Editors’ Foreword

This Writing Guide includes generic guidelines and annotated examples to assist BrisbaneSDE students in improving their written communication across the curriculum.

Annotated examples featured in the guide are either exemplars created by teachers or work samples produced by BrisbaneSDE students. These examples demonstrate effective structure and clarity of content.

Permission has been given by students whose work has been published as examples.

It is recommended that students use this Writing Guide in conjunction with guidance given by teachers and assessment task sheets.

Editors:
Kalycia Knight
Eleanor Pe

BrisbaneSDE, 2017.
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THE WRITING PROCESS

You will find that proficient writers will follow a writing process that allows them to effectively organise their ideas into something that is publishable. An author’s original piece will often look different from the final draft due to the recursive nature of the writing process. Authors will meticulously travel back forth through each stage until they are satisfied with the quality of work produced overall.

Adopting the writing process will help you organise your writing into manageable chunks and produce something you are proud of. This process can be used in all subject areas.

The writing process can be divided into five sections:

- **Prewrite (Think)**
  - Brainstorm ideas on a topic.
  - Consider the audience and purpose for writing.
  - Use graphic organisers such as a web to connect and organise your ideas.
  - Select key ideas and questions to get you started.

- **Draft (Write)**
  - Look for ways to improve.
  - Organise ideas coherently.
  - Change, move, add or remove words and sentences until meaning is clear.
  - Pay attention to vocabulary.
  - Add details to develop important parts.
  - Consider and act upon feedback from peers and teachers.

- **Revise (Improve)**
  - Re-read your sentences to check that they are complete and make sense.
  - Correct any spelling and punctuation errors.
  - Ask someone to proofread your work.

- **Proofread (Correct)**
  - Prepare a final revised and proofread draft of your writing.
  - Choose a format to present your writing.

- **Publish (Present)**
  - Write ideas in sentences and paragraphs to develop the main idea and the body of your writing.
  - Reread to check you have conveyed what you want to the reader.

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UNDERSTANDING THE QUESTION

Understand what the question is asking you to do by identifying the following three parts of the question:

<table>
<thead>
<tr>
<th>TASK WORDS</th>
<th>Words that tell you what you have to do. These are often COGNITIVE VERBS</th>
<th>Explain how mobile phones affect our lives.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOPIC WORDS</td>
<td>These are the words that tell you about the content or particular subject.</td>
<td>Explain how mobile phones affect our lives.</td>
</tr>
<tr>
<td>FOCUS WORDS</td>
<td>Words that tell you about the particular aspect or issue related to the topic and therefore narrow down the topic.</td>
<td>Explain how mobile phones affect our lives.</td>
</tr>
</tbody>
</table>

Examples of breaking down questions into parts:

Science:

Explain how Darwin contributed to our understanding of variability.

Maths:

Describe the relationship between the two variables in the graph.

Legal Studies:

Teenagers who commit major crimes should receive adult punishment. Discuss.

English:

Discuss how the theme of ‘loneliness’ is developed in your three texts.

Compare and contrast Romeo’s reaction to the news of his banishment with Juliet’s reaction.

Visual Art:

Analyse how Reg Mombassa interprets and represents the world in his artworks.

Humanities:

In the last 20 years, rates of divorce have risen significantly in Western countries. Critically analyse some of the different explanations given for this phenomenon.
**Paragraph**

**Description:** A paragraph is a unified piece of writing in which a single idea or topic is developed. It may stand alone as, for example, the answer to a short response question or it may be part of an extended piece of writing, for example, an essay or a report.

**Generic structure and organisation:** There are many different types of paragraphs however one of the most common is the basic or linear paragraph often referred to as the **TEEL** paragraph structure.

<table>
<thead>
<tr>
<th>T</th>
<th>TOPIC SENTENCE</th>
<th>Begin with a <em>topic sentence</em> that introduces the <strong>point</strong> or <strong>central argument</strong> to be made in the paragraph. The rest of the paragraph will need to stay focused on this point and prove that it is true.</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>EXPLANATION</td>
<td><strong>Explain</strong> in more detail the statement made in the topic sentence. <strong>Clarify</strong> and <strong>expand</strong> on all parts of the topic sentence.</td>
</tr>
<tr>
<td>E</td>
<td>EVIDENCE</td>
<td>Provide <strong>evidence</strong> in the form of examples, statistics, quotations and references to primary and secondary sources or other evidence to <strong>support</strong> each point.</td>
</tr>
<tr>
<td>L</td>
<td>LINK</td>
<td>Write a sentence which <strong>links</strong> your paragraph back to the main argument (in an extended piece of writing) or back to the main point of the paragraph.</td>
</tr>
</tbody>
</table>

Note that in any paragraph, you may wish to explain and provide evidence more than once. In this way, your sequence would be **T EE EE EE L** rather than just **TEEL**. Furthermore, in the senior school you may be required to evaluate the evidence that you have used in which case the structure would be **T EEE EEE L**.

**Generic language features:**

- Repeat and substitute key words from topic sentence
- Be cohesive and coherent throughout
- Use transitional words to link ideas
  - show cause such as if, then, because
  - show sequence such as firstly, finally
  - indicate addition such as also, furthermore, besides
  - show contrast such as however, nevertheless, on the other hand
  - express inference such as therefore, consequently, accordingly
- Tense will depend on purpose
Example of a PARAGRAPH in English- Year 11

**QUESTION:** Explain how Gary Ross’s use of visual codes emphasises the power relationships between the characters in the court room scene of his film, Pleasantville.

Gary Ross, the director of Pleasantville, has created a world where difference in power is expressed through costume and camera angles. Characters are filmed from below to emphasise their power, or from above to emphasise their powerlessness. Costumes are also used to reinforce social differences. For example, in the court-room scene, the power of the mayor Big Bob, is reinforced by the use of a low camera angle which also emphasises the size of the actor, J.T. Walsh. The camera then zooms out to show the Chamber of Commerce flag behind him. He is dressed in a conservative suit and speaks loudly and with authority. His body language is forceful and commanding. The combination of these factors is used to highlight his dominance over the shabbily dressed African Americans who are seated in the upper gallery of the court-room, physically marginalised to emphasise their lack of power. In creating this contrast, Ross has effectively created a film where the difference in characters is clearly highlighted through visual codes.

