LITERACY AND NUMERACY STUDY SKILLS GUIDE YEARS 7 - 12

Contents

INTRODUCTION

This literacy and numeracy handbook has been designed to give students, parents and teachers practical support with literacy and numeracy of all kinds across different subject areas. The purpose of the handbook is to improve the quality of written and numerical work produced at Xavier Catholic College by providing clear guidelines and relevant information.

The first part of the handbook contains general writing tips – how to plan, draft, proofread, edit writing - to improve the clarity, cohesion and sophistication of text composition. The second part contains general numeracy information. The final part of the handbook provides explanations, examples, planning sheets and writing scaffolds for a range of text-types that are used across Key Learning Areas. Through providing explicit modeling and appropriate resources, the goal is to create a shared understanding of excellence in writing that will be evident in improved student outcomes.

TYPES OF ASSIGNMENTS AND HOW TO PREPARE THEM

In every subject that you do in high school you will be asked to communicate facts, interpretations and analysis in written form. A variety of formats, text types or genres will be required depending on the type of information you will be presenting. In this section we have set out some of the most commonly used text types for Year 7 to 10, including narrative, information report, science report, procedure, persuasive text, discussion and essay. We have also suggested when it is appropriate to use each type. If you are unsure at all about what text type you should be using, remember to ask your teacher.

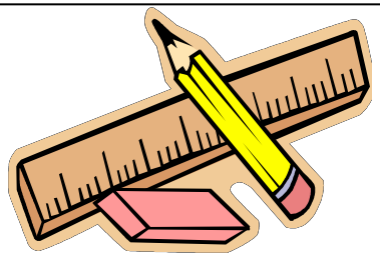
The Writing Process

Prewriting

Decide on:

- a topic
- audience

a) Make sure you understand the purpose of the task.
b) Brainstorm what you know and what you need to know.
c) Gather information you need. Keep a record of the references you have used as you go.
d) Plan your ideas, layout and structure
e) Take notes by using mind map or a graphic organiser



Drafting

a) Decide on a writing template that you will use.
b) Follow the structure of the template.
c) Write down your ideas in note form (if you wish you could use a template or a graphic organiser).
d) Transfer your notes into sentences.
e) If you are constructing paragraphs make sure you have followed the structure of a paragraph. For example, do you need a topic sentence?

Editing and proofreading your work

a) Read your writing. Does it make sense?
b) Have you used specific words to support your ideas?
c) Have you asked someone else to check your work?
d) Or have you shown your teacher?
e) Do you need to add more?
f) Have you written it for your chosen audience?
g) Have you checked for mistakes, such as punctuation, spelling and grammar?
h) Have you followed the structure of that particular text type?
i) Are you ready to write your final copy?
j) Have you used the correct tense (e.g. past, present or future) throughout your writing ?

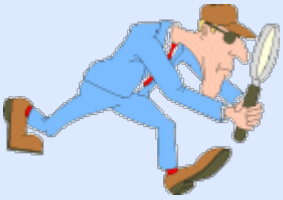
Publishing

a) Write your final/good copy
b) Is this your best work?
c) Is it presented well?
d) Have you included references/glossary and diagrams? (Where applicable)

THE INFORMATION LITERACY PROCESS

Defining

What is the problem I have to solve?
What are the main ideas?
What information do I need?
What do I already know?
What more do I need to find out?
How can I use focus questions to help me organise the task?
What are the keywords that will help me?



Locating

Where can I find the information I need?
Which sources best meet my needs?
Which sources do I already have?
Where can I find those resources I don't have?
Do I need help to find the resources?
Do I need help to access or use these resources?

Selecting

How can I search these sources effectively?
Are there any clues and cues to help me?
Which main ideas am I looking for?
Which search terms will help me find these?
How will I know that the information is recent, relevant, accurate and unbiased?
How will I record the information I find?
How will I credit my sources?

Organising

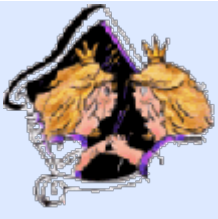
How can I organise this information so that I can understand it better?
Does it need to be in a special order?
How can I arrange it so that it is easily understood by others?
Have I solved the problem?
Have I answered my focus questions?
Do I need more information?

Presenting

How can I share this information with other people?
Who will be my audience?
What is the purpose of the presentation?
Which would be the best format to meet these needs?
What do I need to do with this presentation?
Have I included everything I want to share?

Assessing

What have I learned from this?
Did I answer my focus questions?
Did I use the rubric to ensure I did all the things I needed to do?
Did I manage my time well?
How have my skills improved?
Which parts did I do really well?
Which parts would I change if I did the assignment again?
Which parts do I need support with in the future?



Reflecting

Where to from here?
How does what I have learned connect with what I already knew?
How have my knowledge and understanding changed?
What will I remember for the rest of my life?
How does it help me make sense of the world?
Now that I know this, how can I use it?

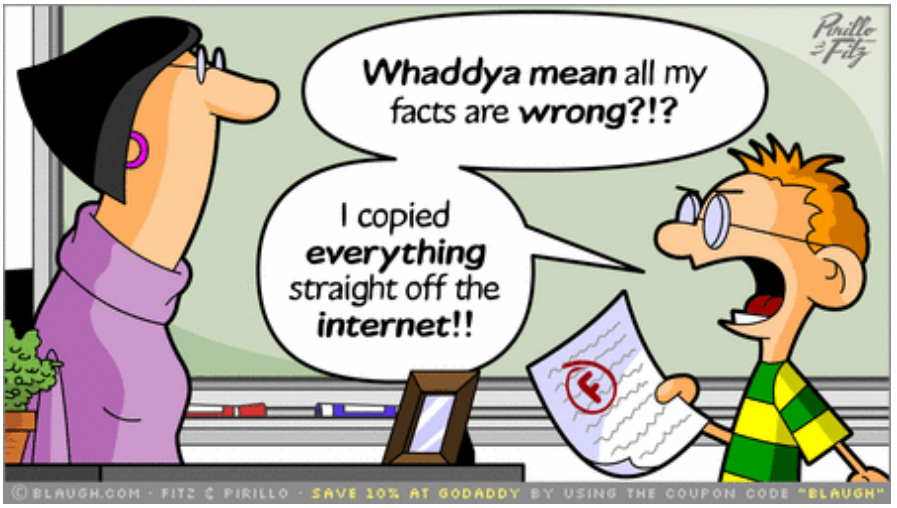
What is plagiarism?

Plagiarism is a form of cheating and is a serious legal offence. It is the taking of someone else's ideas and presenting them as if they are your own. A legal way of describing this is to say that it is the theft of the Intellectual Property of another person.

It is your responsibility as a student to ensure that you do not commit this breach of discipline whether intentionally or accidentally. These are some examples of plagiarism:

- The most direct form of plagiarism is **copying, word for word**, without acknowledging the source, or where your information came from. A more indirect form is obtaining and changing material from a source without acknowledgement.
- If you quote directly or obtain material from a source you must **acknowledge your source** with correct referencing.
- Students should be particularly aware of the dangers of plagiarism from the Internet. Although this is a rich source of information freely available to all students and staff, **copying and pasting** the work of others from the **Internet** is a form of plagiarism.

Forms of Plagiarism		
1. Copying word for word	2. Paraphrasing someone else's words	3. Summarising someone else's ideas without acknowledging the source.
Examples		
Original: *"War seemed to promise adventure. For many it was a chance to escape from poverty and unemployment and become a hero. Most were confident it would be a short war, over by Christmas 1914."* Essential Modern World History, Steven Waugh, 2001	*People thought that going to war would be a good opportunity to go off and have an adventure instead of facing the choices of poverty and unemployment. Everyone was sure it would be over by Christmas and so be a short war.* Essential Modern World History, Steven Waugh, 2001.	*Most people thought that the war would be short and so an opportunity to go and have an adventure. In this way they could become heroes instead of facing the fears of poverty.*



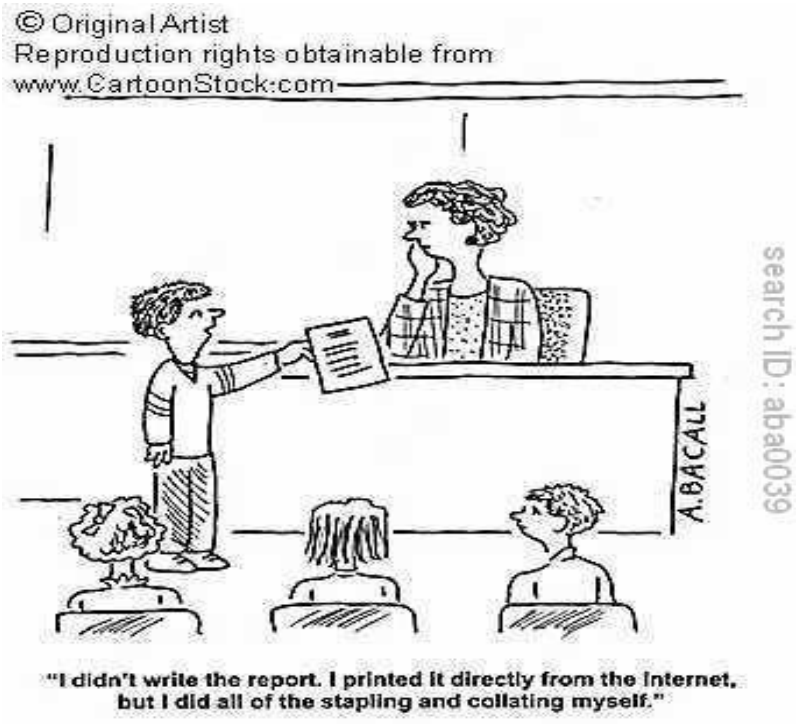
How to avoid plagiarism

DO:

1. Acknowledge correctly the source of any quotations, paraphrases, summaries, or other information that is not common knowledge.
2. Place quotation marks around any information that is directly quoted from a source
3. Ensure that paraphrased information is accurate.
4. Remember to record the source of information when you are taking notes.
5. Differentiate between direct quotes and paraphrases when taking notes.
6. Develop your own writing style and voice.
7. Indicate that the source was "quoted in…." if you do not have the original source that was referred to another source.
8. Learn how to detect and prevent plagiarism.

DO NOT:

1. Copy, buy, steal or borrow another person's work in part or in whole and present it as your own – even your friend's ideas.
2. Use material directly from books, journals, CDs or the internet without reference to the source.
3. Build on the ideas of another person without reference to the source.
4. Submit work which another person (e.g.: parent or teacher) has substantially contributed.
5. Use words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.
6. Pay someone to write or prepare material for you.
7. Allow other students to use or copy your assessment material and information to complete their assessment tasks. When it is suspected that students have shared information for assessment students involved will be deemed to have plagiarised.



Grammar Tips

Grammar is a set of rules about the correct use of words in sentences. These are the **parts of speech** or classes of words used in sentences.

Nouns	are the names of people, places, things or feelings. **Common nouns** are the names for **general** people, places, things or feelings eg. *boy, house, car, anger*. They make sense when the words "a", "an" or "the" are placed in front of them. **Proper nouns** are the names of **specific** people, places or things and are always written with a capital letter e.g. *Taylor, Benjamin Way, Belconnen.*
Pronouns	take the place of nouns e.g. I gave Jessica the apple and *she* ate *it*.
Adjectives	add extra meaning to nouns. **Descriptive adjectives** My house is *white*. The *white* house is mine. **Demonstrative adjectives** point out particular nouns. *That* house is mine. **Numerative adjectives** indicate how much or how many. Jordan has *two* sisters. There were a *few* drops of rain.
Verbs	are "being", "having" or "doing" words e.g. I *am* human and I *have* feelings, so please *run* away. Note that the verb can change based on the tense (refer to tense).
Adverbs	add extra meaning to verbs e.g. He ate *slowly.* I will eat *much later.*
Prepositions	show position (*below, up, over, under, into, down*) e.g. Justin went *up* the hill.
Conjunctions	are joining or connecting words. **Coordinating conjunctions** (*and, but, or*) connect words or phrases that are of similar importance e.g. The dog ate the bone *and* some meat. **Subordinating conjunctions** (*because, if, though, that, when, where, while*) start clauses that are dependent on the rest of the sentence for their meaning and do not make sense on their own e.g. Jade auditioned for the school play *because* she loves acting.
Interjections	are exclamations e.g. *Ouch! Hey! Stop!*
Articles	are really adjectives, but deserve a separate explanation because we use them all the time. ***The*** is the **definite** article e.g. *The* dog ate my lunch. ***A/an*** is the **indefinite** article e.g. *A* dog ate my lunch.
Tense	Refers to the capacity of verbs to express time. We often work with 3 forms of tense – past, present and future Past – I jumped, I did jump, I was jumping Present – I jump, I do jump, I am jumping Future – I will jump, I will be jumping
Subject-Verb Agreement	The verb form can change depending on whether the subject is singular or plural. e.g. The **car park** (*singular subject*) **was** (*verb*) full. The **car parks** (*plural subject*) **were** (*verb*) full. In these sentences each of the verbs agrees with its subject. The correct verb form has been used. The verb must always agree with its subject. Single subject = single, verb, plural subject = plural verb.

Punctuation Tips

Punctuation refers to the marks used to separate words so that a writer's meaning is clear.

Capital letters	Capital letters are used: **to start a sentence** **to begin speech** Kim said, "Are we there yet?" **for the first letter of proper nouns** James lives in Baldwin Drive, Kaleen. **to indicate the word "I'** **for titles** of books, movies, songs, magazines etc. *Tomorrow When the War Began*
Full stops	Full stops are used: **at the end of a sentence** **when numbers are used to show the time** *The lesson starts at 9.00am.* to end **abbreviations** (shortened versions of words that don't end with the same letter as the original word) *ed. (editor)* * Abbreviations like *Mr* and *St* (*Saint*) don't need full stops because they end with the same letter as the original word.
Commas	**separate items in a list instead of using "and"** *I ate bread, lettuce, tomato, cheese and carrot.* **separate figures** *The winner received $5 000 000.* **separate names from the rest of the sentence** *Jake, I'd like you to meet my sister, Emily.* **tag direct speech** *Sarah said, "This is my house."* **avoid confusion** *Have you eaten, Jessica?* **are used before some conjunctions** *I would like to go for a walk, but it is raining.* **separate words that give additional information** *Sir Donald Bradman, the famous cricketer, was Australian.*
Apostrophes	**show that letters have been left out** *don't (do not) 6 o'clock (6 of the clock) must've (must have) G'day* (good day) it's (it is) **indicate possession or ownership** *Lisa's pen, Thomas' pen*
Question marks	**are used at the end of a sentence that asks a question.** *What time is it?*
Exclamation marks	**indicate intense emotion** *Ouch! Shh! Help!*
Colons	**introduce lists, series or quotations** *Luke plays the following sports: tennis, cricket, basketball and volleyball.*

Learn to Spell

It is known that individuals who spell successfully draw on a range of strategies to help them. The following list of strategies can be used by students to improve the accuracy of their spelling in everyday texts as well as their assessment tasks.

Strategies	How to Use Them
STEPS FOR SPELLING NEW WORDS	1. Look at the word and say it. 2. Spell it aloud. 3. Think about it. 4. Picture it. 5. Look at it and write it. 6. Cover, write and check it.
BEGINNING AND ENDINGS	Use known word parts e.g. prefixes, suffixes, compound words
LOOK THE SAME	Think of other words that look the same e.g. l**ight**, n**ight**
WORD FAMILIES	If an incorrectly spelt word has other words in the same family, look at these words as well e.g. w**alk**, st**alk**
RULES	It is very helpful to know spelling rules
TRICKY PART	Think of a way to remember a tricky part e.g. **pie**ce of **pie**
CHUNKING	Spell the words in bits and break the word into smaller parts e.g. team/mate, ar/ti/fi/cial
WORDS WITHIN WORDS	Find little words within big words to help you memorise the spelling e.g. believe = **be**, **lie**, **eve**
RHYMING HELPERS	Link a word with a rhyming word that is spelled the same as the end e.g. un**less**, **mess**
CREATING MEMORY TRICKS	Link tricky words with a memory helper that has the same problem letters e.g. tell the mos**quit**o to **quit** biting me
USING MEANING HELPERS	Pair a word with a shorter, related word that gives a sound clue eg. **act** – **action**
PRONOUNCING FOR SPELLING	Pronounce a word correctly e.g. pro/**ba**/bly. Or make up a secret pronunciation e.g. choc/**o**/late

English versus American spelling

Australia uses English spelling which varies in many respects from American spelling. Because American spell checkers are used by most word processors, American spelling is creeping more and more into usage in Australia. As information is often cut and pasted from Web pages the possibility arises of having both types of spelling on one page.

Always use the English (Australian) spell checker when writing and editing for Australian government websites or refer to the *Macquarie Dictionary*.

-ise/-ize endings

The -ize form is generally regarded as American usage, but is in fact originally English, now perpetuated mainly in America.

The -ise form is becoming increasingly common in England and has become the accepted form for Australian English. When in doubt, use the ending cited in the *Macquarie Dictionary*. Some examples of the difference between English and American spelling:

American	Australian
judgment	judgement
labor	labour
canceled	cancelled
center	centre
check	cheque
color	colour
criticize	criticise
gray	grey
humor	humour
realize	realise
theater	theatre
tire	tyre
valor	valour

Note: Retain the American spelling when it is used in a proper noun or phrase, such as the name of an organisation or place. For example: 'Australian Labor Party' and 'VictorHarbor'.

Source: http://www.websitecriteria.com/Website_writing_guide_spelling/spelling.html p 9-11

Frequently Misspelt Words

The following are a list of the 100 most frequently misspelt words for Year 9 and 10 Australian high school students. To improve students' spelling, it is recommended that they use a range of strategies (on the previous page) to memorise these words.

