to a conclusion through reasoning

ILLUSTRATE
- Give an example or draw a diagram

INVESTIGATE (p.49)
- Identify and resolve issues about which there are confusions or contradictions

INTEGRATE
- Combine parts to form a whole

INTERPRET
- Give meaning, using own opinion

JUSTIFY (p.43)
- Show reasons for decisions or conclusions

OUTLINE
- Give essential parts in summary form

POSITION
- Evoke a certain response from the audience/reader

PREDICT
- Explain new events based on information and observation

RELATE (p.50)
- Show how factors are connected or inter-connected

SUBSTANTIATE
- Produce evidence to prove something

SUGGEST
- Offer reason(s) for the cause of a situation

SUMMARISE
- Give a brief account without unnecessary detail

SYNTHESISE
- Combine ideas to form a theory or perspective

TRACE
- Follow through from beginning to end
LOCATING INFORMATION

THE LIBRARY COLLECTION

The Library collection is fully integrated and the catalogue is accessed through OLIVER on the college intranet.

The library collection, including print, non-print and electronic sources, consists of:

- Reference books - these items are not for loan
- Non-fiction books - these items are arranged in Dewey Decimal order
- Fiction books
- Magazines and Journals
- Newspapers
- Maps, charts, posters
- Audio-visual items
- CD-ROMS
- On-line databases and access to the World Wide Web

OTHER SOURCES

<table>
<thead>
<tr>
<th>Community sources</th>
<th>Yellow pages, local newspapers, community directories, local government, businesses etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>People</td>
<td>Tradespeople, professionals, hobbyists, interest groups, organisations, e.g. Greenpeace, sports clubs etc.</td>
</tr>
<tr>
<td>Queensland State Library</td>
<td>Access to the catalogue is available via the Internet</td>
</tr>
<tr>
<td>Griffith University Library</td>
<td>Access to the catalogue is available via the Internet</td>
</tr>
<tr>
<td>Brisbane City Council and Gold Coast City Council Libraries</td>
<td>Online access available to library members</td>
</tr>
</tbody>
</table>

USING THE COLLEGE LIBRARY

The Library has an automated catalogue system, which provides a record of all information resources available in the College, and including some recommended web sites.

A library catalogue will list books according to the surname of the author, title of the book and subject.

Library books are arranged according to their subject and each subject is allocated a classification number. The classification system that is most commonly used in Australian Schools and Colleges is The Dewey Decimal Classification System. A broad description is set out below:

| 000 | Generalities |
| 100 | Philosophy & Psychology |
| 200 | Religion |
| 300 | Social Sciences |
| 400 | Language |
| 500 | Natural sciences |
| 600 | Technology |
| 700 | Arts |
| 800 | Literature |
| 900 | Geography & History |

If you have difficulty in locating the information sources that you need ASK FOR HELP from your library staff.
THE INTERNET
- A SOURCE OF INFORMATION

What is the Internet?
The Internet is a network of computer networks, which operates worldwide using a common set of communications protocols. It began with four interconnected computers in 1969 and was known as ARPAnet.

Anyone with a computer and an Internet service provider (ISP) can create and publish pages to the Internet.

Some Internet terms and their meaning:

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blog</td>
<td>A blog is basically a journal that is available on the web. The activity of updating a blog is &quot;blogging&quot; and someone who keeps a blog is a &quot;blogger.&quot; Blogs are typically updated daily using software that allows people with little or no technical background to update and maintain the blog.</td>
</tr>
<tr>
<td>Podcasting or pod-casting</td>
<td>A form of audio broadcasting using the Internet, podcasting takes its name from a combination of &quot;iPod&quot; and broadcasting.</td>
</tr>
<tr>
<td>Search Engine</td>
<td>A (usually web-based) system for searching the information available on the Web.</td>
</tr>
<tr>
<td>URL</td>
<td>The Uniform Resource Locator is the address of a resource available on the Internet. Example: the URL for Assisi Catholic College is: <a href="http://www.assisi.qld.edu.au">http://www.assisi.qld.edu.au</a></td>
</tr>
<tr>
<td>Web 2.0</td>
<td>Refers to a perceived second generation of web-based communities and hosted services — such as social-networking sites like facebook, wikis etc.</td>
</tr>
<tr>
<td>Wikis</td>
<td>A wiki is a web application that allows users to add content, and anyone to edit the content. &quot;Wiki wiki&quot; means &quot;rapidly&quot; in the Hawaiian language.</td>
</tr>
</tbody>
</table>

HOW CAN I BE SURE THE INFORMATION ON THE INTERNET IS ACCURATE?

There is a wide variety of information available on the Web, making it one of the most powerful tools for doing research. But unlike most other traditional forms of information, no one is required to check Web information before it is posted and made public. As a result, the quality of information on the Web ranges from very high to very poor. It’s up to you to evaluate the information you find on the Web to make sure if it seems trustworthy.

The first step in evaluating Web information is to know the kind of site you are accessing. You can tell this by paying attention to the address.

Reading an Internet address or the URL (Uniform Resource Locator). URLs are made up of the given title plus country codes and domain types.

For example: http://www.assisi.qld.edu.au

http:// – HyperText Transfer Protocol
www – World Wide Web
assisi – name of the web page or web site
qld – Queensland
edu – education
au – Australia

Abbreviations used in web addresses:

<table>
<thead>
<tr>
<th>Country Codes</th>
<th>Domain names</th>
</tr>
</thead>
<tbody>
<tr>
<td>.au … Australia</td>
<td>.edu educational site (universities and colleges)</td>
</tr>
<tr>
<td>.jp … Japan</td>
<td>.com commercial business site</td>
</tr>
<tr>
<td>.de … Germany</td>
<td>.gov governmental site</td>
</tr>
<tr>
<td>.uk … United Kingdom</td>
<td>.mil military site</td>
</tr>
<tr>
<td>.va … Vatican City State</td>
<td>.net networks and internet service providers</td>
</tr>
<tr>
<td>. There is no country code for the United States</td>
<td>.org non-profit organizations</td>
</tr>
</tbody>
</table>

You can generally expect the information on .gov and .mil sites to be accurate. The information on .edu sites is generally accurate. However, if an .edu site also has a tilde symbol (~) in the address, it is a personal page and needs further evaluation. Sites with domains of .net, .com, and .org also require more evaluation.
EVALUATING WEB SITES

When gathering information from the internet ask yourself the following questions:

Authority
- Who is the author?
- What are his/her credentials?
- Does s/he have sufficient authority to speak on the subject?
- Is there any way to contact him/her?
- Is there an organizational or corporate sponsor?
- Is this page authentic, or is it a hoax?

Accuracy
- Is the information reliable and free from error (compare with another source e.g. books, encyclopedias etc)
- Do the authors give credit for information used?
- Is there a reference list?

Objectivity
- Does the content reflect a bias?
- Is the bias explicit or hidden?
- Does the identity of the author or sponsor suggest a bias?
- How does the bias impact the usefulness of the information?

Currency
- Is the information on the page up-to-date?
- Can you tell when the page was last updated?
- How current are the links? Have some expired or moved?
- Is there a difference between the date the information was created and the date the page was last updated?

Coverage/Links
- What topics are covered?
- What does this page offer that is not found elsewhere?
- Can you move around the site easily?
- Is the site or page still there next time?

Presentation
- Is the information clearly presented?
- Is the text neat, legible and formatted for easy reading?
- If there are graphics, do they add to the content or distract?
- If there are advertisements, do they interfere with your ability to use the page?
- Are the pages well organized?
- Are there mistakes in spelling or word usage?

TIPS WHEN SEARCHING

To broaden a search
- Use synonyms
- Use truncation e.g. Walk* for walker, walkers, walking
- Use Boolean “or”

To narrow a search
- Use specific terms and phrases
- Search for a homepage title only
- Use Boolean “and” or “not”

Phrase searching
- Enclose terms to be searched in quotes eg. “Australians all let us rejoice” - the phrase will be retrieved exactly as keyed in

Truncation
- The wildcard * stands for any letter(s). Use the wildcard or truncation to broaden your search eg. sight* will search for sights, sighting, sightseeing, sighted etc. The wildcard is also useful for catching other variations on a word such as different forms of a verb or different spelling egcolo*r for colour or color. In general never search for the plural of a word, use the wildcard and get both the singular and plural forms

BOOLEAN SEARCH LOGIC

Boolean searches allow you to combine words and phrases using the words AND, OR, NOT and NEAR

An AND search
Entering ‘coastal wetlands and mangroves’ will fine-tune the search to include only those sites in which both terms exist

An OR search
Entering ‘coastal wetlands or mangroves’ will broaden your research to include sites in which either term exists.

A NOT search
Entering ‘coastal wetlands not mangroves’ is another way in which you may narrow a search. This time, your search will exclude sites that use ‘mangroves’.

If you are viewing a long document, try clicking on the “Edit” button from the drop-down menu and choose: “Find on this page”, you can type in keywords and they will be located.

Finding information on the internet

Search engines are software programs that search Web documents files for specific keywords and return a list of documents where the keywords are found. Some examples of search engines are Yahoo, Google, Alltheweb and Answers.

Always use more than one search engine as no single search engine covers the whole of WWW. Read the instructions on the search engine’s homepage to help you to refine your search terms.

View the University of Queensland Library Web at http://www.library.uq.edu.au/internet/inteval.html#internet for more comprehensive information on using Internet Search tools.

EVALUATE THE EFFECTIVENESS OF YOUR ACTIONS

George Boole, an English mathematician in the 19th century, developed “Boolean Logic” in order to combine certain concepts and exclude certain concepts when searching databases.
Artefacts from the past such as diaries, letters, photographs, household items, craft work and buildings are important sources of evidence for certain research assignments.

Artefacts
Artefacts enable us to imagine the lifestyle and traditions of families, ethnic groups and communities. Your choice of objects to study will be governed by your research objectives.

When examining objects, consider the following steps:
- Describe the object in detail
- Deduce how the object was used
- Speculate and develop theories that may explain the object and its uses
- Research
- Validate through further observation

Documents
When examining these primary resources consider asking yourself the following questions:
- Who wrote it and what is the writer’s background?
- For whom was it written?
- Why was it written?
- What type of language is used?
- Are there any errors or omissions based on known facts?

Observing Buildings and Streetscapes
Consider the following:
- Look and notice things that are there
- Record your observations
- Identify and account for the main characteristics
- Research the local area
- Consider changes that have occurred over time
- Make decisions about the significance of the materials used

Surveys
Surveys are useful for ‘interviewing’ large numbers of people. Consider the following steps in completing a survey.