Example of a PARAGRAPH in History- Year 10

The 1967 Referendum was a positive step forward for Indigenous Australians. This is evident in the benefits that Aboriginal people gained from this event. Primarily, the referendum enabled Indigenous people to be counted in the national census. This meant that statistics could be collected to gain information about issues like Indigenous health, housing, education and employment (Hoepper et. al., 2005, p124-5). Furthermore, the referendum gave the Commonwealth government a wider responsibility in Indigenous affairs. Even though the State governments still controlled most aspects of Indigenous existence, this change signalled that federal politicians were now accountable for this issue (Hoepper et. al., 2005, p124-5). Finally, the overwhelming success of the referendum highlighted the support the Indigenous plight had in the Australian community. This was an encouraging sign for Aboriginal people and it provided much needed recognition of the problems they were facing. As Charles Dixon (cited in Hoepper et.al. 2005, p.124) stated at the time of the referendum, “For most Aborigines [the referendum] is basically and most importantly a matter of white Australians finally, after 179 years, affirming at last that they believe we are human beings...” Thus, the referendum was a significant milestone in the Indigenous struggle for justice, but it did not result in any major improvements in the lives of Aboriginal people.
OTHER TYPES OF PARAGRAPHS

While linear paragraphs (TEEL structure) are the most common type of paragraph, there are other paragraph structures that may be more effective depending on your purpose.

CAUSE AND EFFECT

A cause and effect paragraph analyses the causes or effects of a certain situation.

<table>
<thead>
<tr>
<th>Topic sentence</th>
<th>Begin with a topic sentence that introduces the point or central argument to be made in the paragraph.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting sentences</td>
<td>Provide specific supporting details that use transitional words and phrases to indicate the causes or effects of the topic being explored. You can organise your supporting sentences in three ways: 1. Identify the effect in the topic sentence and write about its causes; or 2. Write about the cause in the topic sentence and write about its effects. 3. Talk about the causes followed by the effects of each cause.</td>
</tr>
<tr>
<td>Concluding sentence</td>
<td>Restate the main point of the paragraph.</td>
</tr>
</tbody>
</table>

Supporting sentences in a cause and effect paragraph are linked by transitional words or phrases such as:

To show cause:
- because
- as a result of

- is caused by
- since
- due to

To show effect:
- as a result
- therefore

- consequently
- leads to
- then
- subsequently

Example of a CAUSE AND EFFECT PARAGRAPH in Geography – Year 8:

A small eruption of Nevado del Ruiz in Colombia in 1985 resulted in the deaths of 23,000 people. Heat from the eruption caused the melting of a large mass of snow and ice on the summit. Then melted water, mixed with volcanic ash, caused a huge mudflow. Consequently, the mudflow rushed down the valleys and out onto flat land. As a result, the township of Armero was buried. A minor volcanic hazard became one of the worst volcanic disasters of the 20th century.

Topic sentence – clearly states what the main argument of the paragraph is.
Transition words used to indicate cause and effect (in bold)
Concluding sentence links back to the main point of the paragraph
**COMPARE AND CONTRAST**

A **compare and contrast** paragraph is used when you are discussing the similarities and differences between two ideas, events, objects etc.

<table>
<thead>
<tr>
<th>Topic sentence</th>
<th>Begin with a <strong>topic sentence</strong> that introduces the point or central argument to be made in the paragraph.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example 1</td>
<td>Write 2-3 sentences giving your <strong>first example</strong>.</td>
</tr>
<tr>
<td>Example 2</td>
<td>Write 2-3 sentences giving your <strong>second example</strong>. Begin with a <strong>transitional word or phrase</strong>.</td>
</tr>
<tr>
<td>Concluding sentence</td>
<td>Restate the <strong>main point</strong> of the paragraph and say why the difference between the two things is important or significant.</td>
</tr>
</tbody>
</table>

Supporting sentences in a compare and contrast paragraph are linked by transitional words or phrases such as:

- in contrast
- on the other hand
- similarly
- both
- while
- whereas
- instead of
- however
- meanwhile
- although
- different from
- compared with

**Example of a COMPARE AND CONTRAST PARAGRAPH in Modern History – Year 11:**

It is valuable to look at our own cultural practices, such as tight-lacing corsets, in contrast with those of other cultures, such as foot-binding in China. Corsets have a long history in the West, beginning in ancient Sumeria. Tight-laced corsets which narrowed the waist, have come in and out of fashion, in spite of the damage they did to women's organs and their inability to get through the day without fainting. Corsets were generally applied from puberty, increasing a woman's sex appeal in a society where dependency on a man was considered appropriate. Fortunately, corsets are removable, so women had some option to relax the pressure once a successful marriage had been secured. **In contrast**, foot-binding was for life: the bound feet were always painful, liable to become infected and removing the bindings in later life was likely to cause greater problems rather than improving the situation. **Nonetheless**, foot-binding was common in China from at least the 10th century. The feet were bound in early childhood by the girl's relatives. While it closed many options leading to a productive life, it increased her chances of making a good marriage considerably. The deformed 'lily foot' was in as much demand as the deformed 'wasp waist'. **Although** foot-binding was certainly a more extreme practice, causing worse health problems than tight laced corsetry, comparing the two can help to clarify just what society is willing to inflict on its women in the pursuit of culturally-reinforced notions of beauty and power.

**Topic sentence** – clearly states what the main argument of the paragraph is.

**Example 1: Tight laced corsets**

**Use of the linking phrase ‘In contrast’**

**Example 2: Foot binding**

**Concluding sentence links back to the main argument of the paragraph and states why the comparison matters.**

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ESSAY

Key Elements: factual, concise, logical flow, clear structure, active voice

Description: An essay is a formal, structured piece of writing which makes a statement on a topic or question, and which supports this statement throughout with information and ideas. The most common type of essay is an analytical essay. Examples of this include questions which ask you to discuss, analyse, investigate, explore or review.