1	a lot	26	desperate	51	harassment	76	prejudice
2	absence	27	difference	52	humorous	77	privilege
3	accidentally	28	difficulty	53	imaginary	78	probably
4	accommodate	29	disappoint	54	immediately	79	purchases
5	acquired	30	doesn't	55	immensely	80	receipt
6	actually	31	embarrass	56	independent	81	receive
7	advertisement	32	employees	57	its (its paw*)	82	recommend
8	amateur	33	environment	58	jewellery	83	repaid
9	attendance	34	equipped	59	laboratory	84	repetition
10	beginning	35	exaggerate	60	losing	85	responsibility
11	believe	36	excellent	61	manufacturer	86	restaurant
12	benefit	37	excessive	62	necessary	87	schedule
13	business	38	existence	63	occasion	88	separate
14	certain	39	expense	64	occurred	89	similar
15	committee	40	experience	65	occurrence	90	sincerely
16	completely	41	familiar	66	opportunity	91	society
17	condemn	42	fascinate	67	pamphlet	92	studying
18	conscious	43	February	68	parliament	93	succeeded
19	convenient	44	fifteen	69	particularly	94	success
20	criticise	45	financial	70	performance	95	successful
21	decision	46	foreign	71	permanent	96	surprise
22	definite	47	fortunately	72	personnel	97	tragedy
23	definitely	48	government	73	pleasant	98	truly
24	description	49	guarantee	74	position	99	vehicle
25	desirable	50	guidance	75	possess	100	writing

Frequently misspelt words for older students

The following is a list of commonly used words that are frequently misspelled:

A	**H**	**P**
acceptable	harass	pastime
accidentally	height	perseverance
accommodate	hierarchy	personnel
acquire	humorous	playwright
acquit	**I**	possession
a lot (two words)	ignorance	precede
amateur	immediate	principal (head of a school)
apparent	independent	principle (a belief or moral)
argument	indispensable	privilege
atheist	inoculate	pronunciation
B	intelligence	publicly
believe	**J**	**Q**
C	jewellery	questionnaire
calendar	judgement	**R**
category	**K**	receive/receipt
cemetery	kernel	recommend
changeable	**L**	referred
collectible	leisure	reference
column	liaison	relevant
committed	library	restaurant
conscience	license (to permit)	rhyme
conscientious	licence (a permit)	rhythm
conscious	lightning	**S**
consensus	**M**	schedule
D	maintenance	separate
discipline	manoeuvre	sergeant
drunkenness	medieval	supersede
dumbbell	memento	**T**
E	millennium	thank you
embarrass (ment)	miniature	threshold
exhilarate	minuscule	twelfth
exceed	mischievous	tyranny
existence	misspell	**V**
F	**N**	vacuum
fiery	neighbour	**W**
foreign	noticeable	weather
G	**O**	weird
gauge	occasionally	
grateful	occurrence	
guarantee		

Glossary of key words

This glossary contains key words that appear frequently in Board of Studies syllabuses, performance descriptions and examinations. The purpose behind the glossary is to help students prepare better for the HSC by showing them that certain key words are used similarly in examinations and tasks across the different subjects they are studying. It is useful for all students to begin understanding using these words from Year 7.

Account	account for: state reasons for, report on. Give account of, narrate a series of events or transactions
Analyse	identify components and the relationship between; draw out and relate implications
Apply	use, utilise, employ in a particular situation
Appreciate	make a judgement about the value of
Assess	make a judgement of value, quality outcomes, results or size
Analyse	find the main ideas, discuss them and consider their relative importance
Calculate	ascertain/determine from given facts, figures or information
Clarify	make clear or plain
Classify	arrange or include in classes/categories
Compare	show how things are similar
Construct	make: build: put together items or arguments
Contrast	show things are different or opposite
Critically (analyse/evaluate)	add a degree or level of accuracy, depth of knowledge and understanding, logic, questioning, reflection and quality to analysis/evaluation
Deduce	draw conclusions
Define	state meaning and identify essential qualities
Demonstrate	show by example
Describe	provide characteristics and features
Discuss	identify issues and provide points for and / or against
Distinguish	recognise or note/indicate as being districts or different from; note differences between
Evaluate	make a judgement based on criteria; determine the value of
Examine	inquire into
Explain	relate cause and effect; make the relationship between things evident; provide why and/or how
Extract	choose relevant and /or appropriate information
Extrapolate	infer from what is known
Identify	recognise and name
Interpret	draw meaning from
Inquire	An inquiry is any process that has the aim of finding new knowledge, resolving doubt, or solving a problem
Investigate	plan, inquire into and draw conclusions about
Justify	support and argument or conclusion
Outline	sketch in general terms; indicate the main features
Persuade	Convince the reader of your point view using language & evidence
Predict	suggest what may happen based on available information
Propose	put forward (for example a point of view, arguments, suggestion) for consideration or action
Prove	establish that something is true using logical reasoning and evidence
Recall	present remembered ideas, facts or experiences
Recommend	provide reasons in favour
Recount	retell a series of events
State	present ideas clearly and concisely. Details, illustrations or examples may be left out
Summarise	express, concisely, the relevant
Synthesise	put together various elements to make a whole

MODALITY

This is the way writers express their attitude towards the topic and reveal/show how definite they are. The writer takes a stance which can range from complete agreement to definite disagreement.

It also shows the writer's belief in the likelihood of an event occurring. This is particularly helpful when writing a persuasive text.

E.g. Strong modality- Drivers must not drink and drive.
Tentative modality- "it might rain tomorrow," stated mum.

Tentative	**Moderate**	**Strong**
• May • Could • Possibly • Perhaps • Might • Conceivable • Sometimes • Occasionally • Seldomly • Maybe • Minority	• Would/wouldn't • Should/shouldn't • Probably • Often • Ought to(think about...) • Frequently • Tends to • Usually • Likely • Regularly • Generally • Majority	• Must/mustn't • Ought to (do this now...) • Have to • Certainly • Necessary • Definitely • Undoubtedly • Always • Never • Clearly • Cannot • Simply impossible
Conceivably ... It is possible that... It may be the case That... Occasionally...	It appears probable... It is usually the case that... In the majority of cases... The results suggest that it is likely that...	It is certain that... It seems clear that... X is definitely... It is simply impossible for that...

Persuasive and Emotive Language

Positive		Negative	
High modality: must, have to, should **Commands:** Write, Do, Take action, Stop, Discover		**High modality:** must not, have to, should not, never	
Accurate	Magic	Abolish	Never
Advantage	Magnificent	Aggravate	Offend
Always	Miracle	Agony	Ordeal
Announcing	Most	Appalled	Outrageousness
Bargain	Most Important	Atrocious	Produces disastrous results
Beseech	New Now	Awful	Provoke
Best	Popular	Careless	Repulsive
Certain	Profitable	Confusing	Scandal
Certainly	Proven	Corrupting	Severe
Confident	Quick	Cruel	Shameful
Convenient	Remarkable	Damaging	Shocking
Definitely	Results	Deplorable	Spells the death of …
Delighted	Revolutionary	Disadvantages	Strongly disagree
Easy	Safe	Disastrous	Terrible
Ecstatic	Save	Disgusted	Tragic
Effective	Sensational	Displeased	Unreliable
Emphasise	Should	Dreadful	Unstable
Entreat	Startling	Eliminate	Wicked
Extremely	Strongly agree/ recommend	Harmful	
Expect	Strongly suggest	Harsh	
Freedom	Superb	Heaven forbid	
Good	Superior	Horrible	
Guaranteed	Tremendous	Inconsiderate	
Health	Truly	Inferior	
Highly effective/ likely	Trustworthy	Insensitive	
Implore	Urge	Irritate	
Improvement	Very		
Interesting	Wanted		
Introducing	Workable		
Investment	Worthwhile		Source: Board of Studies

Source: Board of Studies

Vocabulary to improve extended responses

Compare	Contrast
… akin to…. All the same Also … analogous to… As well …. comparable to…. Equally Furthermore Just as…, so too … In addition In a similar way, In like manner Like… Likewise … parallels … mirrors Moreover … reflects … same as… Similarly, Still Too	At the same time But Contrastingly, Conversely Despite …. different to… … distinguishes itself from… For all that However In contrast, …. is not… Rather Nonetheless … nothing like… Notwithstanding On the contrary, On the other hand, There is a difference/ gap/ distinction/ disparity between… Though Unlike… Yet

Other words for ‘shows’	Other words for ‘emphasises’	Other evaluative terms
conveys demonstrates depicts describes displays explores expresses indicates means presents reflects represents reveals suggests symbolises	accentuates amplifies focuses highlights reinforces strengthens supports	achieves affects engages creates illustrates implies proves resolves uses

Other ways of writing “creates a feeling of…”
conveys a sense of creates a sense of **emphasises** (makes stronger) her feeling of **engenders** (brings about) a feeling of **evokes** (brings up)a feeling of **generates** a feeling of **highlights** her feeling of **portrays** (shows) a feeling of **suggests** that

Explaining ideas	Putting ideas in order	Cause and effect	Concluding words
As already stated For example For instance In other words Namely Such as That is	Afterwards Finally Firstly Further Importantly Initially Lastly Later Most Next Secondly Then	As a result Consequently For For that reason Hence So Therefore Thus	All in all… All this evidence points to… All this leads to… All this suggests that… Consequently Finally In conclusion This results in To sum up

Source: Board of Studies

Peel paragraphs

P **Point** - make your main point in the first sentence. This is the topic sentence. Do not give examples yet.

E **Expand and elaborate** – explain what you mean in more detail. Write your points in other words.

E **Evidence and examples** – support your statement with evidence, examples and facts. Start with: *For example... or An example is...*

L **Link** your point back to the thesis statement. Start with a linking word: *Therefore, As a result*

Source: Literacy Links

LANGUAGE DEVICES

Rhetorical devices
These are used to position and affect the reader.
Rhetorical questions: the type of question where no answer is expected and is a good device to be used in persuasive text.

- E.g. *"Will any good come of this?"*

Emotive language: Emotive language in writing is used to convey emotions that can be felt as one reads. It is used to create emotional impact on the reader.

- E.g. *He was given a **heartfelt** goodbye.*

Hyperbole: Using exaggeration to have an effect on the reader.

- E.g. *The **whole word** is being affected by the severe effects of climate change.*

Superlatives: Are adjectives that express a very high degree of quality.

- E.g. *The **best** option is to introduce a carbon tax.*

Alliteration: the use of the same letter or sound at the beginning of words in a sentence, to give a poetic effect. (It is commonly used in poetry).

- E.g. ***C**areless **c**ars **c**utting **c**orners **c**reates **c**rashes.*

Metaphors: a word or phrase that means one thing and is used for referring to another thing in order to emphasize their similar qualities.

- E.g. *Don't be such an **airhead !!***
- *A mind is made up of thoughts, which have weight. Heavy thoughts are solid and deep, light thoughts are vacuous and lofty.*

Simile: a phrase that describes something by comparing it to something else using the word 'like' or 'as'.

- E.g. 'He eats ***like*** a pig*'.*

Personification: figure of speech where human attributes are given to animals or inanimate objects.

- E.g. *The **pencil flew** out of my hand.*

Onomatopoeia: formation of a name or word by imitating sound associated with that word, derived from the Greek 'onoma' meaning name. Names of birds such as the Peewee and Mopoke are believed to have originated in onomatopoeia, used by cartoonists

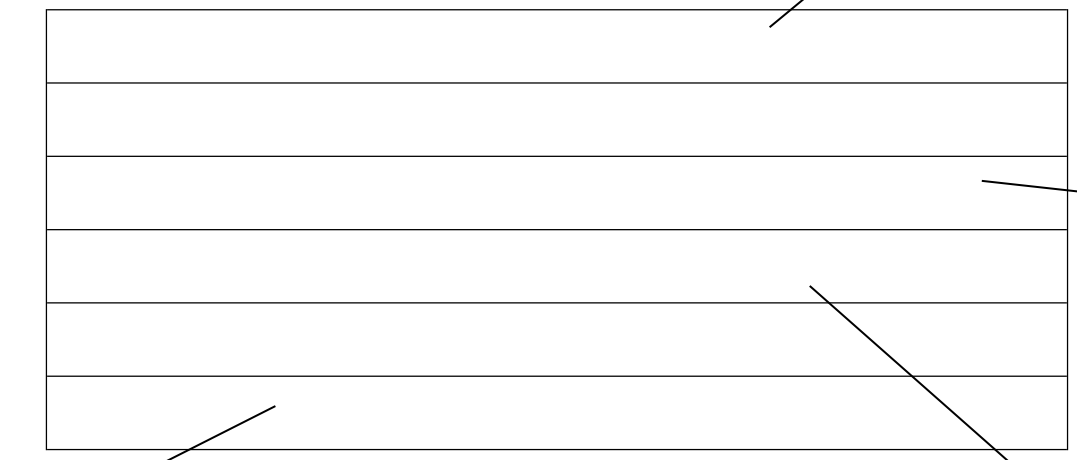
- E.g. ***bloop**, **crash**, **buzz**, **ping***.

Connective Words

To Add	To Express an Alternative	To Show Cause and Effect	To Compare
And, in addition, moreover, besides, above all, further, furthermore, not only…but also, what's more, in the same way, and then, equally important,	Alternatively, on the other hand, rather	Because, since, therefore, consequently, as a result, for this reason, subsequently, accordingly, as long as	Likewise, similarly, in comparison, by comparison, correspondingly, in the same way, compared to, as with
To Contrast	**To Show Consequence**	**To Conclude**	**To Explain**
But, however, whereas, conversely, in contrast, unlike, on the contrary, on the other hand, yet, in contrast, although this may be true, nevertheless, alternately	Consequently, so, accordingly, as a result for this reason, hence, thus, owing to this/that, due to this/that, because of this/that, therefore, with this in mind, under these circumstances	In conclusion, to conclude, finally, in brief, therefore, otherwise, on the whole, in summing up, to conclude, as has been shown, as state, hence, therefore, accordingly, thus, as a result, consequently	That is to say, in other words, namely, this means, to put it in another way, to put it simply
To Emphasise	**To Give an Example**	**To Show Exception**	**To Generalise**
Mainly, especially, notably, in particular, particularly, clearly then, definitely, extremely, obviously, in fact, indeed, in any case, absolutely, positively, naturally, surprisingly, always, forever, eternally, never, emphatically, unquestionably, without a doubt, certainly, undeniably, without reservation, significantly, more importantly	For example, that is, such as, for instance, thus, as follows, the following, in another case, on this occasion, in this situation, take the case of, to demonstrate, to illustrate, as an illustration, as revealed by,	Yet, still, however, nevertheless, in spite of, despite, of course, once in a while, sometimes, even though	Generally, in general, on the whole, in most cases, normally, as a rule, in most cases, usually, for the most part
To Prove	**To Start a New Point**	**To Show Sequence**	**To Show Time**
Because, for, since, for the same reason, obviously, evidently, furthermore, moreover, besides, indeed, in fact, in addition, in any case, that is	With regard to, with reference to, turning to, as for…, as far as…is concerned	First, firstly, second, secondly (so on), At first, next, then, following this, at this time, now, at this point, after, afterward, subsequently, finally, consequently, previously, before this, simultaneously, concurrently, at the same time, hence, soon, eventually, in the end, lastly, finally, as a result, subsequently,	Immediately, thereafter, soon, after a few hours, finally, then, later, previously, formerly, next, and then, a while later, afterwards

How to write a paragraph

A well-constructed paragraph has at least three or four sentences of varying lengths.



Point – make your point in the first sentence. This is the topic sentence. Do not give examples.

Expand and elaborate – write what you mean in more detail. Write your point in other words.

Evidence and examples – support your statement with evidence, examples and facts.

Link – Link your point back to the thesis statement.

How to PLAN a paragraph

POINT ……	EXPAND AND ELABORATE …… …… ……	EVIDENCE AND EXAMPLES …… …… …… ……	LINK …… …… …… …… …… ……

EXAMPLE OF A PARAGRAPH PLAN

Point *The topic sentence*	**Expand/Elaborate** *Describe*	**Evidence/Examples** *Add details or examples*
Important part of life	food	fertile farming land
	water	plant and harvest the crops
	leisure	for survivals

Point – introduces the reader to the point that Nile River was important to the Egyptians.

Example of paragraph writing

The Nile River was an important part of life for Ancient Egyptians. It allowed the people to survive a harsh desert life. It provided food, water, rich soils to grow crops and a habitat for plant, bird and animal life and to enjoy many leisure activities. The annual flood would leave behind fertile farming land which they used to grow all their food needs. There were two other seasons that allowed them to plant and harvest the crops. The Egyptians relied heavily on the Nile River for survival so it became the centre of importance.

Expand and elaborate – expands on the idea of why the river was so important.

Evidence and examples – provides factual information to prove that the river helped them to sustain life.

Link – A linking sentence to the point made in the topic sentence.

ASSIGNMENT TIPS

Before you bring pen to paper and begin to write your essay it is important that you prepare properly and develop an essay plan, by following these steps.

Understand the question

If you are unsure what is being asked of you then clarify the question with your teacher so you do understand. It's important to have a clear understanding before you start planning and preparing your essay.

Brainstorm the topic

- How much do you know already know about the topic?
- Get all your thoughts and ideas down on paper. (At this stage they don't have to be in logical order.)

Research the topic

- What do you need to find out?
- What research do I need to do to develop my knowledge of the topic?
- Look up the definitions of key words or words that are unfamiliar to you to help you understand the topic.
- A graphic organiser is a great way to record your research.

Plan your assignment

- Use a template (from this book) to plan how you will structure your response.
- Organise your information, thoughts and ideas into a logical order that can be easily understood. It should be clear, simple and easy to follow.
- Make sure you do not leave any key factors out, go over your notes.
- Check your plan to make sure you are on task. Refer to the question have you included information that answers the question or have you gone off topic?

If you are thorough with your preparation and take the time to brainstorm, research and plan your essay. The result will be that you have created a well-structured and clearly set out essay.

Don't forget to hand in your essay plan so your teacher can understand the process that you have undertaken to create your essay. Never throw away any of the work that you did during the planning till after you receive your essay back after marking. Use the essay checklist on the next page to make sure you have created a great essay.

Make sure you allow enough time to plan properly. Don't leave your essay to the last minute (the night before).

Regularly save your work. Consider using an USB or external hard drive. This will ensure you have a back-up if your computer breaks down. (Google Docs will save your work automatically.)

ASSIGNMENT WRITING CHECKLIST

In this assignment I have…	**Yes**	**No**
Written a clear, concise introduction that shows my understanding of the question.		
Outlined the general areas for discussion without saying, "In this assignment I will…" or "This assignment will…"		
Avoided discussing my first point in the introduction.		
Structured my ideas in a logical, smooth sequence in the body.		
Used PEEL to structure each paragraph **Point** - Begun each paragraph with a point (topic sentence).		
Expand and elaborate - Used brief relevant quotes/examples.		
Evidence and examples – Used examples to support your point.		
Link – Connected back to your point/thesis.		
Acknowledged all sources (quotes and ideas) properly.		
Avoided in the conclusion such phrases as, "In conclusion…" or "To conclude…"		
Avoided introducing new information in the conclusion.		
Attempted to draw together the points of the essay, not merely repeated the introduction in the conclusion.		
Written and correctly formatted a bibliography that includes all sources read during my research.		
Proofread carefully, checking for spelling errors, grammatical errors and ambiguity.		
Completed a spell-check and had it read by at least one other person (preferably an adult – i.e. parent, tutor, older sibling).		
Correctly formatted my essay and have used an appropriate font, font size and line spacing.		
Used a cover sheet that includes the title, my name, teacher's name and date.		