Define aim
- What is the aim of your survey?
- What specific questions do you want answers for?
- How does the survey relate to the overall project?

Decide where to collect your information?
- Existing databases
- Observations
- Interviews & questionnaires
- Who will you survey?
- How many people will you sample?

Design survey
- Decide if an explanation is required with your survey form
- Keep it short and simple
- Make it easy to complete – can you use tick-boxes?

Conduct survey
- Select a sample or group of people
- Administer questionnaire
- Record responses

Analyze results
- Check completed questionnaires for accuracy
- Count responses and record responses
- Summarize results and draw conclusion

Interviews
Consider the following steps when interviewing:
- Identify the main focus
- Do the background research
- Plan your questions - open-ended, clear questions are best
- Decide who you are going to interview
- Decide how you are going to record the interview
- Contact the person(s) to be interviewed
- Conduct the interview(s)
- Transcribe and summarise your tapes or written notes
- Analyse your results

A good interview requires more than simply asking questions. Other skills involved are:
- Be a good listener
- Use eye contact
- Have some background information on the topic
- Prepare your questions but be flexible
- Be prepared to follow with cue questions, e.g. can you explain that further?
- Look interested
- Encourage interviewee in a way that does not interrupt the interview
- Avoid talking too much or interrupting

Collecting oral evidence is an important research skill. A personal interview may be used to find out oral or anecdotal history.

Plan Appropriately

Be accurate and seek accuracy

Plan Appropriately

PUSH THE LIMITS OF YOUR KNOWLEDGE AND ABILITIES
SELECTING INFORMATION

1. SCAN resources for specific text.
   • Look for key words related to the topic in contents page, index, search engine and library catalogue
     (Note cross references, illustrations, extended references)

2. SKIM read to gain a general impression.
   • Use headings/subheadings
   • Read topic sentences (usually the first sentences of a paragraph, stating the main idea)
   • Read summary sentences (usually the final sentence of a paragraph, stating the conclusion)

RECORDING INFORMATION – Making Notes

Notes are always taken under the main headings developed at the defining stage. This ensures that the notes are relevant to the task. It also assists in organising material for presentation.

When making notes remember:
   • No sentences
   • Note only key words and phrases
   • Paraphrase ideas
   • Use sentences only for direct quotations
   • New point – new line
   • Indicate points by a sign or a bullet
   • Be accurate with facts and quotations
   • Don’t use words that you don’t understand (keep a dictionary with you)
   • List details of your sources for reference list (remember the page numbers)
   • Include pictures, diagrams, maps, graphs, tables etc.
   • Use more than one source of information & different media

BE ACCURATE AND SEEK ACCURACY
NOTE-TAKING USING TOP LEVEL STRUCTURE

Knowing how a piece of text is organized helps you to make better sense of the information. If you can identify the structure or pattern of the text, you can choose the most appropriate note taking method to use to extract the key pieces of information.

DESCRIPTIVE PATTERN – when the information is organized to describe characteristics about specific persons, places, things and events.

Questions to consider when note taking:
1. What is being described?
2. What are its qualities?

A descriptive pattern can be represented graphically as follows:

Words to look for which signal a descriptive pattern:

<table>
<thead>
<tr>
<th>above</th>
<th>across</th>
<th>along</th>
<th>appears to be</th>
<th>around</th>
</tr>
</thead>
<tbody>
<tr>
<td>as in</td>
<td>behind</td>
<td>below</td>
<td>beside</td>
<td>between</td>
</tr>
<tr>
<td>down</td>
<td>in back of</td>
<td>in front of</td>
<td>looks like</td>
<td>near</td>
</tr>
<tr>
<td>on top of</td>
<td>onto</td>
<td>outside</td>
<td>over</td>
<td>such as</td>
</tr>
<tr>
<td>to the right/left</td>
<td>under</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Example of note-taking when the writing is descriptive:

Melbourne is the capital city of the State of Victoria. The metropolis has 3.2 million people and is the country’s second-biggest city. Melbourne is a city of tramcars, one of which offers free rides around a perimeter downtown with stops at sites such as Fitzroy Gardens, where Capt. Cook’s cottage has been relocated. The waterfront along the Yarra River has restaurants and shops beside it and, for those so inclined, the grand Crown Casino.

---

(Inspiration Software Templates: Basic mind map)
**TIME SEQUENCE PATTERN** – when the information describes a specific chronological order.

Questions to consider when note taking:
1. What happened?
2. What is the sequence of events?
3. What are the sub stages?

A time sequence pattern can be represented graphically as follows:

<table>
<thead>
<tr>
<th>Event</th>
<th>Event</th>
<th>Event</th>
<th>Event</th>
<th>Event</th>
<th>Event</th>
</tr>
</thead>
</table>

Words to look for which signal a time sequence pattern:

<table>
<thead>
<tr>
<th>after</th>
<th>afterward</th>
<th>as soon as</th>
<th>before</th>
</tr>
</thead>
<tbody>
<tr>
<td>during</td>
<td>finally</td>
<td>first</td>
<td>following</td>
</tr>
<tr>
<td>immediately</td>
<td>initially</td>
<td>later</td>
<td>meanwhile</td>
</tr>
<tr>
<td>next</td>
<td>not long after</td>
<td>now</td>
<td>on (date)</td>
</tr>
<tr>
<td>preceding</td>
<td>second</td>
<td>soon</td>
<td>then</td>
</tr>
<tr>
<td>third</td>
<td>today</td>
<td>until</td>
<td>when</td>
</tr>
</tbody>
</table>

Example of note-taking when the writing is a time sequence pattern:

Following the end World War I the Treaty of Versailles was signed in 1919, but some interpreters of history have argued that only the fighting ended, not the War. The roots of the second World War are in the first. Soon the world after World War I was filled with poverty caused by the cost of reconstruction. This economic instability helped cause a great global depression in 1929.

Benito Mussolini then formed a Fascist government in Italy in 1922. Not long after, in Germany, Adolf Hitler rose to power by exploiting the weakness of its democratic government, known as the Weimar Republic. Japan began to invade China in 1932, starting with Manchuria. Following this, Germany and Italy collaborated in providing assistance to right wing rebels fighting in the Spanish Civil War of 1936-39. From 1936 to 1940 treaties were signed by Germany, Italy, and Japan, who would be known collectively as the Axis Powers.

Before long Germany began its expansion in Europe by annexing Austria in March 1938.

| 1919 Treaty of Versailles signed. |
| Great Depression 1929 |
| Benito Mussolini government in Italy 1922 |
| Adolf Hitler in power - Germany |
| 1932 Japan begins invasion China |
| Germany, Italy assist rebels in Spanish Civil War 1936-39 |
| 1936-1940 treaties Germany, Italy, Japan - Axis powers |
| Germany annex Austria in March 1938 |
PROCCESS/CAUSE-EFFECT PATTERN – when the information is organised into a casual network leading to a specific outcome or into a sequence of steps leading to a specific product.

Questions to consider when note taking:
1. What are the causes and effects of this event?
2. What might happen next?

A process/cause-effect pattern can be represented graphically as follows:

![Diagram of process/cause-effect pattern]

Words to look for which signal a process/cause-effect pattern:

<table>
<thead>
<tr>
<th>accordingly</th>
<th>as a result of</th>
<th>because</th>
<th>begins with</th>
</tr>
</thead>
<tbody>
<tr>
<td>consequently</td>
<td>effects of</td>
<td>finally</td>
<td>first</td>
</tr>
<tr>
<td>for this reason</td>
<td>how to</td>
<td>how</td>
<td>if ... then</td>
</tr>
<tr>
<td>in order to</td>
<td>is caused by</td>
<td>leads/ led to</td>
<td>may be due to</td>
</tr>
<tr>
<td>next</td>
<td>so that</td>
<td>steps involved</td>
<td>therefore</td>
</tr>
<tr>
<td>thus</td>
<td>when ... then</td>
<td>results in</td>
<td></td>
</tr>
</tbody>
</table>

Example of note-taking when the writing is a process/cause-effect pattern:

Louder sounds do more serious damage. Because they can be as loud as 130 decibels, live rock concerts are dangerous to listen to for more than two hours. Some doctors think this could lead to permanently loss of some of your hearing after going to just 10 live rock concerts.

Sounds that are over 140 decibels can even make your ears hurt. Consequently, these sounds can damage your hearing quickly if you are close to the source of the sounds. One of these sounds is a firecracker explosion.

Finally, noise can do more than hurt your ears. If you hear noise all the time, you can feel cranky. And anything that makes you feel cranky for very long is not good for your body. Listening to lots of noise can give you a headache and an upset stomach. You can become so upset that you can't sleep well. For these reasons, constant noise at school will make it harder for you to study and learn.
**COMPARE/CONTRAST PATTERN** - when the information discusses similarities and differences among specific events, people, places or things.

Questions to consider when note taking:
1. What are the similar and different qualities of these things?
2. What qualities of each thing correspond to one another? In what way?

A compare/contrast pattern can be represented graphically as follows:

![Venn diagram]

Words to look for which signal a compare/contrast pattern:

<table>
<thead>
<tr>
<th>Although</th>
<th>As well as</th>
<th>As opposed to</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>But</td>
<td>Compared with</td>
<td>Different from</td>
<td>Either ... or</td>
</tr>
<tr>
<td>Even though</td>
<td>However</td>
<td>Instead of</td>
<td>In common</td>
</tr>
<tr>
<td>On the other hand</td>
<td>Otherwise</td>
<td>Similar to</td>
<td>Similarly</td>
</tr>
<tr>
<td>Still</td>
<td>Yet</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Example of note-taking when the writing is a compare/contrast pattern:

While plants and animals are **both** living things, there are several characteristics that distinguish plants as **different** from animals. Green plants are able to manufacture their own food from substances in the environment. This process is known as photosynthesis. On the other hand, animals, including man, get their food either directly from plants or indirectly by eating animals which have eaten plants. Plants are generally **stationary**. Animals on the other hand, can usually **move about**. In external appearance, plants are usually **green**. They grow in a **branching** fashion at their extremities, and their growth continues throughout their lives. Animals, however, are very **diverse** in their external appearance. Their growth pattern is not limited to their extremities. It is evenly distributed and only occurs in a definite time period.
GENERALISATION/PRINCIPLE PATTERN – when the information presents general statements with supporting examples.

Questions to consider when note taking:
1. What is the generalisation or principle being presented?
2. What examples are given to support the generalization/principle?