Generic structure and organisation: While different types of essays have different requirements for different parts of the essay, there are some general rules for writing introductions, body paragraphs and conclusions.

<table>
<thead>
<tr>
<th>Introduction</th>
<th>CONTEXTUALISE: one or two sentences which introduce the topic of the essay and provide the context for the essay.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>THESIS: your response to the question; the main argument of your essay.</td>
</tr>
<tr>
<td></td>
<td>ARGUMENTS: outline of the main arguments that will be presented in the essay.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Body</th>
<th>TOPIC SENTENCE</th>
<th>EXPLANATION</th>
<th>EVIDENCE</th>
<th>LINKING SENTENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each paragraph should make a point which should be linked to your THESIS and mirror the outline of ARGUMENTS in your introduction.</td>
<td>TOPIC SENTENCE</td>
<td>EXPLANATION</td>
<td>EVIDENCE</td>
<td>LINKING SENTENCE</td>
</tr>
<tr>
<td></td>
<td>TOPIC SENTENCE</td>
<td>EXPLANATION</td>
<td>EVIDENCE</td>
<td>LINKING SENTENCE</td>
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<tr>
<td></td>
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<td>EXPLANATION</td>
<td>EVIDENCE</td>
<td>LINKING SENTENCE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conclusion</th>
<th>THESIS: restate the thesis, perhaps in a slightly different way than it is presented in the introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ARGUMENTS: summarise the main arguments that have been presented in the essay</td>
</tr>
<tr>
<td></td>
<td>GENERAL STATEMENT: end your essay with a final summarising statement.</td>
</tr>
</tbody>
</table>

Generic language features:

- Formal and specialised language relating to the subject
- Do not use colloquial phrases, informal language or clichés
- Use of third or first person depending on the context
**Example of an ESSAY in History- Year 10**

**QUESTION:** To what extent was the 1992 High Court Mabo decision a significant turning point for Reconciliation?

On the 3rd of June 1992, the High Court of Australia recognised Australia’s Indigenous peoples as traditional owners of the land under native title and rejected the principle of “terra nullius”. This decision was named “The Mabo decision” after Eddie Koiki Mabo, who was one of five Murray Islanders who presented the case. Although there are arguments that the Mabo decision did little or nothing for Indigenous peoples in Australia, to a large extent it was a significant turning point for Reconciliation between Indigenous and non-Indigenous Australians, as it, among other things, recognised native title and opened dialogue between Australians of Indigenous and European descent. While the immediate effects of the decision were limited and prompted further legal cases to obtain actual possession of native titles, the original decision recognised native title for the first time in Australian history and opened the opportunity for dialogue between previously separated peoples.

It originally seemed that the Mabo decision did little or nothing for Indigenous peoples. Various complications arose, firstly in the claiming of native title over land already covered by pastoral leases. While the court decided that competing claims could co-exist, the rights of the pastoralists always prevailed in the event of direct conflict. These circumstances led to greater vulnerability for Indigenous land rights claims (Source 2). **Secondly**, an argument arose over the difference between the terms ‘native title’ and ‘land rights’. Aboriginal activist Gary Foley (Source 3) argued in 1997 that they are not synonymous, declaring, “the vast majority of Aboriginal people in Australia are formally deemed to have been dispossessed without possibility of compensation”. **Finally**, there was acknowledgement that the circumstances imposed on Indigenous peoples to claim native title were almost impossible to fulfil. Journalist Peter Boyle (Source 4) lists the conditions; the demonstration of traditional rights and law, confirmation of having not moved or been forced off the land, and affirmation that the crown had not extinguished native title. He concluded, “The first two requirements exclude the majority of Aboriginal people – especially those in the most populous and first colonised states”. Political cartoonist Peter Nicholson (Source 6) supports Boyle’s view in his cartoon, “Terra Impossibilis”. It depicts a judge gesturing to a traditional indigenous land owner and asking a modern Indigenous man, “See this person? Prove to me that he is you.” The contemporary, indigenous man replies “Jeez! That’s a big ask your honour…”. This shows the view that the conditions on claiming native title were excessive. The Mabo decision therefore, initially struggled to produce practical changes for indigenous Australians, however its overwhelming importance lay in the fact that it was establishing a crucial foundation for the future.

The Mabo decision was significant in recognising native title for the first time in history. **Firstly**, the principle of “terra nullius” was “decisively rejected” (Source 1). Prime Minister Paul Keating (Source 10) agreed in his speech at Redfern Park in 1992, that “By doing away with the bizarre conceit that this continent had no owners prior to the settlement of Europeans, Mabo establishes a fundamental truth and lays that basis for justice.” **Secondly**, the court established native title. Journalist Peter Boyle (Source 4) acknowledged the recognition of some form of native title to the land held by Indigenous peoples before European colonisation for the first time. **Furthermore**, The Native Title Revolution website states that it was one of the most important legal decisions in Australian history (Source 1). Paul Keating (Source 10) went on to say that, “It will be much easier to work from that basis than has ever been the case in the past…. The message should be that there is nothing to fear or lose in the recognition of historical truth”. Ultimately, the Mabo decision was vital in recognising native title, as it had never been recognised before in Australian history.

The Mabo decision also bridged the communication gap between Indigenous and non-Indigenous Australians. It empowered historically separated people to share their point of view. Aboriginal senator Aden Ridgeway (Source 5) asserted in 2002 that “People who were historically on opposite sides of the fence have had to open dialogue, and give each other a voice…. This wasn’t happening ten years ago”. **Furthermore**, it paved the way for communication between the mining industry and their Aboriginal employees. The managing director of mining company North Ltd., Campbell Anderson (Source 7) stated in an interview in 2012, that the Mabo decision, “required the industry to talk more to Aboriginal people”, and, “the relationship... is much better than generally considered in the community”. **Finally**, political attitudes changed towards Indigenous peoples. Paul Keating (Source 10) commented on the opportunity for dialogue between previously separated peoples.