ORAL PRESENTATIONS

Here are some hints for preparing for your oral presentation:

- First, clearly define your **purpose**, taking your target audience into account.
- Once you have decided your purpose, do your **research.**
- Plan the **organisation** of your material – have an introduction, a body and a conclusion.

    1. **Introduction**. Think of a way to grab your audience's attention. Some useful openings are: a surprising or controversial statement; a quotation; some interesting statistics; a question. Plan this section carefully, and show how it links up with the rest of your talk.
    2. **Body**. Put your ideas into logical order. Write notes using headings or sub-headings. For each point that you make be sure to develop it further. Remember to use linking words (such as now, as a result, secondly, in addition, however, so, etc) to connect your ideas back to your original point.
    3. **Conclusion**. This is very important because it is your last chance to make an impact on your audience. It is the place that you tie your conclusion back to your introduction to provide a powerful ending. When you tie in your conclusion be sure to summarise your main points, but don't introduce new material or fade out or stop abruptly.

- You need to know your material, and then you should be able to talk about it. This means you shouldn't memorise your presentation, but be prepared to talk about your topic.

- Select relevant visual and audio materials such as overheads, pictures, maps, diagrams, or audio or DVD recordings to illustrate the points you are making. Make clear the connections between these items and your presentation. These should smoothly integrate into your presentation and not cause delays and interruptions.

- Remember some nervousness ensures a flow of adrenalin and helps you to give a good speech. Thorough preparation will give you confidence. The more you speak and the more you practice the less nervous you will feel.

- Check carefully your speech is not too long, as you may lose marks. Read through your speech and time yourself.

Delivering your talk

1. **Speak clearly** and slowly so that all your audience can hear.
2. Vary the loudness (**voice projection**) and **speed** (pace) of your delivery to prevent a monotonous presentation.
3. Establish good **eye contact** with listeners to keep them personally involved.
4. Use posture, gestures and facial expression to **emphasise** what you are saying.
5. **Refer to notes** on palm cards but <u>do not read</u> yourspeech/presentation.

DIGITAL SLIDE PRESENTATIONS
(eg: PowerPoint)

Some assessment items may require you to prepare a visual presentation to support your oral presentation.

The main design rule here is to **keep it simple.**

- Use a consistent design on each slide to link the presentation together.
- Keep pages uncluttered.
- Use a font size of 12 point and above.
- Select font styles that are formal.
- Limit the words on each slide. Write only the main ideas, usually in dot points
- Avoid reading word for word from the slides.
- Use a variety of features only where appropriate to the content (font, pictures, sound).
- Avoid overusing special effects (animations).
- Reference all quotes and diagrams.

READING SKILLS

Skimming

Skimming is a reading technique that allows you to get a **quick overview** of a text (or website) without reading it word-for-word. Skimming is done at a speed three to four times faster than normal reading.

WHY use skimming?

Skimming allows you to **quickly assess** the value of the text and determine if it is worth your time and energy to read.

When you are exploring lots of resources this is an important **time saving techniques** to find the BEST resources for you research.

People often skim when they have lots of material to read in a limited amount of time.

WHEN do you use skimming?

Use **skimming** when you want to see if an article / book / website may be of value in your research.

Once you have decided it is of use then you can read for details and comprehension.

HOW do you practice skimming?

Some of the different techniques that you can use for skimming are:

1. Read the title, subtitles and subheadings (or home page on a website)
2. Read the introduction or summary
3. Look at any diagrams, pictures or illustrations. Make note of the captions written under them.
4. Read the first and last paragraph
5. Read the first sentence of each paragraph.
6. Look for key information like dates, names, places.
7. Examine graphs, tables and charts and take note of the information they are giving you.

Source: http://www.studyvibe.com.au/ p 25-31

Scanning

Scanning is a technique you often use when you are searching for **specific information**, like a name in a telephone book or the time that a train departs. It is a skill that requires that you **read quickly** while looking for a specific purpose.

WHY use scanning?

Scanning lets you **quickly see** whether a resource is going to provide you with answers to your focus question(s) or research task.

HOW do you practice scanning?

1. Before you start, **be clear** about what information you are looking for. Have a set of **Focus Questions** you want to answer or **Key Words** you are looking for.

2. **Scan the entire resource** before you start to read. To scan a reading text, you should start at the top of the page and then move your eyes quickly toward the bottom

3. **Look at the table of contents, index, topic headers, photo captions,** etc.

4. These will help you determine if; a) you have a real interest in this reading, and b) what information you're likely to get from it.

5. **Try to anticipate** how the answer will appear and what clues you might use to help you locate the answer. For example, if you were looking for a certain date, you would quickly read the paragraph looking only for numbers.

6. Examine graphs, tables and charts and take note of the information they are giving you. Sometimes these have the information you are looking for.

7. **Selectively read** and skip through sections of the passage.

8. **Keep in mind at all times what it is you are searching for**. If you don't find it quickly then you might need to try another resource.

Note Taking

WHAT is note taking

Note taking is a strategy that is used to **extract key information** from what is being heard, read or viewed and **recording** it in an **abbreviated** way that makes sense to the reader.

WHY do you take notes?

- Taking notes makes you **concentrate** on what you are learning.
- Taking notes helps you **understand** what you are reading because you are putting the information you have read into a form that you understand (key words and phrases).
- Notes **link new knowledge to what you already know**.
- You **remembe**r things when you have written them down.
- During **revision** it is more **time efficient** and **effective** to read notes that you have written then go back and read whole chapters of books or websites.
- You remember things more effectively when you have written them down. This is especially true for **kinesthetic** learners.

HOW do you take good notes?

Unless you are strategic when you take your notes and are going to use them for revision ***you could be wasting your time***.

Good note taking involves:

1. Identifying the **main ideas**
2. Including **necessary details** (e.g. quotes, dates, definitions, formulae, names)
3. Leaving out unnecessary details
4. **Reducing** the number of words (here is where you use **Key Words**)
5. **Simplifying** ideas
6. **Organising information into a logical sequence or a pattern** that makes sense to you
7. **Making connections** / links between pieces of information that make it easier to remember (e.g. a timeline of events, steps in a procedure etc.)

Helpful Hints for Note taking

1. Determine the best way to take your notes based on the **type of information** you are looking for. For example if you are writing down a sequence of events use a ***timeline*** or if you are describing a life cycle use a ***flow chart***. **Graphic organisers** are an excellent tool that will help you focus on the type of information you require and how to organise it in your notes.

2. **Organise your notes methodically**. Colour-coding is a good idea.

3. **Date** your notes and keep each subject together. If you are using a word processor make sure you organise you notes into labelled folders.

4. If you are using **note taking cards,** number them and keep topics / units/ subjects together.

5. When taking notes form the board, **be accurate** with all dates. definitions, examples, formulae, solutions, conclusions, outlines, lists and anything else you are recording.

6. When taking notes from an **oral presentation don't try and take everything down. Try to pick out the key points being made.**

7. When taking notes from a **video** just write down **keys words** and use pauses in the narration, music and scenery sections to 'catch up" with your writing.

8. List **topic headings** and **main ideas**.

9. **Abbreviate.** Invent your own note taking style.

10. **Highlight key words**. Add c**olour** and images.

11. Develop a **system** that works for you and use it consistently.

12. Use **graphic organisers** or develop a **mind map** as a way or organising / recording your notes. These tools are very effective for **visual** and **spatial learners.**

Note taking from texts

Note taking from texts involves a number of steps. **PQRST** is a logical system and method for making notes.

P **Preview**
Q **Question**
R **Read**
S **Summarize**
T **Test**

PREVIEW

Before taking notes from a book or examining a website:

- **Browse** through what you need to read.
- Mentally note the **headings** and **sub headings.**
- Look at **graphs, diagrams, tables, illustrations** etc. to see what kind of information is presented.
- **Pay attention to highlighted, bolded and coloured words** (these will be important key words).

QUESTION

Ask yourself questions related to the topic that you want to find out about. This will guide your reading.

You can use the questions **WHO**, **WHAT, WHERE, WHEN, WHY** and **HOW** as starters or use questions framework like the ***Question Matrix, Bloom's Taxonomy*** or the ***Six Thinking Hats.***

Analyse your task or research question to find out exactly what is expected. Look at question words or key words or verbs like "*compare*", "*justify*" or "*describe*".

READ ACTIVELY

- **Be clear** about what information you are trying to find before you start. This way you are reading for a purpose.
- Read the material **section by section**. Search for answers to your question(s).
- **Study diagrams, graphs, tables, maps and illustrations** and link their meanings to the text. Don't underestimate the value of these things as a source of valuable information, sometimes even more so than text.
- **Read the topic sentence and final sentence in each paragraph**. Often this is where the most important information is found.
- Pay particular attention to **highlighted words** and **keywords**.
- Keep reminding yourself of the purpose for your reading.

SUMMARISE

- Make notes of the **main points** you read.
- Use **words and pictures** to activate both sides of the brain.
- **Employ colours** to make notes memorable. These notes can be either linear notes, mind maps or grid notes.
- **Kinesthetic learners** might like to use note taking cards (or Post-it Notes). Manipulating and sequencing the cards helps you to remember the information.

TEST

After completing your notes, **test your knowledge.** To ensure the information you have written is **committed to long-term memory** you need to revisit the information regularly for two weeks after you take them then on an ongoing basis as part of your revision program.

WARNING
There is the temptation when researching online to copy and paste huge chunks of information for assignments. The trouble with this is, however, that you do not really engage in or understand what you have copied because you are not synthesizing or processing it. To avoid this, **use graphic organisers** to organise key information into relevant groupings. Plagiarism (copying other people's work) is a habit you DO NOT want to get into.

Note taking before, during and after class

Step One: Before class

- **Review** notes from previous lesson
- **Read ahead** in text if possible (this will give you some idea of the hierarchy of knowledge and how best to use your notes)
- Make sure you have all **relevant equipment** you need (highlighters, post-it notes, note book etc.)

Step Two: During class

- **Listen to the teacher's goal** for the lesson. Be clear about what you are going to be doing and what you hope to achieve by the end of the lesson.
- Take note of how the teacher is **organising the information**.
- Write the **fewest words** needed to get the key concepts presented.
- Use a**bbreviations** and **symbols** to increase note taking speed.
- Include information **written on the whiteboard.** Pay particular attention to diagrams.
- Place a **?** next to anything that you write that you are not sure of or don't fully understand.

Step Three: After class

- **Ask your teacher** to explain anything you didn't understand.
- **Use text books, reference books** and appropriate **websites** to clarify anything you wrote in your notes that you didn't understand.
- Make sure your notes are as **complete** as possible.
- **Reread your notes** at least twice in the week following the lesson. This will help them to be retained in your **long-term memory**.

Special Note

If you are taking electronic notes make sure you:

- **Label the file** in such a way that you can easily locate them again.
- **Create subject folders**, then create unit or topic folders within each subject folder.
- Name each document and place them in date order. This way you can easily locate them.

TIPS TO EFFECTIVE INTERNET SEARCHING

Simple Keys to Search the Internet More Effectively:

1. Read the Help or Tips Menu

Know your Search Tool. What is the difference between a search directory and a search engine? The Help or Tips Menu will provide valuable information about how to perform an effective search. If you have not looked at Help, Tips or other guides, you are probably not making the best use of the search tool.

2. Prepare to Search

Think about what you are looking for. Create a list of search terms that you can work with. Consider what is the best search tool for the job? Again, know your search tool – which one will find what you are looking for? Do you want to use a search engine like Google and Alta Vista or would you rather use a directory like Yahoo?

- Table Matching What Your Search May Need with Search Tool Features

3. Start Simple and Take Advantage of the Search Tool

When you begin a search, use the simple mode to enter search terms.

Some of the major tools like Alta Vista, AskJeeves and others have designed the simple mode for ease of use. Natural language searching, links to RealName and DirectHit for finding major sites, and other features like Lycos' First and Fast retrieve good results with minimal expertise. Although the advanced modes offer more control, the simple mode often offers better results when beginning a search.

Refrain from entering a search with + and -, Boolean *and, or,* and *not*, parenthetical expressions such as *Cleveland and (Indians or Tribe)* and other advanced features before you have simply entered the search term or terms. If you are searching a phrase, however, the " " around the search will generally lead to better results (see no. 10).

4. Use both the Advanced and the Simple Modes of Search Tools

A common misconception is that Advanced Search is for "advanced searchers". However, the information that you are looking for often dictates how you will search. Learning to work with the Advanced Search modes does not take much more time or energy to learn to use, and it allows you to work with more search options and retrieve sites that are more relevant.

5. Use Unique Terms When Possible to Retrieve More Specific Results

Search tools use language to retrieve results. The words you choose will determine the information you find. Since some terms generally have one or more meanings, less than perfect results are common when searching the internet. Try to use words that are specific and describe what you are looking for in unique ways. The "Clustering" or "Folders" feature in search tools such as Teoma, WiseNut and All the Web and the "Refine" feature in Alta Vista can provide other terms to use when searching.

6. Use the Directories in Search Tools or Subject Directories

Directories, such as what is used by Yahoo, are available on most search tools and help organise sites into categories. Use these categories to focus your search. These search tool directories differ from the "guru" subject directories sites such as Digital Librarian and INFOMINE which list sites that are handpicked by an individual or groups of individuals who maintain the site.

7. Use More than One Search Tool

Not all search tools are alike. A search will produce radically different results depending upon the tool used. Each tool has strengths and weaknesses. Take advantage of the strengths and use tools to your advantage. If you want to see this in action, try doing the same search on different tools. Compare the first ten sites retrieved by each tool. Viva la difference!

8. Use the MetaSearch Tools and Natural Language Tools to Begin and/or Refine a Search

MetaSearch tools, such as Ixquick Metasearch, Vivisimo, ProFusion, SurfWax and others, search multiple tools simultaneously and are good tools to begin your research. Although the results are rarely as good as using an individual search tool, metasearchers are an excellent way to explore a topic and gather keywords and other information. After using a MetaSearch tool, refine the search by using the available features specific to each individual search tool.

Natural language searching, available on many tools such as AskJeeves, Alta Vista, and others allows a search to be formulated into a question. Translating a search into a question often helps you to refine the type of information you want to retrieve.

9. Use Capitalisation When Appropriate or to Refine a Search

Not every search tool is case sensitive. However, you will not be penalized by using capitalization for a search such as "Martin Luther King" or "Southern Cross University". Capitalisation will often retrieve sites that have the search term in the title – this tactic is especially useful when searching for a term that is not capitalized unless they are in a title (eg. Computers rather than computers).

10. Use Quotations or Other Symbols to Specify a Phrase

Search tools do not know whether a search is for "lesson" or "plans". The default is typically lesson or plans in simple searching. Use quotations to surround a phrase such as "lesson plans". However, again a word of caution, when using simple modes in some databases like Alta Vista, searching with quotation will often produce less effective results.

11. Keep Wading to a Minimum: Size of the Search Tool Does Not Matter

If you have not found what you are looking for in the first 20 to 50 sites, give it up and go no further. Either reformulate your search or try another search tool. Creativity is often the key to reformulating or rephrasing a search.

The discussion of how many pages are indexed in any particular search tools is generally discussed and in dispute. For the most part, this discussion is a moot point other than when trying to choose a tool for two reasons:

- No one search engine is best. A sophisticated search requires many search tools.
- The number of relevant sites is more important than the number of sites searched.

12. Use Find or Ctrl-F to Help Navigate Search Results

Often it is difficult to understand why a site is retrieved in a search. The Find or Ctrl-F feature will quickly allow you to search the text of a site and locate specific keywords.

Source: http://hanlib.sou.edu/searchtools/searchtips.html

NUMERACY TIPS

Setting out of Mathematics work

When completing any task in Mathematics, it is vital that you set out your work clearly and in a set structure that demonstrates the process. When you are asked to 'show working out' this means the teacher wants you to set out your work step by step.

Having thorough working out can support your learning by allowing the teacher to quickly identify specific steps that you may need to improve.

If you are completing Mathematics homework, always refer to examples in your book and the textbook. It's important for you to follow the same steps that have been demonstrated in class.

Preparing for tests

It is very important that you develop positive work habits such as properly preparing for tests. Make sure you clearly know what you are being tested on. Get a list of what to revise from your teacher. Students should review previous classwork, look at the examples and practice completing similar questions as proper preparation for a test.

Make sure you give yourself enough time to revise (and more than once). You can ask your teacher for additional work to practise use the resources on Mathletics, Mathsonline or on the digital copy of the text book.

Completing a numerically based assignment

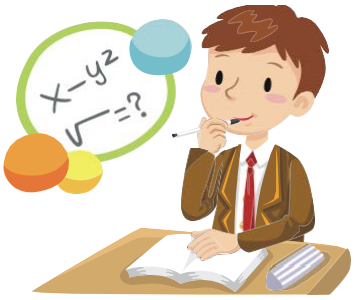
- Establish what you are being asked to do in each section/question. Look for the key terms, e.g. calculate, find, solve, simplify etc.
- When necessary draw diagrams or use the diagrams that have been given.
- Utilise the time given wisely. Make sure you do not to leave the assignment to the last minute.
- Hand in a draft or show your teacher ahead of time.
- Include a bibliography when it is needed.
- Refer to the rubric or marking criteria to understand how you will be assessed.
- Seek assistance from your teacher or another faculty member.

Problem Solving

Some students find transferring written language into mathematical language very complex. The most critical first step is for you to develop an understanding of the language that is being used in the question, and then decide what the question is asking you to do.

- Identify in the question what specifically is being asked. “What do I need to find out?”
- Identify the information you do have. i.e. “What do I already know?” “Do I have a diagram to help me?”

- Underline key words that tell you what method, operation or formula you have to use to calculate the answer.
- In many cases drawing a diagram helps you to visualise the problem and bring all given knowledge together. Label the diagram with the information you have been given.
- If you have been given a diagram but the information is not labelled on the diagram then do so using the information given to in the question.
- Identify the steps required to solve the problem.
- Make sure your working out is clearly set out and calculations are accurate in each step.
- Check your work. Get a friend, parent or teacher to go over your calculations.
- Make sure your work is neat and is easy to read.