A generalisation/principal pattern can be represented graphically as follows:

![Diagram of generalisation/principle pattern]

Words to look for which signal a generalisation/principle pattern:

<table>
<thead>
<tr>
<th>Word</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>additionally</td>
<td>always</td>
</tr>
<tr>
<td>conclusively</td>
<td>first</td>
</tr>
<tr>
<td>furthermore</td>
<td>generally</td>
</tr>
<tr>
<td>in fact</td>
<td>it could be argued that</td>
</tr>
<tr>
<td>never</td>
<td>not only … but also</td>
</tr>
<tr>
<td>therefore</td>
<td>third</td>
</tr>
<tr>
<td></td>
<td>clearly</td>
</tr>
<tr>
<td></td>
<td>for instance</td>
</tr>
<tr>
<td></td>
<td>for example</td>
</tr>
<tr>
<td></td>
<td>however</td>
</tr>
<tr>
<td></td>
<td>if … then</td>
</tr>
<tr>
<td></td>
<td>moreover</td>
</tr>
<tr>
<td></td>
<td>most convincing</td>
</tr>
<tr>
<td></td>
<td>often</td>
</tr>
<tr>
<td></td>
<td>second</td>
</tr>
<tr>
<td></td>
<td>truly</td>
</tr>
<tr>
<td></td>
<td>typically</td>
</tr>
</tbody>
</table>

Example of note-taking when the writing is a generalisation/principle pattern:

Dictators rise to power when countries are weak, by promising them strength. Because of this, countries like Italy and Germany have had periods in their history where they have been ruled by dictators.

In Italy for instance, the country was weak after World War I. Therefore, Mussolini was able to convince the people that he and the Fascists would make Italy strong again. In 1922, the Fascists created a dictatorship with Mussolini as leader.

Additionally, Germany fell under the power of a dictatorship. In Germany after World War I the country suffered severe economic problems. Hitler promised to make Germany the most powerful nation in the world. In 1933 the Nazis won control of the German government.
**Problem/Solution Pattern** - when the information outlines the constraints or limiting conditions that prevent a goal being achieved and offers an alternative way to achieve a goal.

Questions to consider when note taking:
1. What is the problem?
2. What are the possible solutions?
3. Which solution is best?
4. How will you implement this solution?

A problem/solution pattern can be represented graphically as follows:

```
Problem
  ↓
Goal:
  ↓
Constraints/ Limiting Conditions
  ↓
Possible solutions
  ↓
1 2 3
  ↓
Effect? Effect? Effect?
  ↓
Selected solutions
```

Words to look for which signal a problem/solution pattern:
- The question is
- One answer is
- One reason for
- Recommendations include

Example of note-taking when the writing is a problem/solution pattern:

**Being Obese**

Being obese is a major contributor to illness and premature ageing. Carrying excess weight puts a strain on all the organs of the body and of course the skeleton.

It is interesting to look at the army of public health experts anguish over why this is and what advice to give. Does the research support 30 minutes of exercise or only 28 minutes? If we ban some foods at tuck shops will children eat them after school? Will we find the fat gene?

There is one very simple answer as to why we have become heavier as a nation - we are eating more and moving less. One reason for this is that the use of remote controls and other labour saving devices could mean we burn up as much as 2 kg less energy each year than we did 20 years ago. Even something as simple as cutting up vegetables uses more energy than opening a pack of pre cut vegetables. Raking the leaves uses more energy than air blasting them. Of course using the remote control uses less energy than getting up to change channels (or put the set off.)

So if the cause of the problem is simple, which it is, the solution is also simple and that is to eat less and move more. This recommendation doesn’t require government assistance, armies of researchers or millions of dollars. It requires the individual to make a decision to change what they are doing.
EPISODE PATTERN – when the information is about specific events including:

- Setting (time and place)
- Specific people
- A specific duration
- A specific sequence of events
- A particular cause and effect

An episode pattern can be represented graphically as follows:

![Episode Pattern Diagram](image)

Example of note-taking when the writing is an episode pattern:

The Australian constitutional crisis of 1975, commonly called The Dismissal, refers to the events that culminated with the removal by Governor-General Sir John Kerr of Australia’s then Prime Minister, Gough Whitlam and appointing the Leader of the Opposition Malcolm Fraser as caretaker Prime Minister. It has been described as the greatest political and constitutional crisis in Australia’s history.

The crisis began in the upper house of the Federal Parliament, the Senate, where the opposition Liberal-National Country Party coalition had a majority. The Senate deferred voting on the annual Budget bills that appropriated funds for government expenditure, attempting to force the Prime Minister to call an election. The Whitlam Government simultaneously dismissed the calls and attempted to pressure Liberal Senators to support the bills while also exploring alternative means to fund government expenditure. The impasse extended into weeks, the threat of the government failing to meet its financial obligations being ever present.

On 11 November 1975, the Governor-General dismissed Whitlam as Prime Minister and appointed his Liberal opponent Malcolm Fraser as caretaker Prime Minister. Coalition Senators then approved the appropriation bills and Fraser subsequently called the 1975 federal election which saw the coalition win a majority in the House of Representatives, thus resolving the crisis.

MONITOR YOUR OWN THINKING

Being aware of our thinking can help us to be more efficient, make fewer mistakes, and learn from what is working and what is not. When we are aware of our thinking, we stop occasionally and monitor the mental strategies we have been using, what we have been saying to ourselves, and what we are picturing in our minds.

Ask yourself:
- What am I saying to myself right now?
- What am I seeing in my mind?
- My mind keeps wandering. I must focus on this task
**POINT OF VIEW (PERSPECTIVE) PATTERN** – when the information discusses different perspectives about people, events or issues.

Questions to consider when note taking:
1. What are the various perspectives?
2. What are the reasons for these different points of view?
3. How do they affect behaviour?
4. What contributed to their development?

A point of view pattern can be represented graphically as follows:

Viewpoints of: Beliefs/Actions

![Diagram showing the point of view pattern with Group A and Group B, their beliefs, and actions.]

Example of note-taking when the writing is a point of view (perspective) pattern:

Educators debate extending high school to five years because of increasing demands on students from employers and colleges to participate in extracurricular activities and community service in addition to having high grades. Some educators support extending high school to five years because they think students need more time to achieve all that is expected of them. Other educators do not support extending high school to five years because they think students would lose interest in school and attendance would drop in the fifth year.
The following complex reasoning processes are useful to extend and refine knowledge and use knowledge meaningfully. When you examine and analyse knowledge and information, you begin to make connections, discover and re-discover meanings, gain new insights and clarify misconceptions. Deepening understanding requires thinking about knowledge and information and the following reasoning processes will assist your thinking.

- Comparing
- Classifying
- Abstracting
- Inductive Reasoning
- Deductive Reasoning
- Analysing Perspective
- Analysing Errors
- Analysing Cartoons
- Constructing Support
- Evaluating
- Decision Making
- Problem Solving
- Invention
- Experimental Inquiry
- Investigation
- System Analysis

PERSEVERE
The ability to persevere – to stick to the task, to remain engaged and committed to finding the answer – can be the key to SUCCESS

COMPARING & CONTRASTING

Comparing and Contrasting is the process of identifying and articulating similarities and differences among items. Stated more simply, it is the process of describing how things are the same and different.

**Steps in the Process:**
1. What do I want to compare?
2. What is it about them I want to compare?
3. How are they the same?
4. How are they different?

**Graphic Organisers**

**Venn Diagrams**
A Venn diagram is an organizer that is best used when you want to highlight the fact that the two things being compared have some things in common but not others.

**Comparison Matrix helps organise information in the comparing process**

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Items to be compared</th>
<th>Similarities/Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#1</td>
<td>#2</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Inspiration Software Templates: Thinking Skills – Venn diagram and comparison templates)
**CLASSIFYING**

Classifying is the process of grouping things into definable categories on the basis of their attributes. Stated more simply, it is the process of grouping things that are alike into categories.

**STEPS IN THE PROCESS:**
1. What do I want to classify?
2. What things are alike and could be put into a group?
3. How are these things alike?
4. What other groups can I make and how are the things alike in each group?
5. Does everything now fit into a group?
6. Would it be better to split up any of the groups or put any groups together?

**Graphic Organisers**

*Inspiration Software Templates: Science – Classification*

<table>
<thead>
<tr>
<th>Items to be classified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category 1</td>
</tr>
<tr>
<td>Rule:</td>
</tr>
</tbody>
</table>

**ABSTRACTING**

Abstracting is the process of identifying and articulating the underlying theme or general pattern of information. Stated more simply, it is the process of finding and explaining general patterns in specific information or situations.

**STEPS IN THE PROCESS:**
1. What is important here?
2. How can I say the same thing in a more general way?
3. What else has the same general pattern?

**Graphic Organisers**

The literal patterns of the two items being associated are listed in the two outside panels. The abstract pattern that connects them is listed in the middle panel.

<table>
<thead>
<tr>
<th>Literal</th>
<th>Abstract</th>
<th>Literal</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Examples of:</th>
<th>Properties of:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

GENERALISATION ... ALL contain _____________________________
**INDUCTIVE REASONING**

*Inductive Reasoning* is the process of inferring unknown generalisations or principles from information or observations. Stated more simply, it is the process of making general conclusions from specific information or observations.

**STEPS IN THE PROCESS:**

1. What specific information do I have?
2. What connections or patterns can I find?
3. What general conclusions or predictions can I make?
4. When I get more information, do I need to change my general conclusions or predictions?

**Graphic Organisers**

<table>
<thead>
<tr>
<th>Observations</th>
<th>Patterns</th>
<th>Generalisation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Inductive Reasoning Matrix* organises large blocks of information to facilitate making inductions. It is most useful for concepts - the rows contain the related concepts to be considered and the columns contain questions to be answered about each concept.

**DEDUCTIVE REASONING**

*Deductive Reasoning* is the process of using generalisations and principles to infer unstated conclusions about specific information or situations. Stated more simply, it is the process of using general statements to come to conclusions about specific information or situations.

**STEPS IN THE PROCESS:**

1. What specific topic am I studying?
2. What general information do I already have that might help me understand my specific topic?
3. Am I sure the general information applies to the specific topic I am studying?
4. If it does, how did the general information help me understand the specific topic?

**Graphic Organisers**

1. Specific situation/ topic
2. Related generalisation/ principle

**Inductive Reasoning Matrix**

<table>
<thead>
<tr>
<th>Observation</th>
<th>Pattern</th>
<th>Generalisation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Conclusion**

**Summary Conclusion**

1. Specific situation/ topic
2. Related generalisation/ principle
3. Does the specific situation/ topic meet the conditions that make the generalisation/ principle apply?
   - YES
   - No
4. Conclusion/ Prediction

ANALYSING PERSPECTIVES

**Analysing Perspectives** is the process of identifying multiple perspectives on an issue and examining the reasons or logic behind each. Stated more simply, it is the process of describing reasons for different points of view.