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**Contextualising sentences**

**Thesis**

**Outline of arguments**

**Topic sentence introduces overall point of the paragraph.**

**Use of linking words to indicate sequence “firstly”, “secondly”, “finally.”**

**Use of evidence in the form of direct and indirect references to historical sources.**

**Linking sentence links back to the overall point of the paragraph and signposts the topic of the next paragraph.**

**Topic sentence introduces overall point of the paragraph.**

**Use of linking words to indicate sequence “firstly”, “secondly”.**

**Use of evidence in the form of direct and indirect references to historical sources.**

**Linking sentence links back to the overall point of the paragraph.**

**Topic sentence introduces overall point of the paragraph.**

**Use of linking words to indicate sequence “furthermore”, “finally” & “thus”.**

**Use of evidence in the form of direct and indirect references to historical sources.**
on this in his speech, saying “there is nothing to fear or lose in... the extension of social justice, or the deepening of Australian social democracy to include Indigenous Australians.” Thus, the Mabo decision was an effective turning point for opening communication between Indigenous Australians and wider Australian society.

The Mabo decision was initially limited in its practical outcomes for Indigenous peoples, yet it was a major defining moment for Reconciliation as a whole. While the freedoms it promoted were still not easily obtained, it legally established the concept of Australian native title for the first time in history and opened dialogue between previously segregated groups within Australian society. The incredible significance of the Mabo decision should not be underestimated. It was a landmark moment in the Reconciliation of Australia’s Indigenous peoples.

<table>
<thead>
<tr>
<th>Linking sentence links back to the overall point of the paragraph.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis</td>
</tr>
<tr>
<td>Summary of arguments</td>
</tr>
<tr>
<td>Concluding statement</td>
</tr>
</tbody>
</table>
FEATURE ARTICLE

Key Elements: factual, subjective, evaluative, active voice, story

Description: A feature article is a detailed article written to inform, persuade and entertain readers. They provide more depth and interpretation to events, people or issues you feel strongly about compared to a news report. The audience will depend on the topic and who the article is targeting.

Generic structure and organisation: A diamond structure is one way to organise the information in a feature article. Stimulating information is provided at the beginning to create interest and then it transitions into more informative writing towards the middle of the article. The article ends with more entertaining forms of writing, making sure the main point is reiterated.

Headline
The headline refers to the subject of the article and is:
• Designed to entice the reader to read the article.
• Brief and catchy - puns are often used.
• Linked to the main idea using key words to give the reader an idea on what the article is about.

The lead
The lead should hook your reader and draw them into reading your article by stating the theme or intent.

Introductory paragraph
The introductory paragraph expands on the lead and outlines the main idea of the article in greater depth. It may also:
• Provoke the reader’s interest with a thought - provoking statement.
• Provide any necessary background information - historical perspective
• Link to a contemporary event or issue.
• Invite the reader to take sides.
• Establish the writer’s tone.

Body
The body consists of several paragraphs that provide explanations and evidence to support the article’s main idea. Some components you can include to support the main idea are:
• Key facts and statistics.
• Personal comments.
• Opinions from authorities and experts.
**Conclusion**

The concluding paragraph:
- Reminds the reader of the article’s main idea by summarising the writer’s perspective and attitude.
- May leave food for thought.

**By-line**

The by-line identifies who wrote the story and sometimes says very succinctly what the article is about. It is often presented before the lead.

**Life-out quotes**

This is text from the article, which has been copied out and enlarged. It is often the main idea or highly interesting or emotional key phrases used to pique the readers’ interests.

**Graphics with captions**

Captions are explanations of graphics that appear within the article. They are smaller font that the body text and can sometimes review the viewpoint or attitude of an author about the individual, group or event that is pictured. Pictures with captions are used to accompany the text. They often:
- Attract the reader’s attention
- Deliberately arouse an emotional or intellectual response from the reader

**Columns**

Information is often set out in columns.

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**Generic language features:**

- First, second or third person may be appropriate depending on your purpose and audience
- Formal or informal language
- Jargon and colloquial (slang) language used to create a personal tone
- Uses mainly present tense
- Rhetorical questions used to involve the reader
- Emotive language used to evoke a personal response
- Figurative language may be used to engaged the reader’s imagination (e.g. imagery, simile, description)
- Repetition is used for effect
- Short and succinct paragraphs
Example of a feature article in English - Year 12 exemplar

London Bookshop Reading Group  may 2016

No flies on this classic!

Debates rage about whether or not London Bookshop Reading Group members should concentrate solely on new and emerging authors or include several classic but – some would say – outdated and politically insensitive novels.

Lindsay Johnson explores compelling reasons for reading and discussing Lord of the Flies (1954)

Nobel Prize-winning author William Golding’s classic novel, Lord of the Flies, is a riveting story about a group of very ordinary small boys marooned on a coral island as a result of world war breaking out. At first a pure adventure story, it spirals into a nightmare of panic and death. Its straightforward but gripping narrative structure, exploration of disturbing ideologies, creation of morally complex characters, together with the aesthetic pleasure it provides, make it an absolute must for all members to revisit.

Golding uses the archetypal problem/solution narrative structure; the problem the boys face is how to survive on a desert island without resources or adults to guide them. This problem immediately catches the reader’s attention as we, like the boys themselves, have been immersed in similar adventure stories. Ralph, realising the possibilities of such utter freedom, ‘gesticulated wildly’ and said, ‘It’s like a book.’ When the others join in, clamouring, ‘Treasure Island – Swallows and Amazon – Coral Island’ we, too, are caught up in their excitement.

But, of course, it’s not that simple and very soon problems within the main problem emerge, causing division and conflict; the adventurous dream quickly becoming a nightmare.

The conflict and division emerge as a result of the psychological rift between the two major characters: Ralph, the hero, and Jack, the antihero. Golding cleverly positions us to see this rift in the way he introduces each. In the opening pages Ralph is repeatedly referred to as ‘the lad boy’ – in fact this description is given six times on page 2. The double meaning of this soon becomes apparent: fair in colour and fair in judgement. This is in stark contrast to the first appearance of Jack as ‘something dark fumbling along in the diamond haze of the beach.’ This juxtaposition of dark and fair alerts us to their different psyches and we are ensnared, we want to know how these two charismatic characters will affect the fate of the surviving boys.