Essential Mathematics Concepts

DATA

We use the following common words when describing data.

The following are all **Measures of Central Tendency**

Mean This is commonly called the average, which is calculated by adding up all the scores and then dividing by the number of scores.

Example To find the Mean of: 3, 4, 5, 6 and 7

There are 5 scores

Mean = Sum of the scores ÷ Number of scores

First add the scores together: 3 + 4 + 5 + 6 + 7 = 25
Then divide this total by the number of scores: 25 ÷ 5 = 5
So the Mean = 5

Median The middle score when the scores are placed in order of size

Example 1 To find the Median of: 3, 4, 5, 6 and 7

They are already in order

Cross of 1 score from each end and repeat until you have 1 left

~~3~~, ~~4~~, 5, ~~6~~, ~~7~~

The number left is the median. For these scores the Median = 5

Example 2 Sometimes you are left with 2 numbers in the middle.

~~3~~, ~~4~~, 5, 6, ~~7~~, ~~8~~

To find the Median you add the two scores together and then divide by 2

So 5 + 6 =11 ÷ 2 = 5.5 The Median = 5.5

Mode The score which occurs the most

Example For the scores: 1, 1, 1, 1, 2, 2, 2, 2, 2, 2, 3, 3
The **Mode = 2** because it occurs 6 times.

It is possible to have more than 1 Mode

Example For the scores: 5, 5, 5, 5, 6, 6, 6, 6, 7, 8, 9, 10
The Mode = 5 **and** 6

The following is a measure of **Spread**

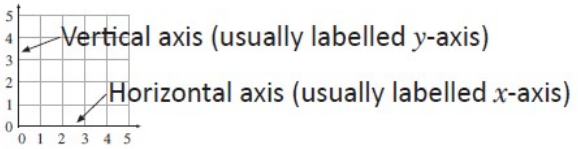
Range Highest score – Lowest score

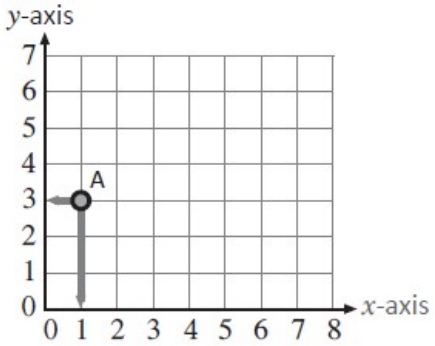
Example For the scores: 1, 2, 6, 2, 6, 3, 9, 5
The highest score is 9 and the lowest score is 1
So the Range = 9 – 1 = 8

GRAPHS

Axes and coordinates

Number planes have two number lines as their axes.





The coordinates of point A = (1 , 3)

x-value first, Horizontal first

y-value second, Vertical second

Dependent and Independent variables.

When we are looking for a connection between two variables (amounts that change) we put the values in an ordered table, for example horizontally:

Number of guests (x)	10	20	30	40
Cost in $ (y)	50	100	150	200

Independent Variable **Dependent Variable**

We use the term Independent Variable for amount on the top, and Dependent variable for the amount on the bottom.

We can also draw the table vertically.

Number of Guests	Cost in $
10	59
20	100
30	150
40	200

Independent Variable

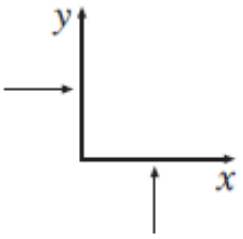
Dependent Variable

We use the term Independent Variable for amount in the left column, and Dependent variable for the amount in the right column.

To draw the graph we start by drawing the axis, as below.
(**PLEASE** use a **RULER** and **PENCIL**)

Dependent Variable

(Vertical axis)



The scale on each axis MUST have an equal interval.

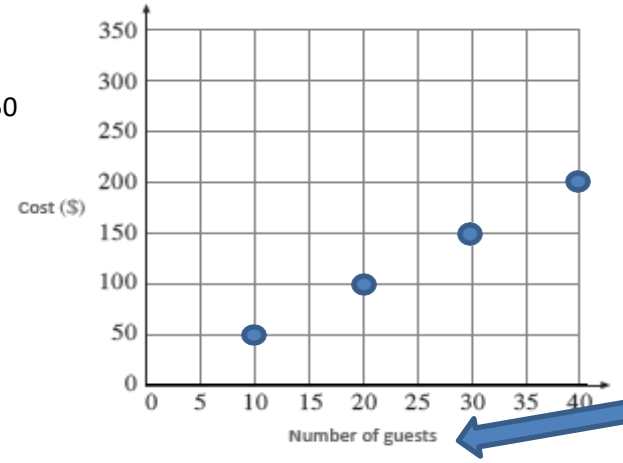
Independent Variable

(Horizontal axis)

There must be a scale along the horizontal axis and a scale along the vertical axis. Also each axis must be clearly labelled with the name of the variable clearly written in full. Then plot the points (along first and then up).

Number of guests	10	20	30	40
Cost in $	50	100	150	200
	(10, 50)	(20, 100)	(30, 150)	(40, 200)

Scale goes up by 50 for each interval



Cost in $

Number of guests

Scale goes up by 5 for each interval

Finally when all the points lie in a **STRAIGHT LINE**, use a **RULER** to draw a **STRAIGHT LINE** through all of the points.

Sometimes the points do not lie in a straight line once you plot the points. In this case draw a smooth **CURVE** through all the points.

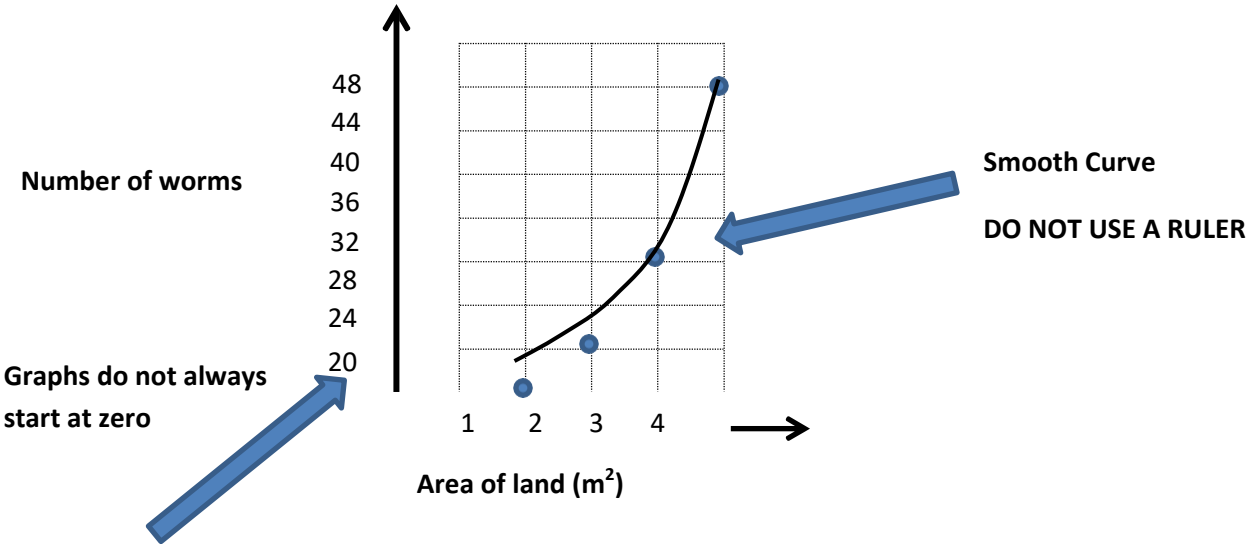
Example

Area of Land in m^2	Number of worms
1	20
2	24
3	32
4	48

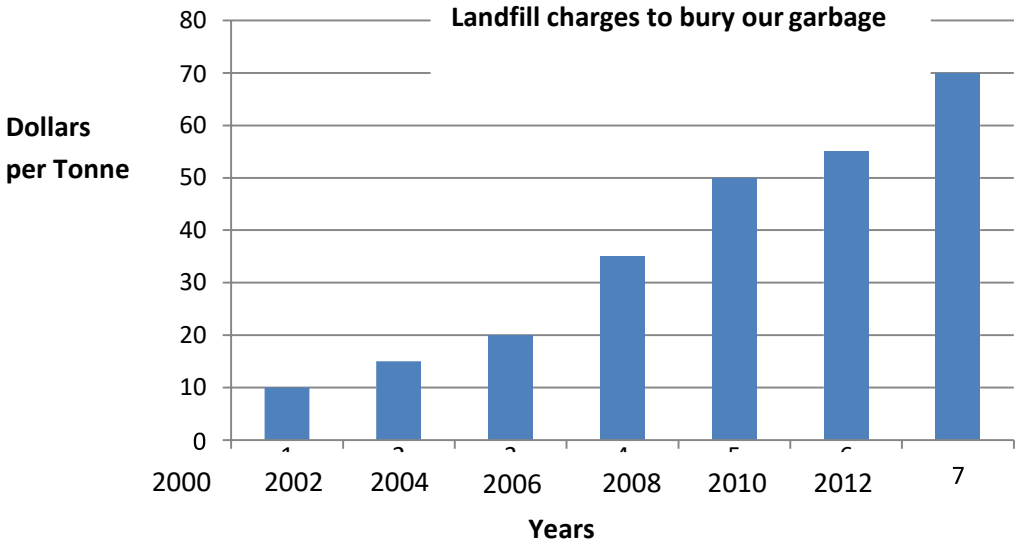
Independent Variable

Dependent Variable

Again we draw axis as before and make sure that there is a scale on both axes.
You can use a different scale on each axis.



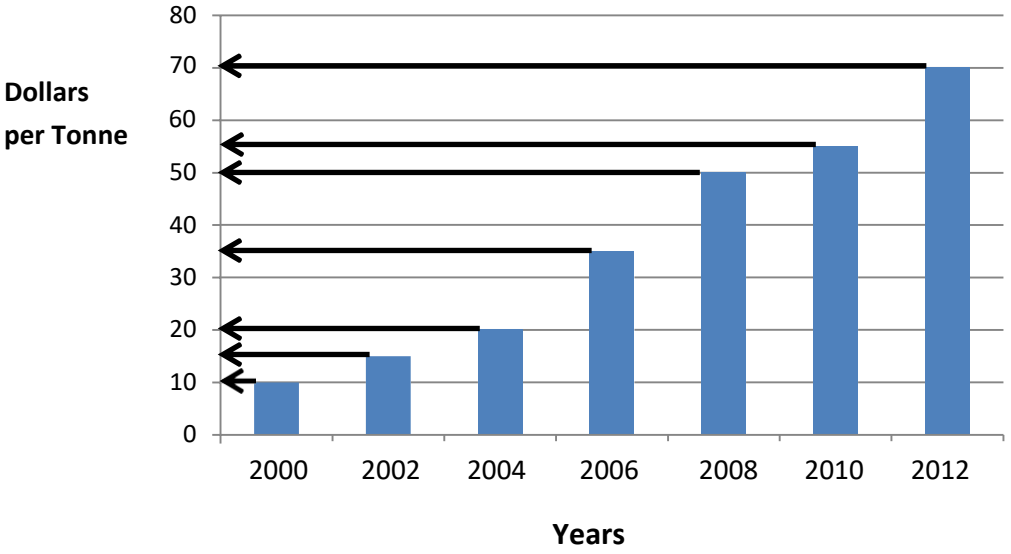
Finally it is important to be able to read values from a graph and put them in an ordered table
If we are given the graph below:



We place the values on the horizontal axis (Independent variable) in the left column (in this case the YEARS) and the vertical axis goes in the right column.

Years	Dollars per Tonne

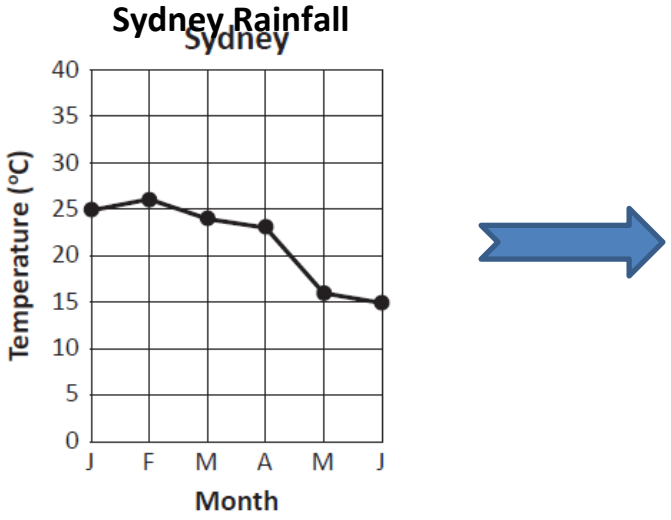
For each column we find its height by drawing a horizontal line across to the vertical axis.



We then record the height of the column next to the appropriate year in the table.

Years	Dollars per Tonne
2000	10
2002	15
2004	20
2006	35
2008	50
2010	55
2012	70

We can use this process to read values from any graph and record them on an ordered table.



Month	Temperature (°C)
January	25
February	26
March	24
April	23
May	16
June	15

Mathematics Glossary

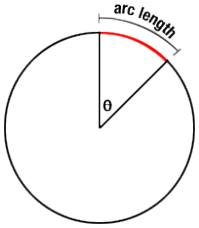
Addition: The process of adding two or more numbers. The opposite of subtraction. Children are taught a number of mental and written strategies for addition.

Algebra: The part of mathematics which investigates the relations and properties of numbers or other mathematical structures by means of general symbols.

Angles:

- Acute: less than 90^0
- Obtuse: greater than 90^0
- Right: 90^0
- Complementary: angles whose sum is 90^0
- Supplementary: either of two angles whose sum is 180^0

Arc: Part of the circumference of a circle.



Area:

- of a circle: $A = \pi r^2$ (where A=area, r=radius, π(pi) is a constant with a value of 3.14…)
- of a parallelogram: A=bh, (where b=length of base and h=length of height)

Average: (see Mean)

Capacity: The amount that a container can hold.

Circle: Words associated with circles: arc, centre, circumference, diameter, quadrant, radius, sector, semi-circle.

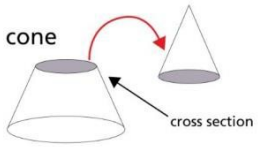
Circumference: The enclosing boundary of a circle. To calculate the circumference C=πd or C=2πr (where C=circumference, d=diameter, r=radius, π(pi) is a constant with a value of 3.14…).

Cluster: A 'crowding' of data round a particular score eg for the set of scores 7, 8, 19, 20, 21, 21, 36, there is a cluster of scores around the score 20.

Column graph: A graph that uses separated vertical columns or horizontal bars to represent data.

Composite number: A number that has more than two factors eg 15 is a composite number because it has factors 1, 3, 5 and 15.

Cross-section: The shape (plane section) produced when a solid is cut through by a plane, parallel to the base eg the cross-section of a cone is a circle.



Cumulative frequency: The total of all frequencies up to and including the frequency for a particular score in a frequency distribution.

Score	Frequency	Cumulative Frequency
10	6	6
20	7	13
30	8	21
40	4	25

The cumulative frequency of the score 30 is 21, since the total of the frequencies up to and including the frequency for 30 is 6+7+8 = 21.

Denominator: The lower number of a fraction that represents the number of equal fractional parts a whole has been divided into.

Diameter: A straight line passing through the centre of a circle and ending at the circumference.

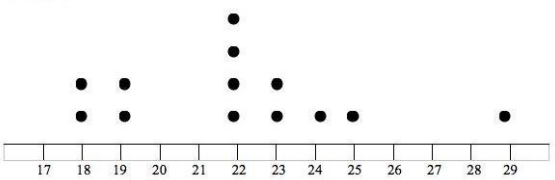
Divided bar graph: A graph that uses a single bar divided proportionally into sections to represent the parts of a total.

Rent	Clothing	Food	Fares	Enter-tainment	Savings

Divided Bar Graph of Weekly Expenditure

Division: The process of dividing one number by another. The opposite of multiplication. Children are taught a number of mental and written strategies for division.

Dot plot: A data display in which scores are indicated by symbols such as dots or crosses drawn about a horizontal axis.



Equivalent fractions: Fractions that can be reduced to the same basic fraction ie fractions that have the same value eg $\frac{1}{2} = \frac{2}{4} = \frac{3}{6} = \frac{4}{8}$

Face: Each of the surfaces of a solid.

Factor: A factor of a given number is a whole number that divides it exactly eg 1, 2 , 3, 4, 6 and 12 are the factors of 12.

Factorise: To find the factors of a given number.

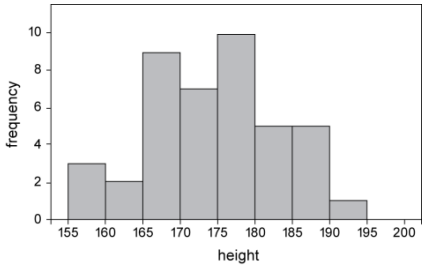
Fibonacci numbers: Numbers in the sequence which begins with two ones and in which each subsequent term is given by the sum of the two preceding terms ie the numbers, 1, 1, 2, 3, 5, 8…

Frequency distribution (table): A table that lists a set of scores and the frequency of occurrence of each score. Below is the frequency distribution table for the set of scores:

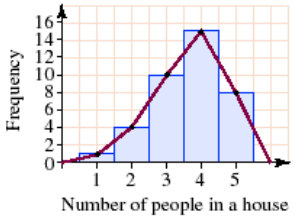
5, 5, 6, 6, 6, 6, 6, 7, 7, 7, 7, 8, 8, 8, 9.

Score	Frequency
5	2
6	5
7	4
8	3
9	1

Frequency histogram: A graph of a frequency distribution that uses vertical columns (with no gaps between them) to represent the frequencies of the individual scores. The frequency histogram below uses the data in the example above.



Frequency polygon: A graph of a frequency distribution formed by joining the midpoints of the tops of the columns of a frequency histogram. The frequency polygon (with histogram) below uses the data given above.



Hefting: The comparison of objects, holding one in each hand, to determine which is heavier or lighter.

Hexagon: A two-dimensional figure with six sides and six angles.

Improper fraction: A fraction in which the numerator is greater than the denominator.

Index (plural: indices): The number expressing the power to which a number or pronumeral is raised eg in the expression 3^2, the index is 2.

Inverse operation: The operation that reverses the effect of the original operation. Addition and subtraction are inverse operations; multiplication and division are inverse operations.