**Steps in the Process:**
1. What is one point of view?
2. What are the reasons for this point of view?
3. What is another point of view?
4. What might be some reasons for this other point of view?

**Graphic Organisers**

**Perspective Examination Matrix**

<table>
<thead>
<tr>
<th>Statement or concept</th>
<th>Assigned Value</th>
<th>reasoning or Logic behind my value</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Conflict Clarification Matrix**

<table>
<thead>
<tr>
<th>Issue</th>
<th>Personal perspective</th>
<th>Reasons/logic behind my personal perspective</th>
<th>Different perspective</th>
<th>Reasons/logic behind my Different perspective</th>
<th>Conclusion/awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ANALYSING ERRORS

**Analysing Errors** is the process of identifying and articulating errors in thinking. Stated more simply, it is the process of finding and describing errors in thinking.

**Steps in the Process:**
1. Is the information I am receiving important or does it try to influence my thinking or my actions?
2. Does something seem wrong with any of the information?
3. What is wrong?
4. How can I get more or better information?

**Graphic Organisers**

**Information**

Is this information important or intended to persuade?

- No
- Yes

Stop Analysis

Does anything seem wrong?

- No
- Yes

Stop Analysis

What is wrong with the thinking underlying the information?

- Faulty logic?
- Over generalisation?
- Attacks?
- Misinformation?
- Misinformation?
- Opinion as fact?
- Exaggeration?
- Weak references?

Ask more information
ANALYSING CARTOONS

A cartoon is often a humorous or satirical drawing used to evoke emotions or to stand for a concept or idea. It usually has a caption and can be humorous as well as informative. A cartoon is typically a simple-lined drawing, sometimes exaggerated, and it tells a story or continues a story; it can consist of one or more pictures or frames. A cartoon usually highlights a particular viewpoint or idea.

Analysing cartoons is the process of identifying the main idea and/or perspective presented by the cartoonist through examining the drawing and its visual message and caption using techniques such as symbolism, caricature, irony and exaggeration.

CONSTRUCTING SUPPORT

Constructing Support is the process of building systems of support for assertions. Stated more simply, it is the process of providing support for statements.

STEPS IN THE PROCESS:

1. Am I stating a fact or an opinion?
2. If I am stating an opinion, do I need to offer support?
3. What will I include (facts, evidence, examples, appeals) when I provide support?

STEPS IN THE PROCESS:

1. Look at the elements in the cartoon. List them. Which ones are symbols? What do you think each symbol means? What elements have been exaggerated or distorted?
2. What event or idea is the cartoon referring to?
3. Identify the caption or title. What three words or phrases have the cartoonist used to identify objects or people? (Not all cartoons include words.)
4. Are there any words or phrases that are significant? How do these words help clarify the symbols?
5. Identify any important dates or numbers that appear in the cartoon.
6. What action is taking place in the cartoon? What is the setting of the cartoon?
7. List adjectives that describe the emotions portrayed in the cartoon.
8. Explain the message of the cartoon. What issue is it about? What opinion is being presented?
9. What special interest groups would agree/disagree with the cartoon’s message? Why?
10. Did you find the cartoon persuasive?

Graphic Organisers

<table>
<thead>
<tr>
<th>Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Event or idea</td>
</tr>
<tr>
<td>Caption or title</td>
</tr>
<tr>
<td>Action and setting</td>
</tr>
<tr>
<td>Emotions</td>
</tr>
<tr>
<td>Message</td>
</tr>
<tr>
<td>Appeal to special interest groups</td>
</tr>
<tr>
<td>Persuasiveness</td>
</tr>
</tbody>
</table>

(Inspiration Software Templates: English – Persuasive Essay)
**Evaluating**

Evaluating is the process of generating and applying criteria to judge the value, logic, worth, reasonableness or quality of something.

---

### STEPS IN THE PROCESS:

1. What do I want to evaluate?
2. What criteria do I consider important in evaluating?
3. Which criteria is the most important?
4. How does the situation/item I want to evaluate fit the criteria?

---

**Graphic Organisers**

### Matrix For Evaluation

<table>
<thead>
<tr>
<th>Criteria for evaluation:</th>
<th>How the Item/ Situation/ Issue fits criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Decision Making**

Decision Making is the process of generating and applying criteria to select from among seemingly equal alternatives. Stated more simply, it is the process of developing and using criteria to select from choices that seem to be equal.

---

### STEPS IN THE PROCESS:

1. What am I trying to decide?
2. What are my choices?
3. What are important criteria for making this decision?
4. How important is each criterion?
5. How well does each of my choices match my criteria?
6. Which choice matches best with the criteria?
7. How do I feel about the decision? Do I need to change any criteria and try again?

---

**Graphic Organisers**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Alternatives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Generate, Trust and Maintain Your Own Standards of Evaluation**

**Generate New Ways of Viewing a Situation That Are Outside the Boundaries of Standard Conventions**
PROBLEM SOLVING

Problem Solving is the process of overcoming constraints or limiting conditions that are in the way of pursuing goals. Stated more simply, it is the process of overcoming limits or barriers that are in the way of reaching goals.

Steps in the Process:
1. What am I trying to accomplish?
2. What are the limits or barriers that are in the way?
3. What are some solutions for overcoming the limits or barriers?
4. Which solution will I try?
5. How well did it work? Should I try another solution?

Invention is the process of developing unique products or processes that fulfill perceived needs. Stated more simply, it is the process of developing original products or processes that meet specific needs.

Steps in the Process:
1. What do I want to make, or what do I want to make better?
2. What standards do I want to set for my invention?
3. What is the best way to make a rough draft of my invention?
4. How can I improve on my rough draft?
5. Does my invention meet the standards I have set?

Graphic Organisers

Problem

Goal:

Constraints/ Limiting Conditions

Possible Solutions

Selected Solution

Effect?

Effect?

Effect?

(Insiration Software Templates: Thinking Skills – Problem/Solution)
**EXPERIMENTAL INQUIRY**

**Experimental Inquiry** is the process of generating and testing explanations of observed phenomena. Stated more simply, it is the process of developing and testing explanations of things we observe.

<table>
<thead>
<tr>
<th>STEPS IN THE PROCESS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What do I see or notice?</td>
</tr>
<tr>
<td>2. How can I explain it?</td>
</tr>
<tr>
<td>3. Based on my explanation, what can I predict?</td>
</tr>
<tr>
<td>4. How can I test my prediction?</td>
</tr>
<tr>
<td>5. What happened? Is it what I predicted? Do I need to try a different explanation?</td>
</tr>
</tbody>
</table>

**Graphic Organisers**

- **Observation:**
- **Relevant Theory/Rule:**
- **Possible Explanation:**
- **Prediction:**
- **Activity/Experiment:**
- **Results:**

**INVESTIGATION**

**Investigation** is the process of identifying and resolving issues about which there are confusions or contradictions. Stated more simply, it is the process of suggesting and defending ways to clear up confusions about ideas or events.

<table>
<thead>
<tr>
<th>STEPS IN THE PROCESS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What event or idea do I want to explain?</td>
</tr>
<tr>
<td>2. What do people already know?</td>
</tr>
<tr>
<td>3. What confusions do people have about the idea or event?</td>
</tr>
<tr>
<td>4. What suggestions do I have for clearing up confusions?</td>
</tr>
<tr>
<td>5. How can I defend my suggestions?</td>
</tr>
</tbody>
</table>

**Definitional Investigation:**
What are the important features of ... ?
What are the defining characteristics of ... ?

**Historical Investigation:**
What really happened?
Why did this happen?

**Projective Investigation:**
What would happen if ... ?
What would have happened if ... ?

**Graphic Organisers**

- **Concept/Scenario:**
- **Known or Agreed Upon:**
- **Confusion or Contradictions:**
- **Resolution**
**SYSTEMS ANALYSIS**

**System Analysis** is the process of analysing the parts of a system and the manner in which they interact. Stated more simply, it is the process of describing how the parts of a system work together.

**Steps in the Process:**

1. What are the parts of the system?
2. What are things that are related to the system but are not part of it?
3. How do the parts affect each other?
4. What would happen if various parts stopped or changed their behaviour?

A graphic organiser for a system focuses on the identification of the parts and the manner in which they interact.

**Graphic Organisers**
ORGANISING AND PRESENTING

Now that you have completed your research and taken notes if you are doing a research assignment AND/OR done brainstorming and clustering of ideas, if you are doing a creative writing assignment, it is time to consider the information and the format in which you will need to present your work.

Now is the time to establish how relevant this material is to your task or question. Abandon all ideas, which do not have a high priority (research/brainstorming often gives you more ideas than you can use in a single essay, however, there is no value in trying to squeeze them all in)

Arrange your findings in organisational categories. Search for trends, relationships, themes and patterns. Take time to reflect on your findings by

• Analysing (break an idea or problem down into its parts; a thorough examination of the parts) and,
• Synthesising (put together ideas and knowledge in a new and unique form)

CHECK

• Have my findings been as expected? (Review hypothesis and research questions)
• Does my information answer the question?
• How relevant is the information that I have found?
• How credible is the information that I have found?
• How will I explain my findings?

PERSEVERE

PRESENTING YOUR INFORMATION

Look back at your assignment task – what genre are you asked to use to present your information?

A language genre is a particular way in which people exchange a spoken or written message that serves a particular purpose and has a particular structure. Genres have patterns and conventions.

They can be classified as:
1. Literary texts: simple stories and narratives.
2. Functional texts: reports, explanations and persuasive texts.

To communicate effectively in writing you have to know the audience for whom you are writing and the different genres that can be most effectively used for the purpose.

ANALYTICAL ESSAY

An Analytical Essay requires thorough reasoning, proper inducting and assertive conclusions. It requires you to persuade the reader to understand your reasoning. The theories and assertions presented in the essay must be thoroughly examined and proven. If you fail to prove your reasons and findings, and do not apply your arguments to the topic at hand, the essay is considered to be an unsubstantiated opinion.

INTRODUCTION

The introduction is the most important part of your paper to write well. This is because readers often make a quick judgement about the quality of an essay based on what they read on page one.

There are several different ways of writing an introduction. Your introduction should do these things:
• approach the topic in a general way.
• define the topic using your own words (and not a dictionary or search engine definition).
• state your hypothesis, linking it to the previous information.
• limit the scope.
• present the plan of coverage (a preview) – basically a summary of your focus questions reworded.
• refer to any relevant key words from the topic.