In spite of this stark contrast, Golding does not fall into the trap of making these characters one-dimensional. Both are flawed; it is their flaws which make them interesting and drive the narrative to its tragic end.

...it is the competing ideologies that Jack and Ralph encapsulate which make Lord of the Flies such an important novel for us to read in the 21st Century, as the war between democracy and violent authoritarianism that rages on this island, mirrors what is happening in our world today.

However, perhaps the most interesting character is neither Jack nor Ralph. It is Piggy, socially inferior to the others, ‘shorter and ... fatter’ yet who slowly engages both our sympathy and our admiration. It is Piggy who advises Ralph wisely on what is important for survival and shows real concern for the ‘younguns’. It is Piggy who states categorically ‘I know there isn’t no beast... and that there is nothing to fear’ (Unless we get frightened of people.) Yet, because of his physical characteristics and his working class background, he is ignored by almost everyone except Ralph. Thus Piggy reveals one of the more subtle ideologies in the novel - that intelligence is not the sole province of the attractive and the upper middle class.

In many respects he is the personification of the tragedy that befalls the boys.

While the characters engage us and drive the narrative, it is the competing ideologies that Jack and Ralph encapsulate which make Lord of the Flies such an important novel for us to read in the 21st Century, as the war between democracy and violent authoritarianism that rages on this island, mirrors what is happening in our world today.

Democratically elected by the boys, Ralph offers order, shared decision making and the hope of rescue. It does not take long, however, for ‘civilisation’ to begin to crumble. When the fire goes out because Jack found hunting more enjoyable than dull responsibility, the
Authorial voice observes, 'The world, that understandable and lawful world, was slipping away.'

In light of the way the horrendous violence of IS and other fundamentalist groups is seducing young people all over the world, this is a gripping topic indeed to wrestle with.

From this point, the growing glamour of violence and the power of a charismatic but brutal dictator grows. The boys are seduced by blood lust and their refrain, 'Kill the pig. Cut her throat. Spill her blood.' run through the rest of the novel. Ralph and Piggy, supported by a very few of the other surviving boys continue to resist Jack's influence.

It is clear, though, that Golding's own ideology underpins this novel. His experiences during the war have given him a very pessimistic view of humanity and it is clear that he feels that violence and brutality are more powerful than order and what was then called 'civilisation'. His viewpoint is captured in the almost unbearably poignant reflection at the end of the novel when 'Ralph wept for the end of innocence, the darkness of man's heart, and the fall through the air of the true, wise friend called Piggy.' It is almost impossible to read these words without weeping oneself.

Conclusion reminds the reader of the article's main idea by summarising the author's perspective and attitude. It should leave the reader with some food for thought.

Rhetorical devices used throughout to involve the reader.

Book cover copied under Part VB of the Copyright Act.
REPORT

Key Elements: factual, objective, concise, formal, technical vocabulary, easy to follow

Description: A report is a highly formal and succinct written document that is used to inform, communicate results or provide advice on a specific subject. They are a common form of communication in many subjects and professional fields due to their professional presentation.

Generic structure and organisation: There are many different forms of reports (e.g. scientific lab report or case study reports) and the components will depend on the specific report type and task requirements. The common features of all reports is that they are objective, concise and structured into specific sections using headings and subheadings to help guide the reader through the main points. A basic report could be organised into the following sections:

<table>
<thead>
<tr>
<th>Title page</th>
<th>This page should include the report title, date, prepared by statement and a prepared for statement.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive summary (optional)</td>
<td>A brief overview of the entire report, including research methods, findings and recommendations. Usually written last as it is a summary of the whole report.</td>
</tr>
<tr>
<td>Table of contents</td>
<td>A list of all the main headings and relevant subheadings from the report, with corresponding page numbers.</td>
</tr>
<tr>
<td>List of figures</td>
<td>A list of all tables, maps, diagrams and illustrations from the report with corresponding page numbers.</td>
</tr>
</tbody>
</table>
| Introduction | The introduction should:  
| | • Discuss the importance of the research or problem to be reported.  
| | • Define the aim and objectives of the report.  
| | • Outline the issues to be discussed (scope).  
| | • Explain any limitations or assumptions made in the report.  
| | • Include any necessary definitions and background history. |
| Methodology (optional) | An explanation on what you did and how you did it (e.g. materials used in an experiment, interviews, journal articles, observations, surveys). Also inform the reader of difficulties and/or inaccuracies that emerged during the research process. |
| Discussion or body | The main substance of the report is organised under headings and subheadings in the order presented in the executive summary. The body often will include:  
| | • The method of data collection (what you did and why, such as a survey or interview, and details on the study sample).  
| | • A discussion and analysis of the data collected (reliability and accuracy of data, relation to reports purpose and current literature). |
| Conclusion | A summary of the key findings from the discussion section of the report. Relate conclusions to the aim and the objectives of the report. Arrange points logically so that major conclusions are presented first. No new information should be included in the conclusion. |
| Recommendation | A description of a course of action to resolve a problem or improve a situation, particularly when results and conclusions indicate that further
work is needed. Recommendations must be realistic, achievable and clearly aligned with the conclusion of the report.

<table>
<thead>
<tr>
<th><strong>Reference list</strong></th>
<th>A list of all the material referred to in the report. Use a standard referencing style.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Appendices</strong></td>
<td>Extra supporting information that was referred to in the report, such as questionnaires, tables, graphs and diagrams. Appendices are located at the end of the report, clearly labelled (e.g. Appendix 1) and often numbered in the order they are mentioned in the text.</td>
</tr>
</tbody>
</table>

**Generic language features:**

- Language is formal, factual and technical
- Written in third person
- Present tense
- Paragraph structure may not be used in all sections but should be used in longer sections
Example of a report in Economics - Year 11

*Each section of the report should be on a separate page*

---

**Research Assignment S1.2- Economics exemplar**

Prepared by: Brisbane School of Distance Education
Prepared for: Year 11 students
Date: 10 June