Line graph: A graph in which information is represented through plotting and joining points with a line or line segments. Meaning can be attached to the points between the plotted points eg temperature and population trends may be represented using line graphs.

Mean (or Average): The total of a set of scores divided by the number of scores eg for the scores 4, 5, 6, 6, 9, 12, the mean is $\frac{4+5+6+\ 6+9+12}{6} = 7$

Median: The middle score when an odd number of scores is arranged in order of size. If there is an even number of scores, the median is the average of the two middle scores eg for the scores 3, 3, 6, 8, 9 the median is 6; for the scores 5, 6, 9, 9 the median is $\frac{6+9}{2} = 7\frac{1}{2}$

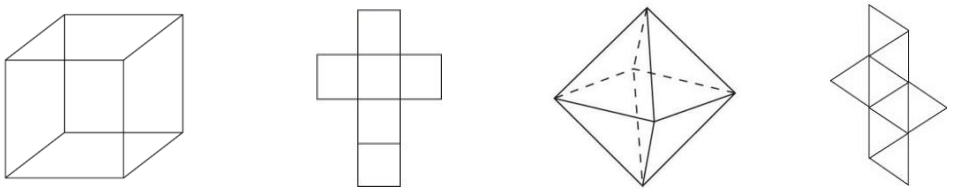
Mixed numeral: A number that consists of a whole number part and a fractional part eg $2\frac{1}{2}$.

Mode: The score that occurs most often in a set of scores ie the score that has the highest frequency. A set of scores may have more than one mode eg for the scores 1, 2, 3, 3, 4, 4, 4, 5 the mode is 4; for the scores 3, 5, 5, 5, 6, 6, 6, 7 there are two modes, 5 and 6.

Multiple: A number that is the product of a given number and any whole number greater than zero eg the multiples of 4 are 4, 8, 12, 16, 20…

Multiplication: The process of multiplying one number by another. The opposite of division. Children are taught a number of mental and written strategies for multiplication. Multiplication is both associative (numbers can be multiplied in any order: $(axb)xc\ = ax(bxc)$) and commutative $(2x5 = 5x2)$.

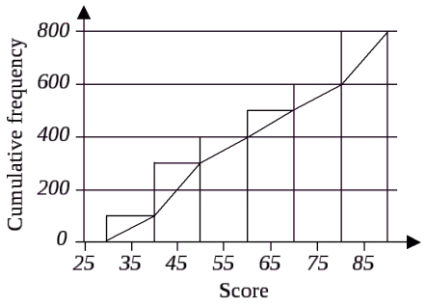
Net: A two-dimensional figure which represents the faces of a polyhedron and can be folded to make a model of it.



Numerator: The upper number of a fraction that represents the number of equal fractional parts.

Octagon: A two-dimensional figure with eight straight sides and eight angles.

Ogive (or 'cumulative frequency polygon'): A graph formed by joining the top right-hand corners of the columns of a cumulative frequency histogram.



Outlier: A score that lies well outside most of the other scores in a set of data eg 25 is an outlier in the set of scores 1, 2, 4, 4, 6, 7, 25.

Parallelogram: A quadrilateral with both pairs of opposite sides parallel.

Pentagon: A two-dimensional figure with five straight sides and five angles.

Perimeter: The distance around the boundary of a two-dimensional shape. To calculate the perimeter of a parallelogram, P=2(b+h) (where b=base and h=height). For the perimeter of a circle see Circumference.

Polygon: A two-dimensional shape having three or more straight sides.

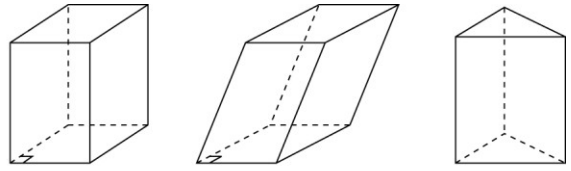
Polyhedron (plural: polyhedra): A solid in which each face is a polygon.

Prime factor: A prime factor of a given number is a prime number that divides it exactly eg the prime factors of 42 are 2, 3 and 7.

Prime number: A number that has only two factors, itself and one eg 3 is a prime number because its only factors are 1 and 3.

Prism: A solid comprising two congruent parallel faces ('bases') and the ('lateral') faces that connect them.

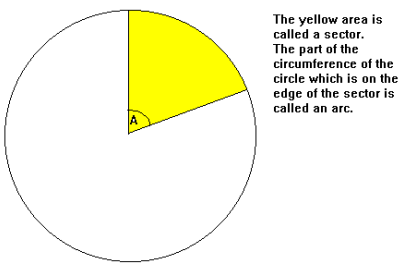
The lateral faces are parallelograms. If they are all right-angled (ie rectangles) the prism is a 'right prism'; if they are not all right-angled then the prism is an 'oblique prism'.



Pyramid: A solid with any polygon as its base. Its other faces are triangles that meet at a common vertex. Pyramids are named according to their base eg a pyramid with a square base is a 'square pyramid'.

Pythagoras' theorem: The square of the hypotenuse *(a)* of a right-angled triangle is equal to the sum of the squares on the other two sides (*b, c*): $a^2 = b^2 + c^2$. The hypotenuse is the longest side of a right-angled triangle.

Quadrant: A sector with arc equal to a quarter of a circle (and therefore centre angle 90^0); or (sometimes) an arc equal to a quarter of a circle.



Quadrilateral: A four-sided figure.

Quantitative data: Data that can be counted (discrete data) or measure (continuous data) eg the number of students enrolled in a school (discrete); the heights in centimetres of the students in a class (continuous).

Quotient: The result of division. In the calculation $10 \div 5 = 2$, the quotient is 2.

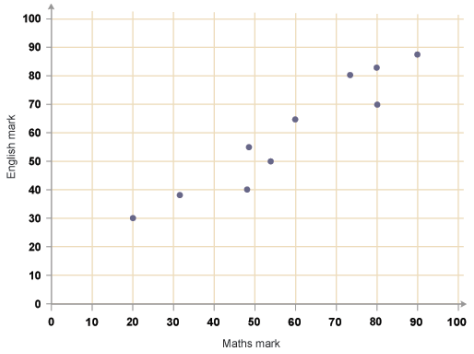
Radius (plural: radii): A straight line from the centre of a circle to the circumference. All radii of a given circle are equal.

Range: The difference between the highest and lowest scores in a set of scores eg for the scores 5, 7, 8, 9, 10, 11, the range is 11 – 5 = 6.

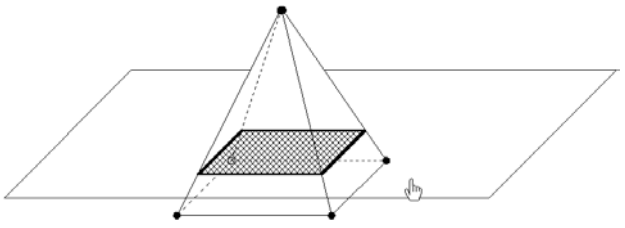
Rectangle: A two-dimensional figure with four right angles and four straight sides, with the opposite sides parallel and equal in length.

Rhombus: A parallelogram with all sides equal.

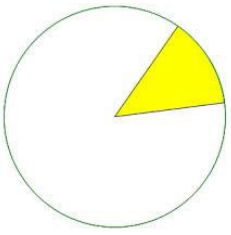
Scatter diagram: A display consisting of plotted points that represent the relationship between two sets of data. The scatter diagram below shows the Mathematics and English test scores of a class of twenty students. Each point on the diagram represents the pair of scores for one student.



Section: The flat surface obtained by cutting through a solid in any direction. The section of the square pyramid shown is a trapezium.



Sector: Part of a circle bounded by two radii and an arc.



Sector (pie) graph: A data display that uses a circle divided proportionally into sectors to represent the parts of a total.

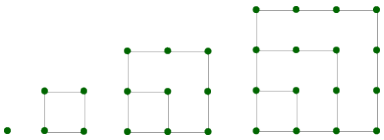
Similar: Used in reference to two geometric figures containing the same angles and having the same shape or proportions, though of different sizes.

Skip counting: Counting forward or backwards in multiples of a particular number, eg 3, 6, 9, 12…

Solid: A three-dimensional object.

Square: In geometry, a two-dimensional figure with four right angles and four equal straight sides. In number, the process of multiplying a number by itself, signified by a superscript '2', eg $4^2=16$.

Square numbers: Numbers that can be represented by a square pattern of dots. The first three square numbers 1, 4, and 9 can be represented by



Square root: A number which, when squared, produces a particular numbers. So, 4 is the square root of 16.

Stem-and-leaf plot: A display that provides simultaneously a rank order of individual scores and the shape of the distribution. The 'stem' is used to group the scores and the 'leaves' indicate the individual scores within each group.

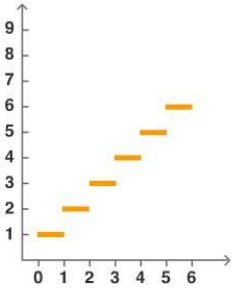
eg.

0	5 6 9
1	1 2 4 4
2	3 5 7

(Stem-and-leaf plot for the set of data: 9, 6, 12, 14, 14, 11, 5, 23, 25, 27.)

A back-to-back stem-and-leaf plot has two sets of data displayed on either side of the common stem.

Step graph: A graph that increases or decreases in 'steps' rather than being a continuous line.



Subitising: The skill of immediately recognising the number of objects in a small collection without having to count the objects.

Subtraction: The process of taking one number away from another. The opposite of addition. Children are taught a number of mental and written strategies for subtraction.

Symmetry: The exact correspondence, in relative position, size and shape of the parts of something with respect to a central point or one or more dividing lines or planes. Can be applied geometrically or to an expression or function.

Tesselate: To cover a two-dimensional surface by the repeated use of the same geometric shapes, without gaps or overlapping.

Trapezium: A quadrilateral with at least one pair of opposite sides parallel.

Triangle: A two-dimensional figure with three angles and three straight sides.

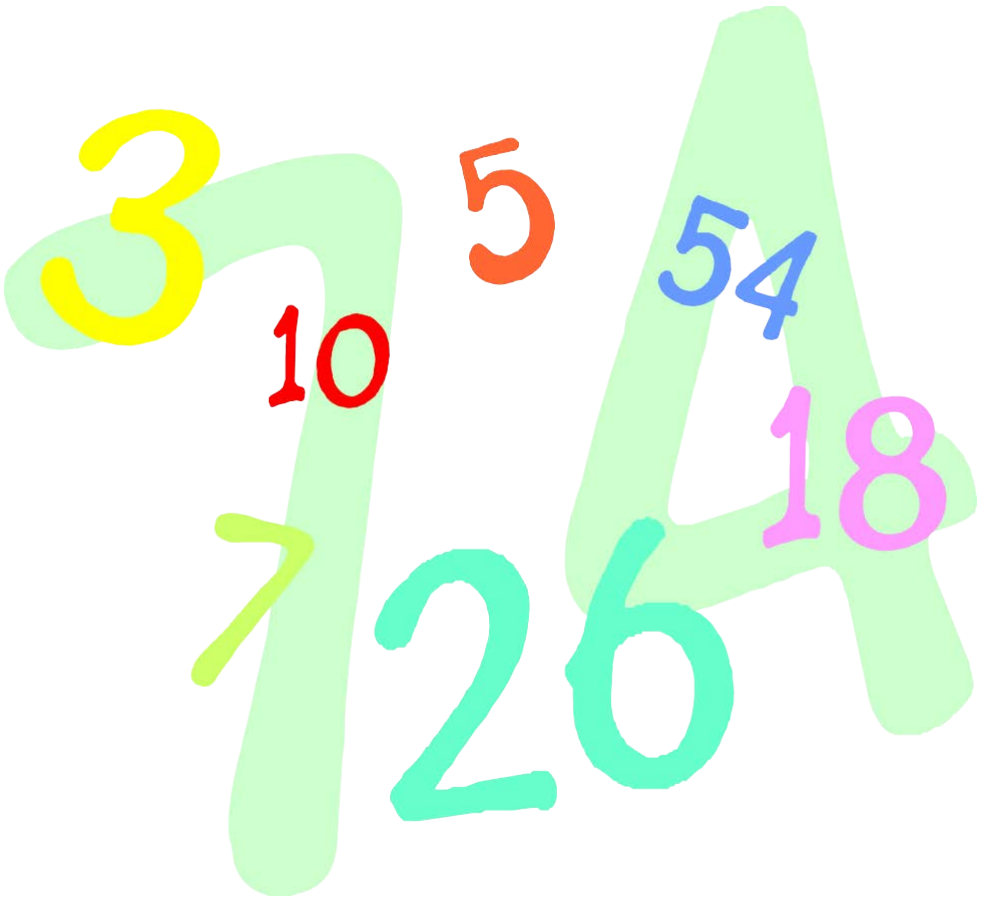
- Equilateral triangle: A triangle with all sides equal in length.
- Isosceles triangle: A triangle with two sides equal in length.
- Scalene triangle: A triangle with no two sides equal in length.

Variable: A quantity or number that may vary depending on its defining factors.

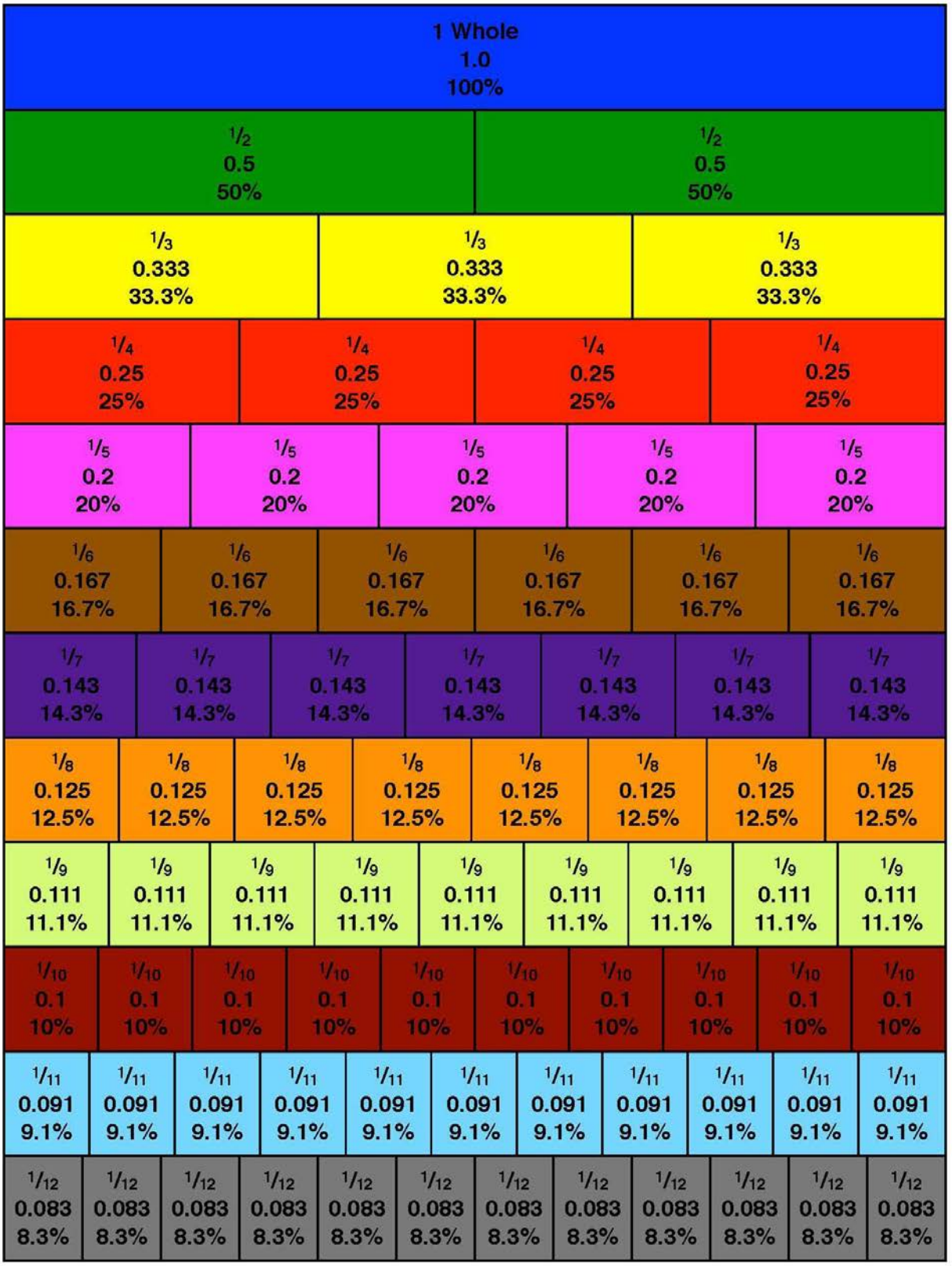
Venn diagram: A group of circles, representing logical sets, that intersect where the sets have elements in common.

Vertex (plural: vertices): A point where two or more sides of a polygon or edges of a solid meet eg a square has 4 vertices and a cube has 8 vertices.

Volume: The amount of space occupied by an object or substance.



Fraction Strips

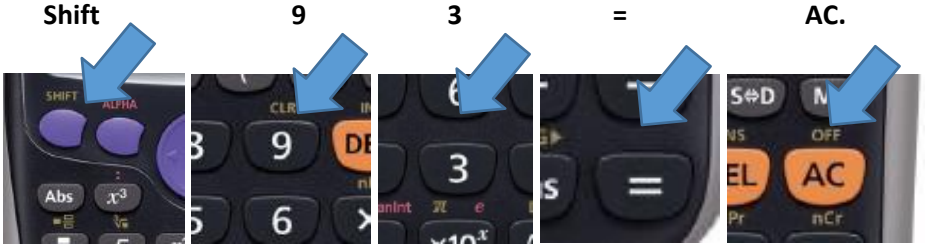


Tips for using the Casio Calculator to do fractions, decimals and percentages

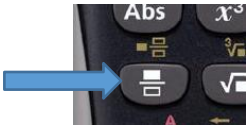
TIP 1

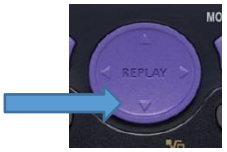
Before you start or when in trouble, reset the calculator by pressing:

Shift **9** **3** **=** **AC.**



TIP 2

When entering fractions press this key  then enter the top number

and then press the down arrow key  then enter the bottom number.

TIP 3

To put in a mixed fraction such as $2\frac{1}{3}$ press the  button first and then press the  key.