AVOID

writing general statements that:
• do not mean anything.
• are nothing to do with your theme.
• repeat the title.

Ideas which you may include are:
• a very short quote (properly referenced) can be useful to illustrate a point you want to make.
• give some background or historical details.
• include some impressive information, facts, figures.
The main body analyses the data or information you collected in your research.

This means that your body will:

- put forward ideas to support your argument or hypothesis.
- produce examples/facts/statistics to support your arguments or ideas.
- reveal the logical development of your ideas.

**Paragraphing**

Paragraphing is essential as a means of signposting the direction and development of your ideas. The following points about paragraphing should be kept in mind:

- As a general rule one idea per paragraph.
- One-sentence paragraphs should be avoided.
- Paragraphs should be structured as you move from one aspect of the topic to the next.
- Each new paragraph should clearly indicate the topic or idea being discussed in a topic sentence.
- Each paragraph comprises a series of sentences, which gives supporting evidence - reasons, statistics, evidence and quotations from a text or information about the topic sentence/main idea.
- The concluding or linking sentence of each paragraph should sum up the main idea of the paragraph or provide a link to the next paragraph.
- Leave a double space between one paragraph and the next.

**Using supporting details**

Your essay will not persuade the reader, if your assignment is full of generalisations. You have to use detailed specific statements to support what you say. There are two possible ways of doing this:

- breaking the idea into parts and treating each one separately
- and/or
- citing (referring to) a source to support your statement or idea.

Do not write a sentence beginning "Everyone believes that . . ." or "All people agree on the importance of . . .". These are statements, which you cannot prove.

**Paragraphs**

Paragraphs should consist of about 4 to 7 sentences. Each paragraph contains:

**Topic sentence**

The topic sentence is the first sentence in a paragraph. It introduces the main idea of the paragraph and providing a summary of your paragraph. It indicates to the reader what your paragraph will be about.

**Supporting sentences providing detail**

They come after the topic sentence, making up the body of a paragraph. They give details to develop and support the main idea of the paragraph. You should give supporting facts, details, and examples.

**A concluding/wrap up sentence is the last sentence in a paragraph.**

It restates the main idea of your paragraph using different words. It provides a link to the next paragraph.

**EXAMPLE:**

**Topic Sentence:** Sport is my favourite past time.

**Detail:** I like sport because it keeps you fit and healthy nice.

**Detail:** Sport also lets you spend time with your friends or others who share the same interests.

**Detail:** Playing sport can also teach you about fair play and help develop leadership skills.

**Concluding/wrap-up sentence:** That is why I like participating in sport.

As a paragraph these 5 sentences would be written as follows:

Sport is my favourite past time. I like sport because it keeps you fit and healthy nice. Sport also lets you spend time with your friends or others who share the same interests. Playing sport can also teach you about fair play and help develop leadership skills. That is why I like participating in sport.

However, there are other activities that I also enjoy. I like computer games such as ....

The elements of a paragraph apply to all levels of writing.

(See page 89 for hamburger template for paragraph writing)
**SENTENCES**

The key to writing a fluent, coherent essay that is interesting to read is using your best vocabulary and a variety of sentence beginnings.

Each sentence in the paragraph must contain at least one complete thought.

The sentence must have:
- a subject,
- a complete verb,
- a capital letter at the beginning of a sentence
- a full stop or question mark ? or explanation mark ! at the end

In academic writing you have to be impersonal. Therefore it is unacceptable to use the words "I", "me and "my." Here are some acceptable examples of how to express your opinion:

The expedition seems to have been a complete failure.

This volume appears to be useful for those planning to undertake research in the area.

The experiment was successful from every point of view.

The often-expressed view, that humans may soon live on the moon, may be incorrect.

To prevent writing from becoming monotonous, vary the length of sentences.

For more interesting writing, sentence beginnings should be varied with an adjective; adverb; noun participle; verb; phrase or clause.

**CONCLUSION**

The purpose of a conclusion is to summarise briefly the main points of your paper and to make some closing comment on them. Your conclusion should:

- Summarise the main ideas of your assignment. (Look at the topic sentences of each paragraph for reference)
- Give depth to the hypothesis (add a new slant, provide a new insight).
- Restate a point of view, which has been proved with evidence in the body paragraphs.
- Do whichever of the following is appropriate:
  - evaluate the material you have presented
  - state your own conclusions
  - forecast the future; and/or
  - make recommendations.

**HINTS**

- The inclusion of a very short, referenced quote may be useful here to emphasise your conclusion.
- You must not introduce new ideas or facts here.
- Ensure that what you say at the end agrees with what you wrote in your introduction.

**CONNECTING IDEAS**

Good writers link their ideas by using specific techniques. These are:
- Presenting ideas in a logical order.
- Using connective words.
- Frequent use of topic or key words (found in the main topic and in the topic sentences).

**Exploring Connectives – How many of the connectives below do you use frequently? Improve your writing! Add these to your vocabulary.**

<table>
<thead>
<tr>
<th>above all</th>
<th>accordingly</th>
<th>admitted</th>
<th>first</th>
</tr>
</thead>
<tbody>
<tr>
<td>afterwards</td>
<td>further</td>
<td>for instance</td>
<td>in summary</td>
</tr>
<tr>
<td>also</td>
<td>hence</td>
<td>for this reason</td>
<td>later</td>
</tr>
<tr>
<td>although</td>
<td>however</td>
<td>furthermore</td>
<td>likewise</td>
</tr>
<tr>
<td>as a result</td>
<td>in addition</td>
<td>instead</td>
<td>meanwhile</td>
</tr>
<tr>
<td>besides</td>
<td>indeed</td>
<td>not only</td>
<td>moreover</td>
</tr>
<tr>
<td>certainly</td>
<td>in fact</td>
<td>but</td>
<td>neverthless</td>
</tr>
<tr>
<td>clearly</td>
<td>in particular</td>
<td>not surprisingly</td>
<td>nonetheless</td>
</tr>
<tr>
<td>consequently</td>
<td>earlier</td>
<td>of course</td>
<td>otherwise</td>
</tr>
</tbody>
</table>

**Try using these interesting sentence beginnings to help your writing:**

**Sentence Beginnings – How many of the sentence beginnings below do you use frequently?**

<table>
<thead>
<tr>
<th>On the one hand, ...</th>
<th>Several viewpoints on this issue include: ...</th>
</tr>
</thead>
<tbody>
<tr>
<td>On the other hand, ...</td>
<td>It may be said that...</td>
</tr>
<tr>
<td>In a similar position is...</td>
<td>Incidentally, ...</td>
</tr>
<tr>
<td>Similarly, ...</td>
<td>Suddenly, ...</td>
</tr>
<tr>
<td>Conversely, ...</td>
<td>(Author’s surname) maintains the view that...</td>
</tr>
<tr>
<td>An opposite view is...</td>
<td>(Author’s surname) maintains that...</td>
</tr>
<tr>
<td>An opposing view is held by...</td>
<td>Interestingly...</td>
</tr>
<tr>
<td>An interesting viewpoint is...</td>
<td>Whilst (Author’s surname) believes that...</td>
</tr>
<tr>
<td>Interestingly...</td>
<td>Whilst (Author’s surname) holds that...</td>
</tr>
<tr>
<td>Whilst (Author’s surname) contends that...</td>
<td>At the same time, ...</td>
</tr>
</tbody>
</table>

**Some Final Things to Remember**

- Abbreviations (etc., e.g., i.e.) and symbols (±, +, @) are not to be used.
- Headings are not used in an essay because it is a continuous piece of prose.
- Listing items as in dot points are not be used in an essay.
NARRATIVE WRITING

A narrative must have a complication/s resolved by the resolution. Narratives include short story and myth and can also include dialogue. They can entertain and evoke emotion.

- **Introduction/Orientation**
  - Introduce the characters and describe the setting
  - Ideas should be developed to create interest for readers and a desire for them to read on

- **Main Body/Complication/s**
  - Introduce a situation that changes the normal run of events and causes a problem for one or more of the characters

- **Conclusion/Resolution**
  - Resolve the problem so things are back to normal even though changes have occurred
  - Show clearly how the character has changed and what has been learnt

Example of a narrative:

**INTRODUCTION/Orientation**

One fine day William Tell was looking for adventure in the forest when he met an old man dressed in poor clothes.

**Main Body/Complication/s**

William swapped clothes with the old man, took his bow and arrow and went into the village. As he looked around the sheriff men grabbed him because he thought he was an outlaw.

William saw there was an archery contest starting so he told the men he was just a poor man coming to try his luck.

**Conclusion/Resolution**

The sheriff’s men laughed and let him go. When it was William’s turn he shot all his arrows into the bullseye. The sheriff was surprised and gave William a bag of gold. When William returned to the forest he shared his gold with the old man.

EXPOSITION

To persuade others a writer uses an exposition text. It is also used to criticise and review ideas and actions.

**INTRODUCTION**

- A statement of the writer’s view of the main topic

**Main Body/Argument**

- **ARGUMENT 1**
  - Topic Sentence (first point) …
  - Supporting sentences (evidence/facts/elaboration on topic sentence)
- **ARGUMENT 2**
  - As above. Following paragraphs - follow the same format
- **ARGUMENT 3**
  - As above …

**Conclusion**

- Draw main points together. Summing up. A recommendation or suggestion is appropriate for some areas of study, e.g. science.

Example of Exposition:

**INTRODUCTION**

Schools are giving students more homework now than in the past. One reason is because parents believe that more homework is better for students. But this is not necessarily true.

**Main Body/Argument**

- Because of extra homework children are losing out on playtime. Children need playtime for exercise and to socialise. This is not healthy for the development of children.

**Conclusion**

- One solution would be for a recommended level of homework to be set that provides children with a balance of work and play in their after school activities.
## DISCUSSION GENRE

The purpose of a discussion is to present both sides of an issue and come to a recommendation that is a logical conclusion based on the evidence/data given in the text.