---

**Table of contents**

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<th>Section</th>
<th>Pages</th>
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</thead>
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<td>3</td>
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<tr>
<td>2.0 COMPANY ANALYSIS</td>
<td>3-5</td>
</tr>
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<td>2.1 Pacific Brands Limited</td>
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</tr>
<tr>
<td>2.1.1 Company overview</td>
<td></td>
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<td>2.1.2 Share analysis</td>
<td></td>
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<td>2.1.3 Recent company performance</td>
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<td>2.2.1 Company overview</td>
<td></td>
</tr>
<tr>
<td>2.2.2 Share analysis</td>
<td></td>
</tr>
<tr>
<td>2.2.3 Recent company performance</td>
<td></td>
</tr>
<tr>
<td>2.3 Oroton group Limited</td>
<td>8-9</td>
</tr>
<tr>
<td>2.3.1 Company overview</td>
<td></td>
</tr>
<tr>
<td>2.3.2 Share analysis</td>
<td></td>
</tr>
<tr>
<td>2.3.3 Recent company performance</td>
<td></td>
</tr>
<tr>
<td>3.0 EVALUATION</td>
<td></td>
</tr>
<tr>
<td>3.1 Capital growth</td>
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<td>10</td>
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<td>3.3 Management</td>
<td>11</td>
</tr>
<tr>
<td>4.0 RECOMMENDATION</td>
<td>11</td>
</tr>
<tr>
<td>5.0 BIBLIOGRAPHY</td>
<td>12</td>
</tr>
</tbody>
</table>

---

**1.0 Introduction**

Australia has a long history of outstanding apparel manufacturing, with many iconic brands, such as Akubra, RM Williams, Driza-Bone and Sea Folly being recognised and in demand in the international market. Until quite recently, the sector was dominated by private companies but over the past couple of decades apparel manufacturing has increasingly been controlled by firms that have listed on the ASX. This report will examine three of these companies with a view to determining which company would make the best investment for a ‘newcomer’ to the stock market.

The three companies to be analysed and evaluated in this report are:

1. Pacific Brands Limited
2. Billabong International Limited
3. Oroton group Limited
2.0 Company Analysis

2.1 Pacific Brands Limited

2.1.1 Company overview
Like many large clothing companies in Australia, Pacific Brands is home to many traditional Australian brands... The company’s headquarters are in Melbourne, although it has operations... The goods they produce are primarily manufactured for...

2.1.2 Share analysis
The company has performed well over the last six months, and maintained parity with the performance of the broader market....

Graph 1: Share price: Pacific Brands (showing comparison with S&P200 index)


Although Pacific Brands has recently reported a profit for the first half of the 2012/13 financial year, in its last full year it reported a loss of more than $45 million...

Fig. 1: Key data: Pacific Brands Limited

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Issued shares:</td>
<td>912,915,695</td>
</tr>
<tr>
<td>Share price (15 April, 2013):</td>
<td>$0.85</td>
</tr>
<tr>
<td>Market capitalisation:</td>
<td>$775,978,695</td>
</tr>
<tr>
<td>Earnings 2011/2012:</td>
<td>($45,645,000)</td>
</tr>
<tr>
<td>Earnings per share:</td>
<td>-$0.05</td>
</tr>
<tr>
<td>Dividend paid (this financial year):</td>
<td>$0.025</td>
</tr>
<tr>
<td>Date paid:</td>
<td>02 Apr 2013</td>
</tr>
<tr>
<td>Dividend yield:</td>
<td>5.9%</td>
</tr>
</tbody>
</table>

Source: ASX, Fairfax media

2.1.3 Recent company performance
Pacific Brands has booked losses over the last two financial years but “is on track to post its first full-year reported profit in three years” after more than $1 billion in write downs and restructuring costs (Greenblat, 2013)...

2.2 Billabong International Limited

2.2.1 Company overview
Like other companies, Billabong too markets a range of... The company’s products are licensed and distributed... the company’s website claims that...
The company first listed on the Australian Securities Exchange on 11 August, 2000. Its ASX code is BBG.

### 2.2.2 Share analysis

Billabong’s share price has gone sharply against the trend of the overall market over the past six months... (see Graph 2 below).

**Graph 2: Share price : Billabong International** (showing comparison with S&P200 index)

![Graph showing share price comparison](image)


As widely reported in the media, Billabong is currently in negotiations with a couple of potential buyers of the company...figures relevant to the company’s performance is shown in Figure 2 below. An analysis of that data...

**Fig. 2: Key data: Billabong International Limited**

| Issued shares: | 478,944,292 |
| Share price (15 April, 2013) | $0.52 |
| Market capitalisation | $240,430,035 |
| Earnings 2011/2012 | ($275 million) |
| Earnings per share | -$0.574 |
| Dividend paid (this financial year) | 0.00 |
| Date paid: | NA |
| Dividend yield: | NA |

Source: ASX, Fairfax media

### 2.2.3 Recent company performance

Billabong’s shares have been ‘out of favour’ with the market for more than a year, since it issued a profit warning in November, 2011 (, 2011)...“In our view the company is clearly in freefall,” said Citibank financial analyst, Siobhan Lee (Sydney Morning Herald, 11 April 2013)

2.3 **Oroton group Limited**

### 2.3.1 Company overview

Oroton began in Sydney in 1938, and was set up originally “as a textile designer and importer of fabrics from Japan,” although it became better known in the early 1950’s with its focus on gold metallic mesh accessories for women....Of the three companies being assessed in this report, Oroton group has the longest history on the ASX, having first listed on the exchange on 18 June, 1987. Its ASX code is ORL.

### 2.3.2 Share analysis

After Oroton group’s share price crashed spectacularly on 17 August last year (following the announcement of the end of the Ralph Lauren contract) the company’s share price has largely followed the trends in the broader market...

**Fig. 3: Key data: Oroton group Limited**
### 2.3.3 Recent company performance

Orotongroup’s share price hits its low point in August last year, just after it was announced that Ralph Lauren would not be renewing their long term contract to have its apparel sold by Oroton...

### 3.0 Evaluation

To assist in the decision-making process, these three companies will be evaluated using the criteria of capital growth, income generation through dividends, and company management.

#### 3.1 Capital growth

In terms of capital growth, there are question marks over all three companies...In view of this evaluation, it would appear that Orotongroup’s expansionary plans into Asia (with their successful track record) would make the company the wisest investment in this regard.