Now enter one number at a time followed by the arrow key to move around the fraction.

TIP 4

To change an answer from a fraction into a decimal press the button 

To change back press the  button again.

TIP 5

To change an answer into a mixed fraction, press the  button first then the  button.

TIP 6

When using the calculator to do sums with dollars and cents it is worth setting the calculator to 2 decimal places.

Shift Mode 6 2

Remember: when finished to press clear: shift, 9, 3, =, AC

TIP 7

To find a percentage of an amount, for example 17% of 500km

Press  then  500 = you should get 85.

TIP 8

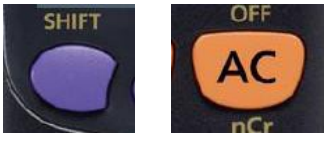
To use the wonderful number π press 

TIP 9

To clear a sum from your calculator press 

If you are doing a sum and only want to delete the last thing you did, press 

TIP 10

If you can't turn it off, press 

There are many more wonderful things the calculator can do; if you need any more help, ask your teacher.

Technological Applied Studies (TAS)
Design Cycle

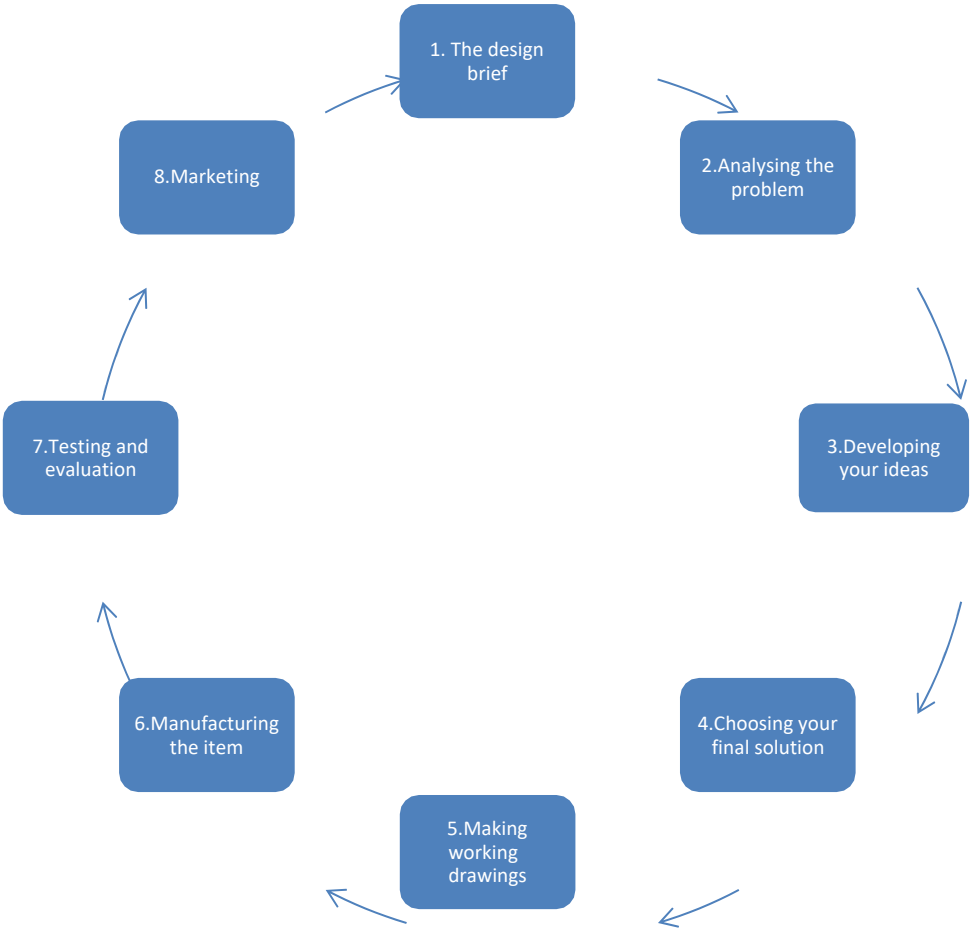
The following design process or cycle is used throughout the TAS KLA. It is used as the basis of all project work in Technology Mandatory (compulsory in Years 7 and 8). It is often used in our TAS elective courses such as: Design and Technology, Textile Technology, Food Technology and Industrial Technology. This process is an ongoing process.

The following information is a brief outline of the process:

The design brief: *A clear statement of the general problem or need that lists the requirements*

Analysing the problem: *Writing down the information you need to consider such as; time limit, materials, function, ergonomics etc.*
Developing your ideas*: At this stage you should record all your ideas. Use words and/or pictures. There should be a minimum of three.*
Choosing your final solution: *Your first idea might not be the best solution. You might need to combine several ideas to come up with a final solution.*
Making working drawings: *Make a detailed drawing of the components, and write down your specifications. The working drawing should include your procedure, as well as a list of materials and the costs involved.*
Manufacturing the item*: Complete the item using the processes of forming, separating and combining.*
Testing and evaluation: *You need to test to see whether or not your design has solved the problem.*
Marketing*: You need to communicate the value of your product or service, for the purpose of selling this item.*

The Design Process



Narrative
Recount
Procedure
Information Report
Explanation
Persuasion

NARRATIVE

When do I use it?

To tell a story, to provide entertainment, or make an audience think about an issue, teach the reader a lesson or excite their emotions.

Novels, short stories, diaries, biographies, some songs, dramatic monologues, plays, narrative films, poems can all use this format.

SCAFFOLD

1. Orientation
Tell the audience who is in the story, when is it happening, where it is happening and what is going on.

2. Complication
This is the part of the story where something happens, usually a problem for the main character, which triggers a chain of events.

3. Series of events
This tells how the characters react to the complication; rising tension occurs, leading to a climax (high point/major drama). It includes their feelings and what they do. The events can be told in chronological order (the order in which they happen) or with flashbacks

4. Resolution
The complication is sorted out or the problem is solved.

5. Coda
The narrator includes a coda (an additional section) if there is a moral or message to be learned from the story.

EXAMPLE OF A NARRATIVE

Scatter Flowers

STRUCTURE

The 'orientation' to subject of story – by reference to subject and/or by reference to location, time etc.

The 'complication' – unfolding of the main events of story, leading up to critical event or problem

The 'resolution' or conclusion crisis or problem is wholly or party resolved

Sometimes a comment or evaluation of events of story

She's a regular on the 7.00am. Walks repetitively up and down the carriages, carrying a small bag in her hands. Tired old hands, skin pale and mottled, fingers swollen and gnarled.

People slide past to avoid her. They fear she might invade their privacy, that once they start talking to her she might become a nuisance. She won't. Someone says she has Alzheimer's and that from time to time they put her in hospital. She soon escapes. No one notices she is gone and no one cares.

The most intriguing thing about her is the little pouch she carries and the way she guards it with her life. It's so personal, so exclusive and so peculiar. The contents of that pouch are the one thing that she will be remembered by. She won't have a gravestone or a space on the family mantelpiece, but the work she does will, in time, bring happiness to the people who live in the areas through which she has passed.

There she is again on the morning train, sitting, smiling, contemplating. It must be fun in a way – to be so content with life. Yet is she? How could anyone know what is going on inside her head? She stands and hobbles towards the door. People look down at the books they're not actually reading, pretending not to notice her.

She concentrates on the little bag she holds. The train slows down and more and more people stand up to get off. She is crowded by them now, and for a split second, she is one of them – not the outsider she always has been.

This time she is lucky. The train is an old one, and the automatic lock on the doors is not working. So it's easy for her to keep the doors open for a while. With one shoulder leaning against the cold, heavy door she reaches for her little pouch. She withdraws a handful of small brownish-black seeds and proceeds to throw them onto the speeding ground, while checking to see if anyone is watching. They aren't.

Again, she grabs a handful of the little seeds, then releases them from her old, yet powerful, grip. They land as she lives. Not knowing what lays ahead, yet prepared for anything.

The train terminates. People file off the train, unaware of her presence. They have places to go to and things to do. She has nothing except for her day's work. Life is simple. She disappears into the crowd.

The next year, her bright yellow flowers return, even if she does not. A weed they call them now, a weed they called her then. In life she was frowned upon – shoved onto a new patch daily. People wanted to be rid of her, and now people want to get rid of her flowers. They will never succeed. Fortunate really, because those flowers are her gravestone, her special place on the mantelpiece. They should be left alone forever.

Jessica Dixon

LANGUAGE FEATURES

opening words that instantly capture reader's interest

descriptive language to create image in reader's mind

third person e.g. 'she', 'they', but some stories in first person, e.g. 'I', 'we'

varying of sentence length

not always complete sentences – words and phrases used to create impact

often use of present tense, e.g. 'is', 'reaches', to make action of the story seem closer, but most stories written in past tense, e.g. 'was', 'reached'

many 'action' verbs, e.g. 'grabs'

specific reference to people and things

pronouns to refer backwards and forwards to people and things

NARRATIVE TEMPLATE

Brainstorming

Title Name of the story	
Orientation Who or what is involved When and where the story is set	
Complication (problem) The usual life of characters is interrupted, which adds tension and makes the story interesting.	
Series of events Events that occur because of the complication. Rising tension leading to a climax (high point/major drama).	
Resolution	
Coda (optional)	

RECOUNT

Types of recounts:

A **personal recount** is where the author is recounting an experience that they were involved in directly.

A **factual recount** can be used to retell a particular incident or event, such as an accident or newspaper report.

An **imaginative recount** is the retell of an imaginary event through the eyes of a fiction character, such as, the day in the life of Shrek.

Setting

- Who?
- Where?
- When?
- Why?

Events in the Time order (first to last)

- First
- Second
- Third

Concluding statement or ending

EXAMPLE OF A RECOUNT HSIE

Burnam's Journey

STRUCTURE

LANGUAGE FEATURES

I am sitting in my bark canoe with my biyanga (father) who is teaching me how to fish. It's quite hard really, I have to try and spear it perfectly. My name is Burnam; it means great warrior in Aboriginal. I am the oldest child in my family by three years; I have two brothers and one sister, this is a very special time for my biyanga and I.

The setting is established – who, what, why, when, where

First person recount 'I' creates a personal response

In the Cadingal tribe, which I belong, once your turn fourteen you have a special ceremony to become a man. So that is why I am fishing with my biyanga. We are fishing in a sacred waterhole which only men are allowed. My biyanga is an expert at hunting and fishing, every man in the Cadingal tribe are wonderful hunters and gatherers. We live by the ocean along the coastal bay of Sydney, so that's where we get most of our food from, the sea. Our tribe hardly ever use the plants, the women of our tribe only use the herbs for herbal remedies.

First event (in time order)

Descriptive language to creative imagery in the reader's mind

Our tribe believe in the *"Biami"*, the Biami is the Great Spirit that watches over everything and everyone. We believe that the spiritual places are where the Biami and other spirits reside. It feels so special that I am allowed to be in this extraordinary place, I can feel the Biami wrapping around me and my insides relax.

Vocabulary specific to the topic

Second event

"Burnam" says Biyanga, "look at those canoes, they are enormous and they are coming towards us". The vessels were extremely big compared to our canoes; we had only two paddles when the bigger canoes had at least twenty. Biyanga and I paddled back to our tribe and told them that enormous canoes are heading our way.

Direct speech adds interest

Third event

That afternoon the canoes arrived at the shores and hundreds of white people came out of these boats. The head of their tribe came up to us speaking some strange language. Our elders walked towards their leader trying to communicate with them but they couldn't understand each other.

Verbs convey the action

Conclusion

A white fella came from behind their Leader holding a weapon that I have never seen before, apparently it is called a *"gun"*. We have never seen or heard of a gun before, I think only white people have them. They didn't have spears or boomerangs like us, they had metal pointy things *"swords"* I believe. They said something and then the group of these people walked into our tribe and started rummaging through our belongings. One of Biyanga's friend (Bungarrow was his name) went up to the white people and started yelling rude and horrible words at them and surprisingly the white man just laughed and grabbed Bungarrow and took him and put a chain around his neck and the white man apparently said something like "he's mine now!"

Pronouns to refer backwards and forwards to people

Specific reference to people and things

RECOUNT TEMPLATE

TOPIC:
SETTING: WHO? WHERE? WHEN? WHAT? WHY?
EVENTS IN TIME ORDER
Event 1
Event 2
Event 3
Event 4
CONCLUDING STATEMENT OR ENDING

PROCEDURE

When do I use it?

To provide instructions for making something, doing something or getting somewhere.

Recipes, directions, instruction manuals use this format.

SCAFFOLD

1. Introductory statement giving the aim or goal

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

2. Materials needed for completing the procedure

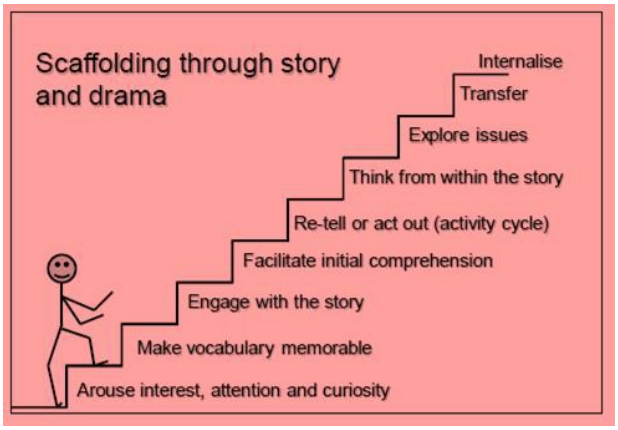
- This may be a list.
- This may be a paragraph.
- This may be left out of some procedures.

3. A sequence of steps in the correct order

- Numbers can be used to show first, second, third and so on.
- The order is usually important.
- Words such as now, next, and after can be used.
- The steps usually begin with a command verb such as stir, add or drill.

4. Evaluation

- Was your aim achieved?



EXAMPLE OF PROCEDURAL TEXT

Papier Mache Bowl

STRUCTURE

Purpose
To instruct students.

Structure
a) Statement of goal

b) A list of materials

c) A series of steps that must be carried out

Aim: To make a papier mache bowl

Materials:

- Vaseline
- Newspaper
- Other paper
- Paste
- Varnish

Equipment:

- Mould
- Dish
- Large paintbrush
- Scissors

Steps:

1. Apply vaseline to the mould so you can easily extract the papier mache bowl when completed.
2. Cover the mould with a layer of wet paper.
3. Brush with paste.
4. Apply the second layer of paper.
5. Allow shape to dry after the third layer.
6. Repeat steps 3 to 5 until the mould is covered with six layers.
7. Allow to dry completely.
8. Cover the shape with white paper of paint.
9. Allow to dry.
10. Decorate the finished object with paint or other materials such as beads.

LANGUAGE FEATURES

d) The imperative is used in procedures because a command has been issued

e) Technical language is prevalent in each subject

c) Words and phrases are used to specify time, place and participants.

PROCEDURAL TEMPLATE

1. Introduction – aim as either a title or paragraph	
2. Materials needed - may be a list - may be a paragraph	
3. A sequence of steps in the correct order - numbers can be used - words such as now, next and after can be used. - steps usually begin with an imperative (command words) such as stir, add or drill	
4. Evaluation – Optional - was your aim achieved?	

INFORMATION REPORT

When do I use it?

- To present information about a subject.
- To classify and /or describe using facts about the subject's parts, behaviour and qualities.
- Reference articles, research assignments, lectures use this format.

SCAFFOLD

1. A general opening statement in the first paragraph

- ❖ This statement tells the audience what the text is going to be about.
- ❖ This can include a short description of the subject.
- ❖ This can include a definition of the subject.

2. A series of paragraphs about the subject

- ❖ Each paragraph starts with a topic sentence.
- ❖ The topic sentence at the beginning of each paragraph previews the information contained in the rest of the paragraph.
- ❖ Each paragraph should give information about one feature of the subject.
- ❖ These paragraphs may include technical language.

3. A concluding paragraph

- ❖ This paragraph signals the end of the text.
- ❖ It can summarise the report.

EXAMPLE OF INFORMATION REPORT

STRUCTURE

General opening statement

Heading may be used

Topic sentences preview the information in the paragraph

Each paragraph focuses on one feature

LANGUAGE FEATURES

Written in the third person for a formal style.

Complex sentences contain more than one fact.

Written in past tense.

Factual, precise terms.

Specialised vocabulary.

CITIES

Since stone age times, people have felt the need to live near other people. At first, people roamed in tribes or clans, helping each other to find food, water and shelter. Living in groups also provided protection against wild animals and other groups of people. Eventually, if conditions were suitable, people stopped moving about and established permanent communities. Some of these attracted more and more people. They grew larger, forming cities.

Australian cities develop

Most cities have grown from smaller settlements. Sydney grew on the spot where the first European settlement was established in 1788. At first the population was about 1000, but now its population has grown to four million. Melbourne also started as a tiny farming settlement in 1835. A number of cities have been planned and built as cities, rather than developing from smaller towns. Canberra was planned as Australia's capital city, and building began in the 1920's.

Services

Cities offer their inhabitants and visitors many facilities and services. People are attracted to cities because they provide a wide range of services, and many job opportunities. Today, far more people are employed in factories and offices than on farms, and most people in Australia live in cities. Services provided in cities include a large number of shops (often in large shopping malls), large hospitals, universities and other educational institutions, theatres, parks and gardens, entertainment centres, restaurants and extensive public transport facilities.

Spread of cities

Over the past 100 years, cities have spread to occupy vast areas of the surrounding countryside. This has been caused by improvements in transport and communication. In the past, many people had to walk to most places they needed to go, such as shops or work. To communicate they either had to speak face to face, or write letters. The distances people had to travel was kept as short as possible by keeping cities compact. Houses were built close together, and streets were usually very narrow.

Today, improved transport methods such as cars, trains and buses mean that people can travel further to shops and workplaces, so houses can be built further away from the city centre.

Telecommunication systems allow people to talk to each other from anywhere in a city, or indeed anywhere in the world.