### INTRODUCTION
- Statement of the issue

### MAIN BODY/Arguments for and against

<table>
<thead>
<tr>
<th>Argument 1 (Point) (topic sentence)</th>
<th>Supporting facts/evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argument 2 (same as above)</td>
<td></td>
</tr>
</tbody>
</table>

### Arguments against

<table>
<thead>
<tr>
<th>Argument 1 (Point) (topic sentence)</th>
<th>Supporting facts/evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argument 2 (same as above)</td>
<td></td>
</tr>
</tbody>
</table>

### CONCLUSION
- Recommendations

---

### BIOGRAPHY

The purpose of the biography is to inform by retelling past events and achievements in a person’s life. A suggested format for a biography is as follows:

### INTRODUCTION
- Name the person, tell when and where he/she lived and state why he/she is famous

### MAIN BODY
- List important events in life in chronological order and people or experiences that may have influenced his/her achievements, e.g.:
  - Childhood
  - Education
  - Adult life
  - Career achievement in chronological order

### CONCLUSION
- Restate why he/she is famous. Tell of his/her contribution to society today

---

### Example of a discussion:

**INTRODUCTION**

Educators debate extending high school to five years because of increasing demands on students fromemployers and colleges to participate in extracurricular activities and community service in addition to having high grades.

**MAIN BODY/Arguments for and against**

Some educators support extending high school to five years because they think students need more time to achieve all that is expected of them. Other educators do not support extending high school to five years because they think students would lose interest in school and attendance would drop in the fifth year.

**CONCLUSION**

Schools should return to their academic focus and not place extra pressure on students, staff and resources by including extracurricular activities and community service in their programs.

---

### Example of a biography:

**INTRODUCTION**

*Thomas Alva Edison* was born on February 11, 1847 in Milan, Ohio. With only three months of formal education he became one of the greatest inventors and industrial leaders in history.

**MAIN BODY**

Edison obtained 1,093 United States patents, the most issued to any individual. Edison’s greatest contribution was the first practical electric lighting. He not only invented the first successful electric light bulb, but also set up the first electrical power distribution company. Edison invented the phonograph, and made improvements to the telegraph, telephone and motion picture technology. He also founded the first modern research laboratory. Edison was also a good businessman. He not only designed important new devices, he created companies worldwide for the manufacture and sale of his inventions. Along with other manufacturing pioneers of his era, Edison helped make the United States a world industrial power.

**CONCLUSION**

Edison had great faith in progress and industry, and valued long, hard work. He used to say, “Genius was 1 percent inspiration and 99 percent perspiration.” Edison believed that inventing useful products offered everyone the opportunity for fame and fortune while benefiting society.
The purpose of a newspaper article is to inform the public of events. The structure of the newspaper report takes the following format:

**TABLE**

<table>
<thead>
<tr>
<th><strong>TITLE/ Headline</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTRODUCTION</strong></td>
</tr>
<tr>
<td>- Basic information answering some of these questions: who? what? when? where? why? how?</td>
</tr>
<tr>
<td><strong>MAIN BODY/ Argument for and against</strong></td>
</tr>
<tr>
<td>- Supportive facts - remainder of the five &quot;Ws' and how</td>
</tr>
<tr>
<td><strong>CONCLUSION</strong></td>
</tr>
<tr>
<td>- Less important (may be cut off by sub-editors to fit available space)</td>
</tr>
</tbody>
</table>

Short paragraphs, starting with the most important aspect of the story through to the least important.

**GRAPHIC**

- **HEADLINE**
  (title of story)

- **SUMMARY LEAD**
  (most important information)

- 2nd most important information

- etc ...

**FEATURE ARTICLE**

The popularity of magazines and of magazine sections of daily newspapers has resulted in a type of writing known as the “feature article.” Such articles present interesting and timely subjects related to current news and social issues. Some articles are written to raise awareness of certain issues or give information about topics relevant to the reader of particular magazines.

Magazine and newspaper feature articles are not opinion pieces. Feature articles should be authoritative and based on facts that you have checked and can substantiate. These articles often contain quotes from authoritative sources.

**TABLE**

<table>
<thead>
<tr>
<th><strong>TITLE</strong></th>
<th>Should be catchy and clever to get the attention of the reader</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTRODUCTION</strong></td>
<td>In your first one or two sentences tell who, what, when, where, and why. Try to hook the reader by beginning with a funny, clever, or surprising statement. Go for variety: try beginning your article with a question or a provocative statement.</td>
</tr>
</tbody>
</table>

Newspaper and magazine readers decide whether or not they’re interested in an article within the first few sentences.

| **MAIN BODY/ Argument** | Give the reader the details. Include one or two quotes from people you interviewed. Write in the third person (he, she, it, they). Be objective -- never state your opinion. Use quotes to express others’ opinions! |

Each paragraph in the main body should present an individual unit of information. It should be stated in the topic sentence. Don’t forget detail sentences and a concluding sentence for each paragraph.

The main body should contain at least three paragraphs.

| **CONCLUSION** | Wrap it up (don’t leave the reader hanging. Don’t say .... “In conclusion” or “To finish...”) Try ending with a quote or a catchy phrase. |

- Summarise the main points
- Use active words (verbs that show what’s really happening.)
- Take notes when you interview. Write down quotes! A good quote can make a great ending.
## INFORMATION REPORT

The purpose of an information report is to present information about an object, animal, person or place.

<table>
<thead>
<tr>
<th>INTRODUCTION/Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>· Introduce your topic</td>
</tr>
<tr>
<td>· Tell what the object or animal is, who the person is, or where the place is</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MAIN BODY Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>· Use paragraphs with topic sentences to organise the different bundles of information:</td>
</tr>
<tr>
<td>· Object: size, shape and features, dynamic, where it is used or found</td>
</tr>
<tr>
<td>· Person – characteristics, where he/she lives, what he/she does, achievements</td>
</tr>
<tr>
<td>· Animal – appearance, behaviour, habitat, breeding</td>
</tr>
<tr>
<td>· Place – size, acts, features</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONCLUSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>· You may want to make a personal comment about the subject of the report</td>
</tr>
</tbody>
</table>

Example of an information report:

**INTRODUCTION/Classification**

The lion is a member of the cat family.

**MAIN BODY Description**

A lion has four legs, a mane and a tail. It has sharp teeth and huge paws. Lions live together in groups, called prides. Most lions live in Africa.

**CONCLUSION**

A lion is a good hunter. It eats large prey such as zebra and buffalo.

## RECOUNT

The purpose of a recount is to tell what happened or retell events.

<table>
<thead>
<tr>
<th>INTRODUCTION/Orientation</th>
</tr>
</thead>
<tbody>
<tr>
<td>· Tell who, what, when, where and why</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MAIN BODY/Sequence of events</th>
</tr>
</thead>
<tbody>
<tr>
<td>· Present the events in time order. You may want to comment on the events as you write them</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONCLUSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>· Give your opinion about what has happened in your recount</td>
</tr>
</tbody>
</table>

Example of a recount:

**INTRODUCTION/Orientation**

My family and our friends went to the beach on Saturday.

**MAIN BODY/Sequence of events**

While we were at the beach we had a swim. After the swim we built sand castles. Later it began to rain, so we packed up and went home.

**CONCLUSION**

We were tired from our day at the beach, so we went to bed early.

---

### EVALUATE THE EFFECTIVENESS OF YOUR ACTIONS

When you are evaluating the effectiveness of your actions, you are acting as your own process observer. This involves continually stepping out of your work, looking at what you are accomplishing and then evaluating how successfully you are accomplishing the task or goal.
### Procedure

The purpose of procedural writing is to tell how to make or do something.

<table>
<thead>
<tr>
<th>Introduction/ Goals</th>
<th>• State what will happen in the end</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Body/ Materials</td>
<td>• List any materials you will need to achieve your goal</td>
</tr>
<tr>
<td>Conclusion/ Method</td>
<td>• Outline the steps needed to reach your goal. You may wish to use diagrams to illustrate the steps. Additional material such as safety notes, explanations or other comments may be added at any time</td>
</tr>
</tbody>
</table>

#### Example of a procedure:

<table>
<thead>
<tr>
<th>Introduction/ Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you follow these steps you will make a jug of lemonade</td>
</tr>
</tbody>
</table>

**Main Body/ Materials**

To make lemonade you will need:

- A litre jug
- A wooden spoon
- A lemon squeezer
- Three lemons
- A cup of sugar
- Water

**Conclusion/ Method**

1. Carefully cut the lemons in half and squeeze them on the lemon squeezer
2. Pour the lemon juice into the jug
3. Fill the jug with water
4. Add the sugar
5. Stir until sugar is mixed completely

Taste your lemonade. If it is not sweet enough, add more sugar to the jug and stir.

---

### Research/ Field Report

1. **Cover page / Title page**
   - Name
   - Year Level
   - Issue/Topic

2. **Contents page**
   - 2.1 Section
   - 2.2 Page Numbers
   - 2.3 List of figures, maps etc.

3. **Introduction**
   - 3.1 Issue stated
   - 3.2 Key issues

4. **Research**
   - 4.1 Methods of gathering information - describe how you gathered and recorded information
   - 4.2 Explain why you chose those methods. Discuss any problems or limitations in the procedure you adopted
   - 4.3 Sources of information – primary
   - 4.4 Sources of information – secondary

5. **Report/Findings**
   - 5.1 Description – define and describe the nature, extent and location of the issue (what? where?)
   - 5.2 Analysis – analyse causes and effects (how? why? what impact?)
   - 5.3 Use graphic illustrations to support your written section. Insert figures and tables close to the part of the text that refers to them

6. **Recommendation – make clear, brief, specific recommendations.**
   - 6.1 Aims/criteria
   - 6.2 Alternatives – seek a range of possible alternatives
   - 6.3 Evaluation – evaluate alternative solutions using the criteria
   - 6.4 Decisions/recommendations
   - 6.5 Action plan and implementation

7. **Appendices**

8. **List of References**
REPORTS FOR SCIENTIFIC INVESTIGATIONS

THE EXPERIMENTAL REPORT

The composition of an experimental report will often depend on the type of investigation and on the complexity required. For example, a student in Yr 7 will complete only a few sections of the following format. A student in senior schooling should aim to include all sections thoroughly. Although, for a basic experiment completed in class, not all sections will be required.

Title Page

Contents Page

Title and Date

Aim
Briefly outline the purpose of the experiment. You may include a hypothesis if necessary.

Abstract
An abstract should be no more than one paragraph in length and should summarise the entire investigation. This should ideally be written last and contain similar content to the conclusion.

Introduction
Discuss the theoretical topic that is to be investigated. Ensure that you use sources that are valid, reliable and recent. Attempt to link ideas and information discussed in the theory. Be critical and identify questions that can be posed that may shape your investigation.

Risk Assessment
Identify any risks that may be faced during the experiment.

Apparatus
Briefly list the equipment needed for the activity.

Procedure/ Method
List the steps of the experiment in a numbered format. This should be written in past tense, third person and summarised. For example: “20mL of Hydrochloric acid was added to the test tube”. Keep this brief. Fully labelled diagrams may be used.