(Source: Excel Essential Skills)

INFORMATION REPORT TEMPLATE

1 Introduction – what the text is going to be about – a short description of the subject – can include a definition	
2 Body of the report - each paragraph begins with a topic sentence which previews the information in the rest of the paragraph - sentences after give more details - each paragraph should give information about one feature of the subject - may include technical language	
3. Repeat the same steps as 2	
4. Repeat the same steps as 2	
5. A concluding paragraph - can summarise the report	

BIOGRAPHY TEMPLATE

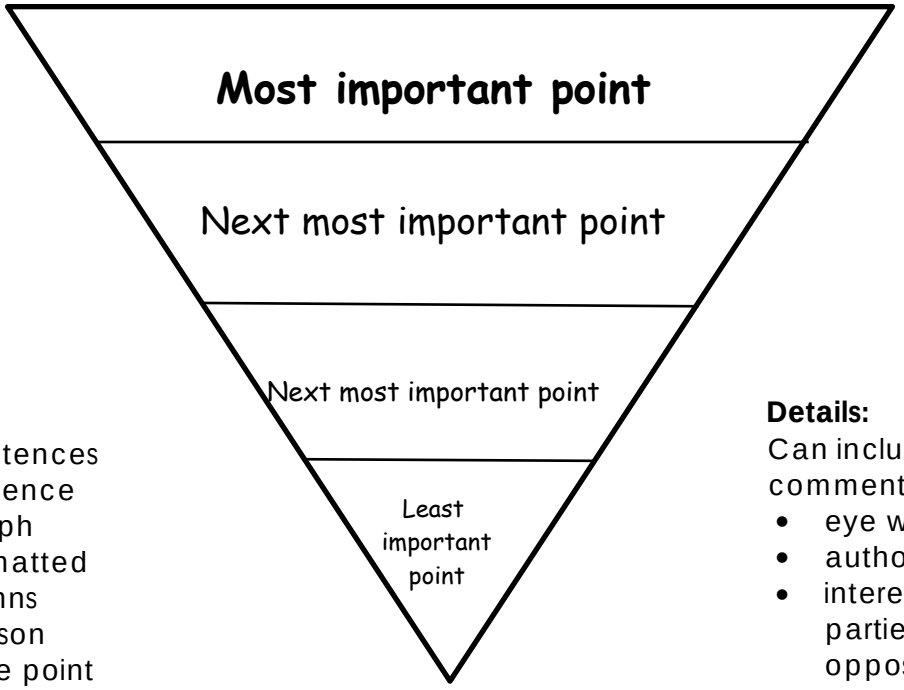
Title: their name	
Orientation: full name, where they were born/lived and what they were famous for.	
Paragraph 1 **Series of events**: paragraphs that describe important events, there impact, others involved, years and places.	
Paragraph 2	
Paragraph 3	
Re-orientation: re-state what they were famous for and their contribution to society i.e. what makes them memorable/special?	

NEWSPAPER REPORT

Purpose: Inform the public of current events

Focus: World events, national events, local events, current issues

Headline	Reduced language title. Sometimes ambiguous to attract attention.
By-line	Writer's name
The lead	Summary of most important information i.e. who, what, where, when and how.



Write in:

- short sentences
- one sentence paragraph
- yext formatted in columns
- third person objective point of view
- emotive

Details:
Can include comments from:

- eye witnesses
- authorities
- interested parties who hold opposing views

Conclusion (optional)

Often concludes with consequences, possible future leads.

EXAMPLE OF NEWSPAPER REPORT

STRUCTURE

Headline

By line

Most important information – who, what, when, where, why?

Information from most important to least important

Direct quotes from experts and eye-witnesses

One sentence paragraphs

Mixes facts and background information

Diver injured in West Australian shark attack

By Toni Smith

A 55 year old abalone diver has been rushed to hospital after being bitten by a shark about 180km east of the West Australian town of Esperance.

The male diver is an employee of Esperance-based Southern Wild Abalone, the state's largest abalone processor, and was collecting the delicacy when he was attacked this morning.

Company manager Marcus Tromp said the man, who he did not name, was conscious but in shock.

"There has been some substantial injuries, like any encounter with a shark, but the details are quite sketchy," Mr Tromp told ABC radio.

He said the crew of another diving vessel, who were close by and witnessed the attack off WA's south coast, came to the aid of the diver and his crew.

They were towing the man and his boat back to shore, and then back to town, Mr Tromp said.

"The crew on the diver's vessel would have been in shock, and I believe the diver was left on the vessel to keep the injuries stemmed, and the vessel was towed back to meet with the ambulance," he said.

A volunteer ambulance crew had been called from Condingup, about 68km from Esperance, to take the man to Esperance hospital.

A St John Ambulance spokesman said a helicopter was on standby to fly the diver to Perth, depending on the severity of his injuries.

Mr Tromp said the men had departed from Poison Creek at Cape Arid National Park, a popular fishing spot, where they often camped for a few days at a time while working, rather than drive for two hours each night back to Esperance.

Poison Creek is accessible only by four-wheel drive.

A Surf Life Saving spokesman said big sharks were frequently seen in the Esperance area.

It is the first shark attack reported in Australian since December 2012, when a paddle-boarder lost a finger and suffered a serious bite to his thigh at Diamond Head north of Sydney.

There has not been a fatality from a shark attack since July 2012, when a surfer was bitten in half off Western Australia, capping an unprecedented spate of five deadly attacks by the marine predators that sparked cells for a cull.

AAP

LANGUAGE FEATURES

Factual language

Proper nouns for people and places

Pronouns link ideas through the text

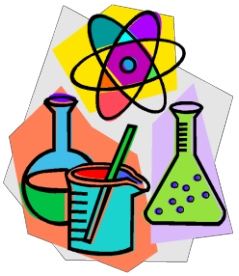
Past tense verbs

Direct speech in quotation marks

NEWSPAPER REPORT TEMPLATE

Headline Title		**Diagram/Picture**
By line Writer's name		
The lead Summary of most important information, i.e. who, what, where, when and how.		
Paragraph 1 Most important point		
Paragraph 2 Next most important point		
Paragraph 3 Next most important point		
Paragraph 4 Least important point		
Conclusion (if applicable)		

SCIENTIFIC REPORT TEMPLATE



Experiment Report Format

1. Title

The title should be short and indicative of the exact topic of the experiment. It should also have your **name** and **date** on it. It should be underlined.

2. Introduction (Seniors only)

This should include a review of theory notes and/or other literature to recall relevant information on the experiment topic. It should also define scientific terms and ideas.

3. Aim

This should include a statement defining the purpose of the experiment. The aim should always start with " To . . . ".

4. Hypothesis

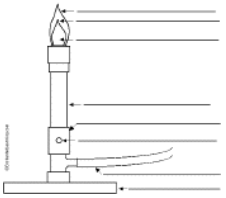
This should include a single statement of an idea about the solution to a problem, based on knowledge and research. For example:
"Bean seeds do not need light during germination".

5. Equipment

This is a list of the equipment that you chose to use for the experiment. If you were provided with **set** equipment this section is not included in the prac report.

6. Method

- Steps (Numbers or bullets) needed to complete the experiment.
- It should be written in the **past tense** if it is a record of what **has been done.**
- **Passive** voice e.g. "The circuit was set up" rather than "I set up the circuit".
- A labelled **diagram** drawn with pencil and ruler if applicable.



- **List** of the **variables** used (the things that have an effect on the experiment)
- **Independent** –the variable you purposefully manipulate (change) There is normally only ONE INDEPENDENT VARIABLE.
- **Dependent** — the presumed effect, what is measured or affected the **controlled** variable/s.
- Any **control** experiment (Data collected as a standard to comapre the dependent data to).

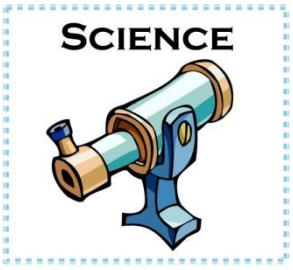
Risk Assessment

State any safety requirements for the experiment.

7. *Results*

The purpose of this section is to:

1. Organise all the data collected during experimentation so as the reader can understand how you reached a conclusion. This includes the presentation of data.



Presentation of data can be in the form of tables, graphs, diagrams and so on. All results should be accurately displayed, labelled and should be large enough to read clearly.

A **Table** will show the Independent variable in the first column, and the Dependent variable in the second column. Ruled up with units in the headings.

A **Graph** will have the Independent Variable on the x (horizontal) axis and the Dependent Variable on the y (vertical) axis.

2. State the results of the experiment.

8. *Analysis*

This is where sample calculations are shown
e.g. How the average for a set of results was calculated

9. *Conclusion*

- The conclusion summarises, in a brief, concise statement, what you have discovered based on your experimental results.
- The conclusion answers the aim.
- Do the results support or refute the hypothesis.

10. *Discussion*

For the discussion analyse the results of the experiment, draw inferences and relate these to class theory notes and other sources of information researched in the area.

- Evaluate the reliability and fairness of the experiment
- Experimental Errors
- Improvements that could be made to the experimental design

OR

Experiment Questions can also be answered in FULL SENTENCES in this section.

Science Report Template

Title What is the name of the experiment?	
Aim What are you going to do?	
Hypothesis What do you think will happen?	
Equipment What do you need to carry out the experiment?	
Method What are the steps to carry out the experiment? **Drawing** Draw a scientific drawing of the equipment & how it was set up or used **Variables** *Independent*: What will you change? *Dependent*: What will you measure? *Controlled*: What will you keep the same?	
Results What did you observe? What are the measurements you recorded?	
Analysis What calculations did you do? Give an example	
Conclusion What was the aim & did you achieve it? What did you discover? What was your hypothesis & do the results support it?	
Discussion Is the data **reliable**? Is the data **accurate**? Is the experiment **valid**? What problems did you encounter? What could be done better the next time you carry out this experiment?	

HOW TO WRITE A REVIEW

- A review is a description of a live performance, an art show community event or an evaluation of a TV show, movie you have watched, a computer game you have played, a website or a book you have read.

- Reviews are helpful because they inform the reader about the movie or book they may be interested in.

- Often a review will influence people by telling them a little bit about the story WITHOUT telling them everything. (You must NEVER give away the ending.)

- While it is important to tell the storyline, do so briefly!

- Choose the main events which take place – NOT every detail

- Use DESCRIPTIVE words to describe the movie or book (interesting, boring, adventurous, exciting, confusing, thrilling etc).

- Your opinion – Why did you like/dislike it?

- What was your favourite part? And why?

- If you could change something what would it be and why?

- Did you like the character/s?

- Your recommendation: Would you recommend seeing the movie or reading the book? Who would you recommend see it/read it?

- Would it be of particular interest to a specific group of people? (Explain: I would recommend this movie to all Australians because it deals with issues which are central to the heart of all of us).

- What type of language does it use? Does it use technical language, complex language or colloquial (everyday) language? By discussing the level of language used it will help the viewers or readers decide whether they will be able to understand and enjoy the movie/book.

BOOK REVIEW SCAFFOLD

Title:	
Author:	
Illustrator: (if applicable)	
Lead Character/s?	
What is the storyline or plot?	
Did you like this novel	Yes/No
Why? • Your opinion – Why did you like/dislike it? • What was your favourite part? And why? • If you could change something what would it be and why? • Did you like the character/s? • What is your recommendation?	
List at least 5 adjectives you would use to describe this text:	
• What type of language does it use? • Does it use technical language, complex language or colloquial (everyday) language? • Does the level of language make it easy or difficult for the reader to follow?	

FILM REVIEW SCAFFOLD

Title:_____
Director:_____
Audience you are writing for: _____

Main characters and the actors that played them:

1. _____
2. _____
3. _____
4. _____
5. _____

Opinions/comments: *(e.g. Director Gary Ross has created a quirky tale)*

_____
_____
_____
_____
_____
_____

Brief Plot Analysis:
Do not reveal the ending or give a recount of the whole film.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Analysis of key aspects of the film: *(Paragraph minimum for each area)*
Theme/Plot

_____
_____
_____
_____
_____

Genre-
What type of Fantasy and why?

Characters –
Choose one or two characters to look at in depth. *Hint: choose ones that polarise the audience e.g. love or hate them.*

Film Features –
Costumes, sound/music, lighting, special effects, cinematography, framing, shots and camera angles.

Rating:

Remember your review must be informative and entertaining!

EXPLANATION

When do I use it?

This is used to explain a process set out in stages, rather than describing a "thing". For instance **how** things work, and **how or why** things have come to be the way they are.

Examples are: Memos, Rules (i.e. playing a game), timetables (i.e. bus or train), explanations (how an email works or how a tap works), affidavits, complaints and policy statements

SCAFFOLD

Classification and/or generalisation
This might be the heading, a definition of the subject area or maybe in the form of a question beginning with how or why.

Description
This consists of statements or paragraphs that describe the how or the why. It is sequenced in a specific way that describes the process. It demonstrates the link between the cause and effect.

Pictures or diagrams maybe used.

Concluding/Summarising
This is a paragraph or statement that summarises what has been discussed in the description that ties all of the information together. This may include an impersonal and evaluative comment about the process.

Language Features

- Nouns and pronouns are used to describe a participant in the process.
- Timeless present tense, e.g. are, have, exists, and grows.
- Action verbs e.g. run, hunts, erupts, breaks, flows, and changes.
- Adjectives that are factual and precise such as, "5.6 megabytes", sandy coloured.
- Linking words and phrases expressing sequence (after..; then…; next…; finally)
- Technical terms and subject specific words should be used where possible.
- Written in passive voice (e.g. is made. is placed). Using first-person pronouns are not appropriate. The writer's opinions are not generally appropriate.

FEATURES OF AN EXPLANATION

Model of an explanation

STRUCTURE

Introductory question

A general statement about heatstroke

Series of paragraphs that tell how or why

Explanation of how heatstroke occurs

Conclusion

How does the body react to heat?

When the human body is exposed to very hot conditions one result can be heatstroke. This is often the case for athletes and people who have to work outside in summer.

Heatstroke is a sudden, uncontrolled rise in body temperature. It is a reaction that results from the human body not being able to replace fluid lost through perspiration. If the lost fluids are not replaced then dehydration occurs and this leads to a decrease in blood.

In this situation the body must decide whether to give the blood to the main organs (liver, kidneys, brain, and so on) or to the skin. Because the main organs are more important, they will receive the blood. Also, as a consequence of the drop in fluids, the body loses its ability to sweat. The situation becomes critical. The body now cannot produce sweat; therefore it cannot cool itself. Excess heat cannot be released through the skin as a result of the loss of blood supply to that part of the body. The lack of blood supply and the inability to sweat together cause the body to overheat.

Heatstroke can cause permanent injury if not treated properly. It is one way of how the body can react to heat.

Source: Text Types in English

LANGUAGE FEATURES

A question

Timeless present tense

Technical terms

Words that signal cause and effect

.

EXPLANATION TEMPLATE

Write your information in each section

Title:	
Introduction: *general statement about the topic.* Definition or a question. A brief description.	
Explanation: *series of statements written in sequential order to explain.* <u>How something works.</u> • What it is used for? • What each part does? • How the parts work together? • How to use it? **OR** <u>Why something happens.</u> • How and why it starts • What happens next, why? • What happens after that, why? • What happens finally, why?	
Conclusion: summary or comment A summary or recommendation A general comment about use or history.	

EXPOSITIONS PRESENT ONE SIDE OF AN ARGUMENT

EXPOSITIONS

Purpose:

The purpose of an exposition is to persuade an audience by presenting one side of an issue.

Structure:

1. **Thesis –** presents the writer's position on an issue and previews the arguments that will be used to persuade the audience.

2. **Arguments –** a series of arguments is presented to the audience.

3. **Reinforcement –** the thesis is reinforced with different wording from that used in the thesis. The position is restated and the arguments are summed up.

Language Features:

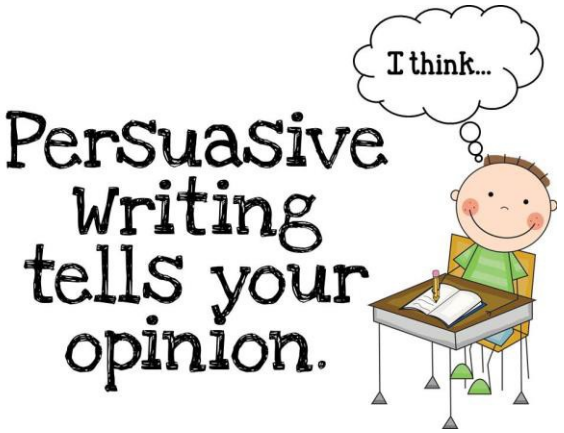
1. **Modality** (words that show the speaker's or author's attitude)

2. Words that show **cause and effect**.

3. **Nominalisation** (to change a part of speech into a **noun**)

4. **Complex sentences**

5. **Emotive** words to persuade the reader.



EXAMPLE OF AN EXPOSITION

Why did Australia's megafauna become extinct?

STRUCTURE

Purpose: To argue in support of a theory of extinction

Structure:

Thesis – background to the issue and a statement of the thesis to be argued.

Australia has a large range of unique animals – the wombat and koala are just two examples – and yet we have almost no megafauna like the African hippopotamus or elephant. *Of all the theories that attempt to explain Australia's lack of megafauna, the one that links human beings to their disappearance is the most convincing.*

Between 60,000 and 20,000 years ago, the megafauna disappeared from Australia. We have fossil evidence to show that giant kangaroos and wombats inhabited the forests, but there is no record of an environmental disaster such as the one that killed the dinosaurs occurring at this time. What we do know is that during this period, the Ice Age provided a land bridge for human beings to cross from New Guinea and Indonesia into Australia. Slow moving megafauna would have been no match for swift human hunters, who would have prized the megafauna as a food source. The discovery of large mammal bones with sharpened stones embedded in them surely proves that the megafauna were hunted by human beings.

Arguments – paragraphs that support the thesis, using scientific evidence

Another piece of evidence that strongly suggests that human beings wiped out the megafauna is the Aboriginal practice of fire stick farming. The fossil record reveals that Aborigines did not use this method of selectively burning the bush until about 40,000 years ago. It is probable that the extinction of the megafauna around this time would have caused bush undergrowth to flourish. This plant material would have caused very destructive bushfires. These fires would have wiped out the plants and animals that Aborigines depended on. It is therefore highly likely that the Aborigines began firestick farming in order to control bushfires and save their food source.

Evidence

It is therefore reasonable to argue that human hunting rather than an environmental catastrophe caused the extinction of Australia's megafauna.

Reinforcement

LANGUAGE FEATURES

linking words

high modality – words that convey certainty

nominalisation

technical language

words showing cause and effect

EXPOSITION ESSAY PLANNER

1	**INTRODUCTION** tell the reader what to expect, introduce the argument	
2	**ARGUMENT** topic sentence	**EVIDENCE/EXAMPLES** to support your ideas
3	**ARGUMENT** topic sentence	**EVIDENCE/EXAMPLES** to support your ideas
4	**ARGUMENT** topic sentence	**EVIDENCE/EXAMPLES** to support your ideas
5	**ARGUMENT** topic sentence	**EVIDENCE/EXAMPLES** to support your ideas
6	**CONCLUSION** restate your argument, make links back to topic	

PERSUASION

When do I use it?