Results
This should include the data you have collected and observations you have made during your experiment or activity. Your data should be presented in clearly and specifically labelled tables and diagrams.

Discussion
This section should address several important discussion points including an analysis and an evaluation.

Analysis
The analysis should explain results and identify errors.

• Explain what your results actually mean:
  • Answer any questions that you have posed and address any hypotheses. Do not simply restate the results
  • You may decide that your results need further presentation or manipulation. For example, you may present relevant data in graphs, or you may need to make further calculations or even write equations. Ensure that you discuss what can be interpreted from the data

• Compare your results to theoretical results:
  • Did your results support the theory?
  • Can you explain unexpected results?

• Discuss experimental errors and how they may have effected results:
  • Human errors: misuse of instruments
  • Systematic errors: equipment inaccurate or not calibrated
  • Random errors: changes in equipment or conditions

Evaluation
The evaluation involves reviewing how reasonable the method, results and conclusions are. Try to be critical of your investigation so that you identify good aspects as well as aspects that could be better.

• Evaluate the results and identify assumptions:
  • Identify the aspects that affect the confidence that you have in your results and conclusion. Were tests fair? Were there problems measuring data accurately? Were tests repeated? If tests were repeated, were the results consistent or did they vary quite a bit?
  • Identify what assumptions have been made during the experiment

• Suggest improvements and possible future studies:
  • Can the tests be fairer?
  • What similar or different experiments may your study lead to?

Conclusion
The conclusion should give a summary of the experiment. The following questions can be used as a guide to develop a comprehensive conclusion:

• What was the purpose of the experiment?
• What were the major findings?
• Did this support your original hypothesis (or answer your research question)?
• How do your findings compare with other people’s findings or with information in your textbook?
• What explanation can you think of for these findings?
• How could this experiment be improved or extended?

References
This list should contain the sources that you have cited in your text. Follow the outline on p 76-79 ...

Some common tips to remember include:

• Science reports should be written in the third person and in the past tense, be concise, simple and impersonal
• Pay attention to your style of writing. Use scientific words that will be understood, sentences that are straight forward and paragraphs that present a single topic at a time
• Your report should be well organised and clearly and neatly presented
• Leave a good margin to the left and do not try to crowd the page
• Make sure you have proof-read and edited your report to remove spelling and other mistakes
• Check that graphs, tables and diagrams are clear and specifically labelled
REPORT WRITING IN A BUSINESS CONTEXT

Title Page

Executive Summary
This section goes in after the title page and BEFORE the table of contents – it should only be one paragraph. Whilst this goes first, you will write it after you have conducted your research and written your report. It should contain the following:

• The purpose and scope of the report
• The most important and significant findings
• The most important and significant recommendations

Table Of Contents

1. Introduction
This should define the focus of your report and include:
1.1 Significance of the Report
1.2 Sources of Information
1.3 Scope of the Report

2. Body
In this section, you will have headings that are relevant to your question. Your headings will come largely from your focus questions.
2.1
2.2
2.3
2.4

3. Conclusion –

4. Recommendations – what areas do you see need to be changed.

5. Appendices

6. Bibliography

JOURNAL WRITING

What is a journal?
A journal is a record of your thoughts about what you are learning. It is written regularly over a specified period of time. In journals you draw on your own wider reading, describe events, experiences and issues associated with your study and also analyse and reflect on them.

Your journal shows your thinking about the process of your learning and the development of your understanding. You often explore ideas or issues and discuss the various aspects of your work in your journal.

A journal can be one or more of the following:

• A regularly kept and systematic record of factual information about events, dates and people or a record of notes and ideas about your reading and research linked to a course
• A more detailed account of events and situations that record observations, anecdotes, conversations, as well as your own impressions of these
• A reflective account of your own observations and interpretations of events that allows you to examine your experiences to understand them better
• An analytical process in which you record your ideas, examine data, deal with issues or problems that are raised and identity solutions

There are different types of journals for different subject areas. It is important that you know what kind of journal is required for your subject.

You will probably find that you write different kinds of entries in your journals for different subjects because you will be responding to questions or topics in that subject area.

Your journal may be assessed on a given number of entries over a specified time period, or it could be graded as a whole.
Writing descriptive entries in a journal:
The descriptive elements in a journal will be of particular events, experiences or issues. You need to do this part regularly and as close in time to your experience as possible so you can recall the details well. Jot down key ideas or words in a notebook so that you don’t forget the details and then write up the entry within a few days.

Choose from the following questions to help you with your writing:
- What was the setting? What were the circumstances?
- What happened? What was my role?
- What did I do? How did I respond/react?
- What were the key points?

Writing reflective and analytical entries in a journal:
The analytical and reflective elements will be about the issues, experiences or events and you need to show a deeper level of thought. To be critically reflective, your journal needs to analyse your experiences and record any shifts in your views. Sometimes you will be asked to identify and challenge your underlying assumptions, beliefs and views through your journal writing. At other times you may use your journal to explore how you could try to bring about a change and afterwards reflect on what happened.

Reflective writing is done after you have had time to think about the implications of your experience in relation to the ideas and theories you are studying.

Some of the following questions may help you with this writing:
- What were the important elements of the experience, event or issue?
- Why did I behave as I did?
- What was I thinking and feeling at the time about the experience, event or issue?
- What do I think and feel now about what happened? Why?
- What should I be aware of if a similar situation occurs?
- What did I learn? What insights did I gain? How or why was this significant for me?
- What aspects of my practice or learning do I want to focus on?
- How can I apply my theoretical knowledge to this situation?
- Have my assumptions and perspectives changed as a result of this experience? How?
- How can I apply what I have learned to my life or future career?

Writing reflective entries in a journal:
If a reflective entry is required, you need to examine your journal entries as a whole and identify issues or patterns that are significant or recur throughout the journal.

The journal itself is organised chronologically, listing the events and thoughts that occurred over a period of time. The summative paper, however, is usually organised on the basis of themes identified in the journal. This means that before writing the summative paper, you will need to go back over your journal and underline or note the main themes and patterns of thought, as well as key insights and implications.

Some questions that will help you with this process are:
- What are some of the recurring issues, problems and insights in my journal entries?
- What significant issue, problem or insight is recorded in my journal?
- Is there a pattern to my responses to these issues, problems and insights? What is this pattern?
- Is there any evidence of changes in my knowledge, perspectives or skills over the time I kept the journal? Did these changes show any clear pattern? Were the changes associated with any particular kinds of experiences or insights?

TAKE A POSITION WHEN THE SITUATION WARRANTS IT
Requires understanding which situations call for taking a position. When we have strong feelings about an issue and have taken time to examine arguments, evidence and construct support, taking a position is appropriate.
CREATING AN ORIGINAL WORK

In Art, Drama, English, Music, Media and many other subjects, tasks often require you to make and create an original piece of work. You will come across words like “FORMING”, “MAKING”, “CREATING” and “DEVISING”. Tasks could include:

- Script writing and play building
- Sculpture and other art works
- Screen media production
- Composition

(Chcek the Invention process on page 47)

When you need to develop an original idea and build it into something greater, consider the following:

- Communicate experiences, ideas, concepts, observations and feelings
- Plan, design, improvise, interpret, evaluate, refine, make
- Work independently and collaboratively
- Plan arts works that communicate ideas, concepts, observations feelings and/or experiences
- Develop imaginative solutions to set tasks
- Consider purpose and suitability when they plan and prepare arts works for presentation to a variety of audiences
- Generate and develop ideas that explore particular concepts, techniques and issues when making arts works
- Experiment with, select and use appropriate skills, techniques, processes, media, materials, equipment and technologies across a range of arts forms and styles
- Independently and collaboratively, apply knowledge and understanding to design, create and produce arts works influenced by the style of particular artists or cultures
- Vary the content, structure and form of arts works to suit a range of purposes, contexts, audiences and/or the conventions of a specific style, and demonstrate technical competence in the use of skills, techniques and processes
- Effectively use a range of traditional and contemporary media, materials, equipment and technologies
- Practice skills
- Role-play and improvise
- Workshop to build skills
- Transform stimulus material from other art forms
- Research issues and themes
- Sampling, pod-casting, site specification, cinematic theatre, new media
- Create visual images to support performance activities such as shadow theatre
- Interview and gather primary source materials for devising
- Implement strategies to identify audience needs and interests in selecting relevant content and form

FORMING  MAKING  CREATING  DEVISING

PREPARING AND PRESENTING ORAL ASSIGNMENTS

INTRODUCTION:

- Get the attention of your audience – you could ask a rhetorical question or tell a humorous story
- Identify the topic
- Give personal viewpoint
- Relax

Do not:

- Say: ‘Today I am giving a talk on …’ OR ‘Sorry I am nervous and could make mistakes’
- Tell a joke, unless you are good at it
- Promise to discuss something that you do not mention again in your work

The final sentence of the introduction should be your view on the topic.

MAIN BODY - DISCUSSION:

- Get audience involved
- Organize main points
- Personalize speech
- Use vivid language - ‘hear, feel, see, smell’

CONCLUSION:

- Cue audience that you will be winding up
- Summarize main points (don’t go on for too long)
- Leave a lasting impression

OTHER POINTS TO REMEMBER:

- Use eyes effectively. Be sure to have good eye contact (select about five points or faces on which to focus)
- Use hand gestures - don’t overdo it. Practising will improve the skill
- Vary the pitch, tone and pace of your voice
- Be enthusiastic

OVERCOMING STAGE FRIGHT:

- Prepare well
- Have your speech well organised
- Practise your speech

OVERHEADS or POWER POINT SLIDES:

- Are ideal for displaying facts, figures or graphics that relate to your talk
- Use a pointer for added impact
- Do not overuse overheads or power point slides
Examples of practical tasks:
- English – Shakespeare soliloquy
- SOSE / R.E. – Role play
- Drama – ‘Docu-drama’ group performance
- Dance – individual movement sequence
- Music – Group instrumental performance

When preparing a performance, consider the following:
- Prepare thoroughly and - Rehearse! Rehearse! Rehearse!
- If you are creating a character, put yourself in that character’s shoes to become him/her
- Practice each scene / part
- Take direction and act on feedback
- Learn your lines / moves / music etc. Practice out loud and regularly. Do not leave rehearsal to the last minute because you will not be able to learn your part
- Your body helps to communicate your message. Consider your body language, stance, posture and the way you move
- Practice speaking in public often
- Identify with your audience
- Be confident and believe in yourself

Performance Tips
- Face the audience – they need to see and hear you. Never have your back to the audience – especially while you are speaking
- Warm up your voice and your body before a physical performance
- Be aware of any nervous mannerisms you may have and try to control them
- Project your voice – you don’t have to shout to be heard
- Make sure your voice is clear and interesting

EVALUATING YOUR WORK

DEFINING
☐ was I able to understand the task?
☐ could I decide what I knew about the topic and what I needed to find out?
☐ was my brainstorming sufficient to give enough key words and main ideas?
☐ was I able to develop an hypothesis and suitable research questions?

LOCATING AND SELECTING
☐ was I able to locate a variety of sources of information?
☐ was I able to locate information within the resources?
☐ was there enough information at the right level?
☐ was I able to take notes under main headings?
☐ how well did I use notetaking techniques, e.g. shortcuts etc.?
☐ was I able to organise notes into paragraphs?

ORGANISING AND PRESENTING
☐ was I able to make conclusions from the information?
☐ was I able to find relevant and credible information?
☐ was I able to interpret the information?
☐ was I able to locate enough information to answer the question?
☐ was I able to organize notes into an outline?
☐ was I able to distinguish between relevant and irrelevant information?
☐ was I/another person able to check my draft for clarity of meaning, logical sequencing, spelling, grammar, style and purpose?
☐ was I able to acknowledge sources correctly?
☐ was I able to use technical equipment necessary to the assignment, e.g. computer, tape recorder, video recorder, OHP, slide projector, photocopier etc.?
HOW TO CITE REFERENCES WITHIN THE ASSIGNMENT

Sources used in an assignment are acknowledged to identify all direct quotations, ideas and paraphrased comments and to identify information used in your assignment which is not your own.

The College has adopted a standard author-date system of referencing designed to suit the needs of secondary students.

This is based on the Harvard Referencing System. The Harvard System does accept variations in that a colon or a comma can be used between the date and the page number. However it is important that consistency in punctuation is maintained in referencing.

**ONE AUTHOR**

Birkett (2006, p. 27) states that ‘lack of exercise is our most serious problem.’ or ‘Lack of exercise is our most serious health problem’

Foxe (2001, p. 110-111) says attitudes are difficult to measure because there is much controversy over what an attitude is.

Reference to a whole work


**TWO AUTHORS**

‘Radical times may demand radical remedies’ (Cabria & Lock, 2006, p. 321).

**THREE AUTHORS**

Chapman, Foxe and Stewart (2007, p. 75) say that executives must integrate what is known from the research with their own good sense.

**MORE THAN FOUR AUTHORS**

The subject is treated in detail by Twomey et al. (2007).

**HINT TO SAVE TIME!**

When citing a reference, ensure that you note the details for the bibliography at the same time.
Consult Cancellier (2005a) for advice on pitfalls to avoid in organisational change.

Consult reference to more than one work in the same year. (Stewart, 2005; Huth & Dixon, 2004; Harrison, 2003, 2005)

Adrian West (in Thomson, 2000, p. 116) recommended that nursing education be made an integral part of the provincial education.

When a quote contains an anonymous author: ‘Australia is blessed with one of the largest varieties of bird life in any one country of the world’ (Wild Life of Australia, 1993, p. 9).

Reference to a corporate author
The Australian Government Printing Service (2000, p. 129) claims that economy in terms of time and space, and hence cost, is the hallmark of the Harvard system of referencing.

Reference to a newspaper article
If the author of the article is named, the reference should be as for a book or an article. However, if the author is not named, the textual citation is:

In The Courier-Mail, it was reported that … (‘Ex-governor’s view criticised’, 2007, p. 3) …

Reference to an interview
Mr Mark Allen, Managing Director of SBS, stated that … (personal interview, 24 November, 2007).

Citing non print sources
Use the author-date method as described above. However if there is no author use the title. If no date exists use the date (year only) on which the site was accessed. The medium of the resource does not need to be noted in the text.

For example:
In an article published on the Internet by the DPI (2005, p. 5) it was stated that … (You can find the exact page number by clicking on ‘file’, then ‘print preview’).
The concept of Nationalism was … (McKarzel, 2006, p. 7).

It was revealed on the video, ‘The Story of the Olympics’ (2000) that...

Lewis (1997, 30) states that ‘A bibliography is used for all works cited in the text and other relevant works consulted in the preparation of the text.’

In a bibliography, all entries are listed in alphabetical order. This rule applies whether the author is a person, government department or educational institution etc. (Brisbane College of Advanced Education, 1984, 20).

Where there is no author then the work is listed by title or headline. There is no need to number the entries. Titles should be in italics or underlined.

The bibliography should always be on a separate page and should be headed Bibliography.

When in doubt use the following frame – AUTHOR, YEAR, TITLE, SECONDARY TITLE, EDITION, PUBLISHER, PLACE PUBLISHED, ELECTRONIC FORMAT, VOLUME, PAGES.

**BOOKS**

**ONE AUTHOR**

**TWO AUTHORS**

**THREE OR MORE AUTHORS**

**AUTHOR (S) UNKNOWN**
Pollution in Australia 2006, Hudson Reed, Sydney.

**EDITOR (OR COMPILED)**

**COMPONENT PART BY ONE AUTHOR IN A WORK EDITED OR COMPILED BY ANOTHER**

**CORPORATE AUTHORSHIP**
Achieving success in exams requires thorough preparation. Having a regular study timetable or plan during the term can ensure a confident approach to exams and avoid last minute cramming and panic!

BEFORE THE EXAM
To prepare and avoid panic consider the following prior to the exam:
• Know beforehand what you need to study
• Seek help for material covered during the school term which you have not understood
• Know the format of the exam - multiple choice, essay etc.
• Understand the type of answers you will be expected to give
• Know how long the exam is to take
• Know what equipment you need for the exam – special pencils, maths equipment, calculators, eraser

DURING THE EXAM
Perusal time should be spent doing the following:
• Read all the instructions carefully
• Read the whole paper through from start to finish
• Decide how you are going to answer the questions
• Highlight the questions to which you definitely know the answer
• Highlight the key words in paragraph or extended answer questions
• Start planning how you will answer these in your head
• If you are allowed to ask questions, check out anything that is not clear
• Listen if someone else asks a question, as the answer could help you

AFTER THE EXAM
When the teacher returns the marked work, spend time reading the comments. If there are areas you don’t understand, seek the teacher’s advice and assistance. Understanding where you went wrong will ensure more success in future exams.

CONSIDERATIONS WHEN WRITING YOUR EXAM:
• plan your time by giving the questions that are worth more marks more time
• plan your attack – here are some alternative approaches:
  • Start with the easiest questions
  • Start with the one you know most about and will do the best on
  • Start with the hardest one and get it over and done with
  • Start at the beginning and work right through the exam in order

On completion of the exam, spend any spare time reviewing and editing your answers.
STUDY TIMETABLE

Use the following steps to complete a study timetable that will work for you:
1. Fill in your exam or test times
2. Fill in the activities that are already scheduled, e.g. class times, sport commitments, leisure activities, etc.
3. Fill in your study times so that it works for your lifestyle

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
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<td>6-7am</td>
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<td>2-3PM</td>
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PARENTAL ASSISTANCE WITH ASSIGNMENTS

It does not actually help in the long run if you do the work for your child. Support and guide your child through the steps provided by the booklet and he/she will learn to do assignments correctly.

Assisting students in preparing and presenting assignments is a legitimate activity for parents. Your support and involvement can help your child develop the skills necessary to be an independent learner.

- Encourage your child; praise him/her for each attempt and when they try hard
- Encourage your child to take offers of extra help or support from his/her teacher. It is important that they learn to identify and use necessary resources, including people, to assist them
- Read drafts to help identify problems - do not solve them but make suggestions for solutions. When editing work for your child think about the content first and if the information makes sense. The last thing to check is spelling, grammar etc.
- Discourage plagiarism and procrastination
- Help them design a timetable that allows sufficient time for study and assignments as well as free time. (See pages 4 and 81)
- Encourage your child to utilize the library and to seek help from the Library Staff if there are difficulties locating sufficient information

Make sure your son/daughter meets due dates. Advise your child to underline in his/her diary when assignments or exams are due. This can also help with the initial planning of how to manage his/her time effectively.
REGULATIONS IN RELATION TO PLAGIARISM

Plagiarism is the act of presenting the work of another as your own.

The work of another includes:
- Written and non-written phrases, sentences, paragraphs and whole papers, illustrations, maps, cartoons, statistics, photographs, charts, graphs, tables, field study or lab results, thoughts, opinions, inventions etc. If these are used, they should be used as quotes and all sources of information acknowledged (See page 76-79)
- Author, professional or otherwise, whose work has been published in a newspaper, book, magazine, journal, encyclopaedia, CD-ROM, on the Internet etc.
- Another student at your school or anywhere else
- Paper writing ‘services’ that offer to sell written papers for a fee. Many such services exist on the internet and schools often monitor such services to prevent plagiarism
- Any friend or relative

EVALUATE THE EFFECTIVENESS OF YOUR ACTIONS.
This a type of self-assessment. It involves stepping out of your work, looking at what you are accomplishing and then evaluating how successfully you are accomplishing the task goal.

PLAGIARISM: F.A.Q.S

Q. If I paid another person to write part or all of the paper for me, wouldn’t I then own the work and therefore not be plagiarising?
A. No matter how much you have paid, it will never be your work and therefore you are still plagiarising. Presenting work that you have paid for is still not your work. Think about it. Every day magazine editors pay freelance writers to write articles. Even though the work has been paid for it is still presented under the name of the writer, not the editor of the magazine.

Q. I came across this essay that really answers the question I have been asked to do. If I change some words here and there, maybe even reorganise the order of paragraphs, surely that won’t be plagiarism?
A. Sorry, but even if you changed every word but kept the main ideas and you represented it as your own work it would still be plagiarism.

Q. I didn’t deliberately copy, it was an accident. What happened was that I took some notes from a book word for word and then forgot that they were word for word. Surely accidents happen and I can’t be accused of plagiarism?
A. Accident, carelessness, forgetfulness etc. are not excuses. It is up to you to make sure that you have not plagiarised.

Make sure that all work you present at school is your own work. If you follow all instructions fully and you have fully documented your research and have followed appropriate drafting procedures you will be successful in your assignment work. Properly developed research notes and drafts are good evidence that the work is yours.
TEMPLATE PARAGRAPH WRITING
- ‘the hamburger’

Topic Sentence:

Detail:

Detail:

Detail:

Concluding/wrap-up sentence:
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<th>Subject</th>
<th>Assessment Task</th>
<th>Date of Progress Check</th>
<th>Final Date Due</th>
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