They are used to persuade others to either accept a particular point of view; adopt a certain behaviour or action; or change attitudes and existing practices in favour of those put forward by the author.

There are three different types of persuasive text structure and features may vary according to purpose and audience. For example: Arguments, discussions and advertisements.

SCAFFOLD

Introduction
Opening statement on the issue or concern that is to be argued (this may be called the thesis). This can be used to attract the audience's attention.

Arguments
- These are points put forward to support the opinion or proposal of the author.
- Each of which should be supported by evidence or examples that help to elaborate or argue a point of view. The arguments are sequentially ordered from the most persuasive to the least persuasive.
- The number of arguments presented can vary, based on the set task or author.

Conclusion
This is a concluding statement that sums up the argument and relates to the point of view and suggests a solution or possible action. There can also be carefully selected facts to support the point of view.

Language Features:
- Emotive words and phrases should be used.
- Usually in present tense.
- Three connectives to indicate sequence of points, (e.g. firstly, secondly, thirdly).
- Conjunctions used to link reasons and actions, opinions or to link cause/action and effect.
- A variety of verbs used e.g. action verbs (run, ruin and drive).
- A variety of mental verbs used e.g. (hope, believe).
- Occasional use of passive voice should be used e.g. instead of saying "the people are concerned about the intersection", the author may restate this as, "Concern has been raised about the intersection".

PERSUASIVE TEXT

Example 1

The purpose of an exposition is to persuade the reader by presenting one side of an argument. This exposition AGREES WITH THE THESIS. It is possible to present some elements of the opposing case to refute (argue against) the points raised. In this way, it convinces the responder to agree with the composer.

STRUCTURE		LANGUAGE FEATURES
Thesis Summary of main arguments	**There is no doubt that reading books is much better than watching TV.** Most TV shows are shallow and worthless whereas books make the reader smarter by developing memory, imagination and literacy at the same time.	Thesis Arguments previewed
Arguments Argument 1	Most TV shows watched by young people have little value. *Popular shows are light entertainment and they do not develop any knowledge about the world that might be helpful for a young person's future. Watching TV is a passive activity as you just sit down, watch and absorb. The TV show does the thinking for you. The most popular TV shows for teenagers are reality shows like The Biggest Loser or comedies like Two and a Half Men. These TV shows have hardly any value other than shallow entertainment and it would be better to read a book on the subject.*	Point *Explain/ elaborate* Examples Link
Argument 2	On the other hand, reading books **can** make you smarter. TV is **totally** passive whereas reading is active. Remembering plot lines and character names as well as new ideas develops your memory skills. Reading new words improves vocabulary skills and **should** lead to better marks at school. The good writing in a book provides a model to follow, so you are **definitely more likely** to write well if you read books.	Modal language (in bold) Linking words
Argument 3	Reading is also **entertaining** and even **fun**. There are fiction and non-fiction books depending on your interests. In fiction, the reader can really get inside the characters' heads and feel what they are feeling which makes books **exciting**. Millions of readers of all ages **loved** Harry Potter and his friends. Aron Ralston's **inspiring** non-fiction book about his experiences trapped under a rock in the desert **enthralled** thousands of readers too. Therefore, books **easily** open up **creative** worlds which the reader can enter and **enjoy**.	Evaluative language in bold
Reinforcement re-state the main arguments	In summary, reading books has many more benefits than watching TV. Television can trap us on the couch and stop us from thinking for ourselves however books can draw us in and make our brains work hard but in an entertaining way. Therefore while the reader enjoys the book, they are also learning and becoming smarter.	Linking words

Source: Literacy Links

PERSUASION MAP

Argument/ Thesis
That caged egg production is a cruel practice

REASONS	FACTS/EXAMPLES
Argument 1. 1. Hens kept in cages is restrictive of their movement.	1. a) Unable to stretch their wings or build a nest 1. b) Claws become entangled with the wire. 1. c) They are unable to walk around and exercise.
Argument 2. Natural and artificial light is disruptive to their instinct.	2. a) The artificial light makes them lay 24 hours. 2. b) They are exhausted from all the laying therefore their lifespan is shortened. 2. c) Being caged means they have no access to natural light causing health issues.
Argument 3. Stress that hens suffer living in these conditions.	3. a) No space, squashed in a tiny cage with several other hens. 3. b) The stress can cause them to peck and kill each other. 3. c) Hens become aggressive which is not normally in their nature.

SUMMARY OF ARGUMENT

Conclusion: This process is inhumane for the hens. Animal welfare organisations, poultry farmers and the law need to work together to create respectful farming practice.

PERSUASION MAP EXAMPLE

Argument/ Thesis

1.

2.

3.

REASONS

1. a)

1. b)

1. c)

2. a)

2. b)

2. c)

3. a)

3. b)

3. c)

FACTS/EXAMPLES

Conclusion:

SUMMARY OF ARGUMENT

PERSUASION TEMPLATE

1	**INTRODUCTION** State what the issue or topic is and what you think about it.	
Why should people believe you? *(use as many arguments as you need)*		
2	**ARGUMENT** topic sentence	**EVIDENCE/EXAMPLES** Because…
3	**ARGUMENT** topic sentence	**EVIDENCE/EXAMPLES** Because…
4	**ARGUMENT** topic sentence	**EVIDENCE/EXAMPLES** Because…
5	**ARGUMENT** topic sentence	**EVIDENCE/EXAMPLES** Because…
6	**CONCLUSION** Strongly repeat what you believe with a summary of the reasons why	

PERSUASIVE LETTER TEMPLATE

Date: _____

Your Name: _____
School Address: _____
_____

Title and Name of the person you are sending your letter to:
_____
_____
_____

Dear _____

I believe that
_____
_____
_____
_____
_____
_____

There are many reasons to support my argument, and these include
_____
_____
_____
_____
_____
_____

The first reason is
_____
_____
_____
_____
_____
_____

In addition to this
_____
_____
_____
_____
_____

Furthermore, another reason is

Finally, in conclusion

Thank you for taking the time to read my letter and listen to my point of view

Yours faithfully,

Your signature: _____

REFERENCING

REFERENCING

When writing an assignment you need to acknowledge other people's work that you use. This is called referencing. At Xavier Catholic College we use the **Harvard System** where footnotes and endnotes are not required. Simply acknowledge where you found the quote or idea you used by **including it in your paragraph**. This is easier to use for the writer and enables the reader's eyes to continue with the natural flow from left to right.

How do I correctly quote from others or refer to others' ideas?

1. To quote a large piece of text from another author.

Quotations of 25 words or more must be indented, and inverted commas are unnecessary in this case. The quotation must be introduced properly, not just placed in your writing isolated from the rest if your text.

Example:

At the time of the European colonisation the Australian landscape was portrayed as untouched wilderness. In fact, Indigenous Australian were using various techniques, particularly fire, to manage the land:

> *...the explorers were not pushing out into wilderness; they were trekking through country that had been in human occupation for hundreds of generations. It was land that had been skilfully managed and shaped by continuous and creative use of fire. (Reynolds 2000, p.20)*

Indent from the margin.

Identify author, year of publication and page number at the end of the quote.

Leave a line above and below the quote.

2. To quote a few words from an author

Quotations of less than 25 words are to be placed in the body of the text and inverted commas must be used:

Example:

Computers, data communications and electronic control devices have had a large impact on society. "The widespread use of computers has been described as the second industrial revolution" (Bishop 1985, p. 213)

Or

Reynolds (2000) argues that the Australian landscape was 'skilfully managed and shaped' (p. 20) by the Aboriginal people through the use of fire.

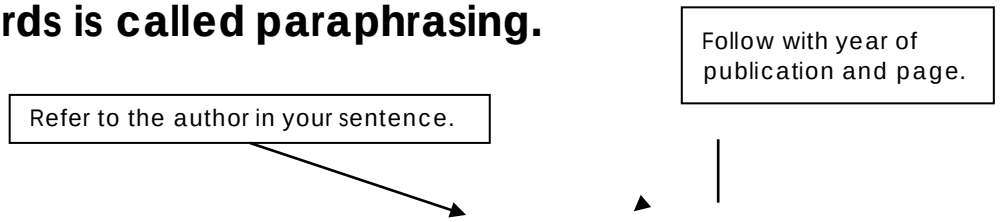
Use single quotation marks around the quoted words.

Add page number after the quote plus author and year of publication if referred to earlier in the sentence.

Generally, small units of quotations are more effective. Try to weave at least some short quotations (under 25 words) into your text, rather than always using longer block quotations. This makes your writing more fluent and tends to give it added depth.

3. To acknowledge another author's ideas without quoting the exact words is called paraphrasing.

Example:



More recent studies, including those by Ward and Foot (1999, p.6) note increasing dissatisfaction with how the taxation system handles superannuation.

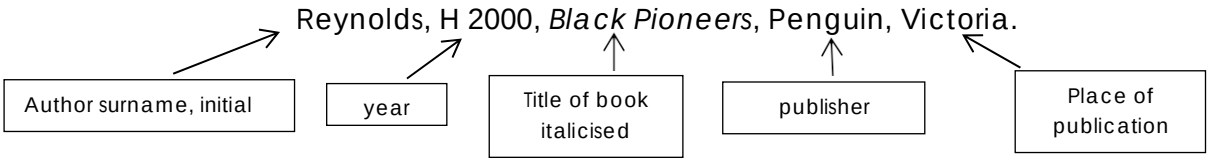
Or

One of the worst problems which affected Europe and Australia after World War 1 was the influenza epidemic in the 1920s. About 20 million people (Bereson 2000, p. 18) around the world died as well as 11,000 Australians (Australian Encyclopaedia 1996, p. 45). Many people panicked at the thought of infection.

How should I set out my bibliography?

When you take notes from another source, it is a good idea to write down the bibliographic details at the time. This makes it easier to complete the bibliography at the end of the assignment. When doing this you need to take note of the following:

1) BOOKS with one author:



2) BOOKS with two more authors:

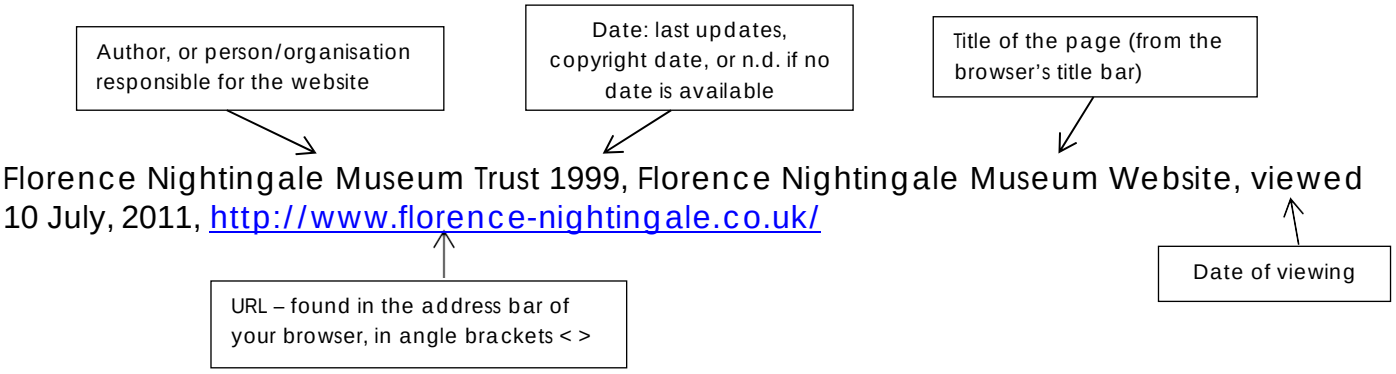
Stanley RJ, Reynolds, S, Joyce, DE & Holloway, RB 2002, *Discovering Chemistry 2*, Enterprise Press, South Australia.

3) BOOKS with an editor:

Tranter, J & Mead, P (eds) 1991, *The Penguin Book of Australian Poetry*, Penguin, Victoria.

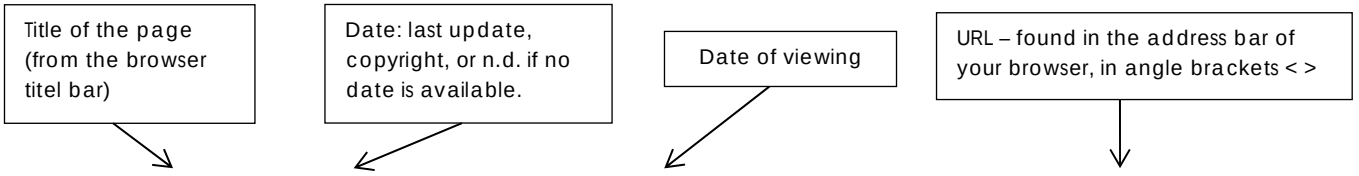
4) WORLD WIDE WEB. A web page with an author:

Author(s) / year (either a last update or copyright date) / Title of the page (from the browser's title bar) in italics/viewing date (day, month, year), <url>

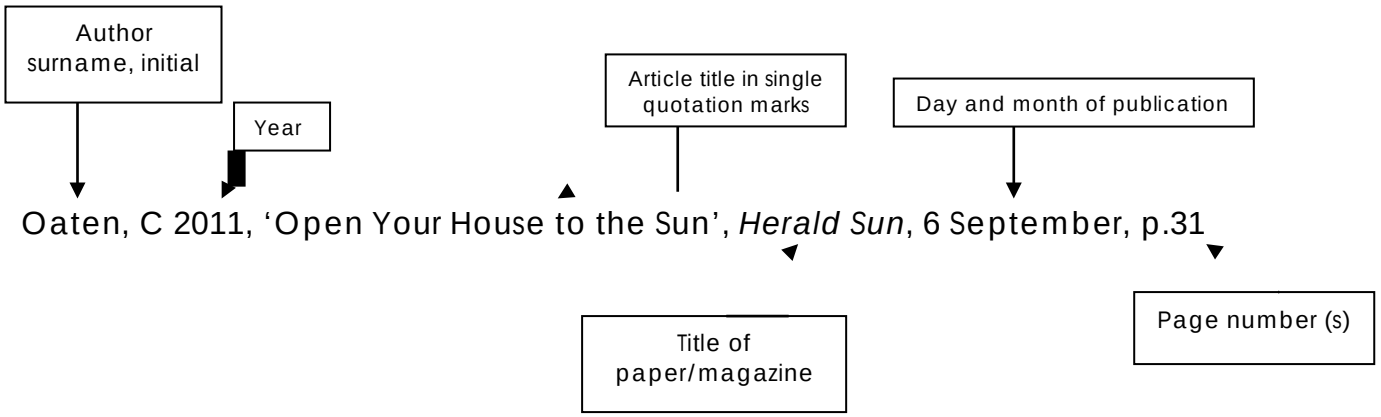


5) A webpage with no author:

When you can't determine the author(s) of a webpage, set out your reference as follows:

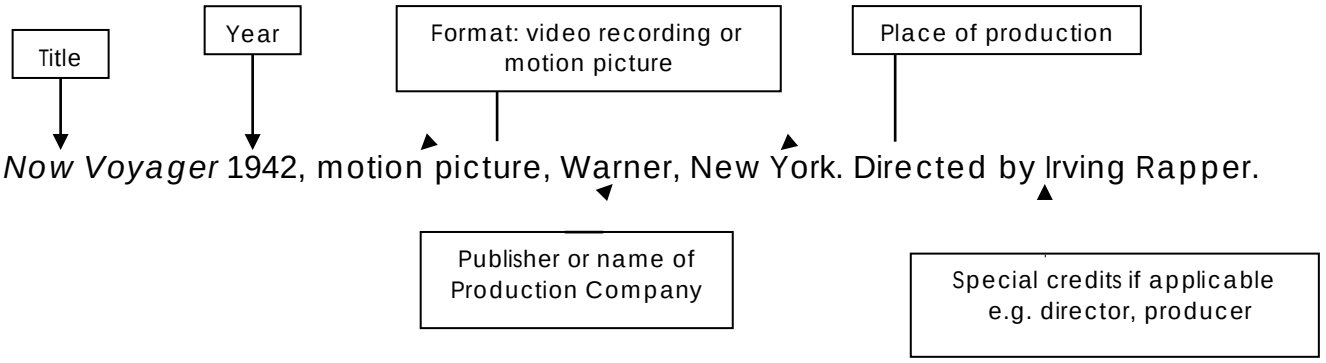


6) Newspaper or magazine articles/ journal

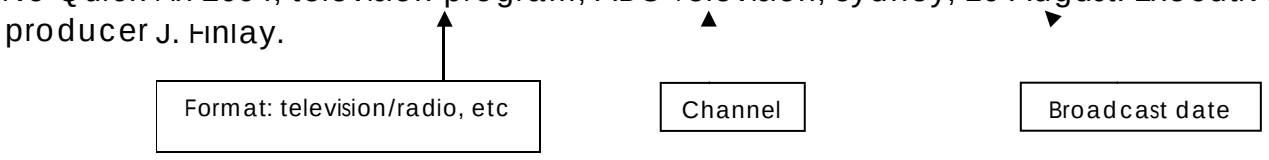


7) Video and Film/ Television and radio

The text type (television, radio, video, motion picture) is indicated after the year.



Note: For television and radio programs, recorded off air, use a similar format to video and film, but include date of transmission (in full) instead of date of production. Also include the name of the channel airing the program.



EXAMPLE OF A BIBLIOGRAPHY

For BOOKS:

Author Surname, First name	**Year of Publication**	**Title** *Use italics*	**Publisher**	**Place of Publication**	**Pages**
Stanley, RJ, Reynolds, S, Joyce, DE & Holloway, RB,	2002	*Discovering Chemistry 2*,	Enterprise Press,	South Australia.	Pg 165

For ENCYCLOPEDIAS, CD ROMS, DICTIONARIES, ATLASES, AND YEARBOOKS:

Title *Use italics*	**Volume Number**	**Year of Publication**	**Publisher**	**Place of Publication**	**Pages**

For: WEBSITES, INTERNET, DATABASES

Author Person or organisation	**Title of page** *Use italics*	**Site Date (last updated)**	**Date viewed**	**URL or Database**
Florence Nightingale Museum	*Florence Nightingale Museum Trust Website*	1999	10 July 2011	http://www.florence-nightingale.co.uk/

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