#### 3.2 Income generation

In terms of income generation, it would appear that Billabong cannot be considered in light of their failure to pay a dividend over the past 18 months...so it would appear that an investor will get a better return investing in Oroton.

#### 3.3 Management

It is not surprising that with losses being suffered by two of the companies, there have been changes to management in the past 12 months...On this basis, it is felt that in terms of company management, the most prudent call would be to stick with Orotongroup.

### 4.0 Recommendation

On the basis of the evaluation above, it is the opinion of this report that, of the three companies reviewed, the wisest investment would be to invest in Orotongroup. Despite the slight uncertainty associated with its loss of the Ralph Lauren licence, it would appear that the company has both the corporate set-up and the skills needed to maintain its position as a leader in Australia’s fashion and apparel trade.

### 5.0 References
SCIENCE PRACTICAL REPORT

Key Elements: factual, objective, concise, formal, technical vocabulary

Description: A science practical report is a highly formal and structured piece of writing that inform readers about an experiment or investigation that was carried out. The ability to report technical information clearly and concisely is fundamental in science.

Generic structure and organisation: Practical reports have a clear linear structure. They usually consist of the following sections:

<table>
<thead>
<tr>
<th>Title and Date</th>
<th>Title of the experiment and the date on which it was conducted.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction (optional)</td>
<td>Provide the reader with background information on the context and purpose of the experiment- What is known about your topic? Why will the experiment be performed?</td>
</tr>
<tr>
<td>Aim</td>
<td>An explanation on what the experiment requires you to do.</td>
</tr>
<tr>
<td>Hypothesis</td>
<td>A statement that gives a possibility (if) and explains what may happen because of the possibility (then)- for example, if sugar causes cavities, then people who eat a lot of candy may be more prone to cavities.</td>
</tr>
<tr>
<td>Materials</td>
<td>A list of materials used- it should include sufficient information for the experiment to be replicated.</td>
</tr>
<tr>
<td>Method</td>
<td>A list of instructions in order of how the experiment was completed- it should include sufficient information for the experiment to be replicated.</td>
</tr>
<tr>
<td>Results</td>
<td>Present the findings of the experiment in logical order. Best presented in the form of tables and graphs.</td>
</tr>
<tr>
<td>Discussion</td>
<td>An interpretation and explanation of the findings. Do not simply restate the results. Discuss what the results mean, whether they were as expected (and if not, why not), any problems in experimental technique or design, and suggest improvements. Relate findings of the experiment with existing theory and knowledge.</td>
</tr>
<tr>
<td>Conclusion</td>
<td>Summarise the experiment and interpretation of the findings. Be concise and brief. No new information should introduced the conclusion.</td>
</tr>
<tr>
<td>References</td>
<td>A list of sources referred to in the report.</td>
</tr>
</tbody>
</table>

Generic language features:

- Formal language and technical vocabulary
- Short and straightforward sentences
- Always write in third person
- Present tense is used
- Materials and method should be bulleted and numbered
- Procedural statements used for the aim and method section
- Paragraph structure used in discussion and conclusion
INVESTIGATING THE EFFECTS OF HEIGHT AND MASS ON STOPPING DISTANCE

INTRODUCTION
The concept of stopping distance applies to many everyday situations, particularly road science, and it is therefore important for drivers to possess a sound understanding of this concept. Stopping distance refers to ... In this scientific investigation, experiments will be conducted with a toy car and ramp in order to assess the effects ... By adjusting the height and mass, and thus the gravitational potential energy (EGP) of the vehicle, which is transformed to kinetic energy (EK) at the base of the ramp, these variables will affect the stopping distance of the vehicle. The formula Fd=mgh is derived by... This formula will be utilised in order to compare the theoretical stopping distances of these scenarios, with the measured values.

AIM
This scientific investigation aims to explore the effects of height and mass on the stopping distance of a vehicle.

HYPOTHESIS
If the height of the ramp is increased, then the stopping distance of the vehicle will also increase, because the additional height provides a greater quantity of gravitational potential energy, which transforms to a greater quantity of kinetic energy acting upon the vehicle. If the mass of the toy car is increased, then the stopping distance of the vehicle will also increase, because the additional mass provides a greater quantity of gravitational potential energy, which transforms to a greater quantity of kinetic energy acting upon the vehicle.

MATERIALS
- Cardboard/card stock
- Sticky tape
- Ruler & tape measure
- Stopwatch
- Sharpie
- Toy car
- Weights

METHOD
Height experiment:
1. Make ramp from cardboard.
2. Mark distance intervals on ramp (in cm).
3. Attach ramp to ladder at intended height.
4. Place ramp on flat surface marked with distance intervals (in cm).
5. Place toy car on ramp.
6. Using a stopwatch, measure the time elapsed...
7. Measure the distance between...
8. Repeat steps 5-7 three times for each of the three height intervals...

Mass experiment:
1. Attach 10g weight to toy car.
2. Place toy car on ramp.
3. Using a stopwatch, measure the time elapsed...
4. Measure the distance between the end of the ramp and the location of the stationary car
5. Repeat steps 1-4 three times for each of the three mass intervals...
EXPERIMENTAL SETUP:

RESULTS

Table 1  Height & Stopping Distance

<table>
<thead>
<tr>
<th>Trial No</th>
<th>Mass (g)</th>
<th>Diagonal Height (Height on Ramp) (m)</th>
<th>Perpendicular Height (m)</th>
<th>Stopping Distance (m)</th>
<th>Stopping Time (s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>38</td>
<td>POINT A - 0.26 M</td>
<td>0.1</td>
<td>1.42</td>
<td>2.53</td>
</tr>
<tr>
<td>2</td>
<td>38</td>
<td>POINT A - 0.26 M</td>
<td>0.1</td>
<td>1.45</td>
<td>2.51</td>
</tr>
<tr>
<td>3</td>
<td>38</td>
<td>POINT A - 0.26 M</td>
<td>0.1</td>
<td>1.46</td>
<td>2.53</td>
</tr>
<tr>
<td>Average</td>
<td></td>
<td></td>
<td></td>
<td>1.413333333</td>
<td>2.446666667</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Trial No</th>
<th>Mass (g)</th>
<th>Diagonal Height (Height on Ramp) (m)</th>
<th>Perpendicular Height (m)</th>
<th>Stopping Distance (m)</th>
<th>Stopping Time (s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>38</td>
<td>POINT B - 0.52 M</td>
<td>0.2</td>
<td>2.71</td>
<td>3.76</td>
</tr>
<tr>
<td>2</td>
<td>38</td>
<td>POINT B - 0.52 M</td>
<td>0.2</td>
<td>2.52</td>
<td>3.84</td>
</tr>
<tr>
<td>3</td>
<td>38</td>
<td>POINT B - 0.52 M</td>
<td>0.2</td>
<td>2.6</td>
<td>3.27</td>
</tr>
<tr>
<td>Average</td>
<td></td>
<td></td>
<td></td>
<td>2.543333333</td>
<td>3.283333333</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Trial No</th>
<th>Mass (g)</th>
<th>Diagonal Height (Height on Ramp) (m)</th>
<th>Perpendicular Height (m)</th>
<th>Stopping Distance (m)</th>
<th>Stopping Time (s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>38</td>
<td>POINT C - 0.78 M</td>
<td>0.3</td>
<td>2.96</td>
<td>3.49</td>
</tr>
<tr>
<td>2</td>
<td>38</td>
<td>POINT C - 0.78 M</td>
<td>0.3</td>
<td>2.96</td>
<td>3.49</td>
</tr>
<tr>
<td>3</td>
<td>38</td>
<td>POINT C - 0.78 M</td>
<td>0.3</td>
<td>2.27</td>
<td>3.59</td>
</tr>
<tr>
<td>Average</td>
<td></td>
<td></td>
<td></td>
<td>2.73</td>
<td>3.563333333</td>
</tr>
</tbody>
</table>

POINT A —

Velocity:

\[ v = \frac{s}{t} \]

\[ v = \frac{0.26}{0.496666667} \]

Acceleration:

\[ a = \frac{\Delta v}{t} \]

\[ a = \frac{0 - 0.5234899329}{2.446} \]

\[ a = -0.2140187788 \text{ m/s}^2 \]

Stopping Distance:

\[ s = \frac{u^2 - v^2}{2a} \]

\[ s = \frac{0 - 0.5234899329^2}{2 \times 0.2140187788} \]

\[ s = 0.6402281903 \text{ m} \]

Graph 1  Height & Stopping Distance

Results are presented in logical order and are often in the form of a graph, table and journal entry.
DISCUSSION

Table 1:
The graph generated by the scientific experiment indicates... As the height of the ramp increases, the stopping distance of the vehicle also increases. This linear relationship between the ramp height and stopping distances exists because ... The data supports the hypothesis, as an increase in ramp height results in a subsequent increase in stopping distance.

Several anomalies exist within the data set... These anomalies occurred as a result ... Imperfections in the flat surface and ramp, as well as measurement limitations as a combined result of human error (slow reaction times) and imprecise equipment, have resulted in variations in the data set. ... The data could thus be improved by ... Whilst the data set contains inconsistencies, the implementation of three trials per height interval allows for the overall validity of results.

Table 2:
The data generated by the mass experiment indicates a trend in the data set, wherein an increase in the mass of the vehicle consequently results in a decrease in the stopping distance. The graphed data clearly highlights ... The data collected does not support the hypothesis, which states ...

The formula $F_d = mgh$ can be utilised in order to calculate the theoretical stopping distance of vehicle. Through the rearrangement of this formula, it is clear that mass does not theoretically impact the stopping distance of a vehicle. The collected data however, indicates ... The results from the equation $F_d = mgh$ are inconsistent with the recorded values, as they do not account for additional resistance forces, such as friction. These inconsistencies have resulted from ... Whilst in a theoretical scenario where gravity is the sole resistance force acting upon the vehicle, mass would not affect the stopping distance, the experimental data has been recorded in an environment wherein numerous additional resistance forces are acting upon the vehicle. These additional resistance forces cause the stopping distance to decrease as the mass of the vehicle increases. A full calculation of all acting forces would support the results of this experiment.

The data values for the second mass interval (58g) present themselves as anomalies. These are clearly identifiable anomalies... This anomaly occurred due to the fact that ... The accuracy of the data could be improved by .... The variation between the calculated stopping distances and the recorded stopping distances occurred due to a slight slant in the flat surface. The resulting error in the data set could thus be corrected by ensuring a level surface prior to the experiment.

The discussion is a critical analysis of the data collected from the experiment. Paragraphing and linking phrases are used to compare results and related findings to existing theory and knowledge. Explanation of why the hypothesis was incorrect with the data collected from this experiment.
Despite the error occurring in the second mass interval calculations, the implementation of three trials per mass interval allows for the relative validity of results.

This scientific investigation could be extended in future by...Further research conducted on... could also be undertaken to further increase understanding of...

**CONCLUSION**

The scientific investigation conducted has explored...The data collected through this investigation partially supports the hypotheses, which states... The data collected from the height experiment supports the hypothesis that... However, data collected from the mass experiment does not support the hypothesis, as the results indicate that...

**REFERENCES**

Suggests further improvements of the experiment.

Summary of the experiment and interpretation of the discussion.

A list of sources used. Refer to BrisbaneSDE referencing guide.
The purpose of this glossary is to help you have a clear and common understanding of terms that are frequently used across different subject areas. Click **HERE** for the full list of cognitive verbs.

<table>
<thead>
<tr>
<th>Term</th>
<th>QCAA Explanation</th>
<th>Student Friendly Explanation</th>
<th>Example Sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>apply</td>
<td>use knowledge and understanding in response to a given situation or circumstance; carry out or use a procedure in a given or particular situation</td>
<td>If you apply something such as a rule, system, or skill, you use it in a situation or activity. If something such as a rule or remark applies to a person or in a situation, it is relevant to the person or the situation.</td>
</tr>
<tr>
<td>C</td>
<td>compare</td>
<td>give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout</td>
<td>When you compare things, you consider them and discover the differences or similarities between them.</td>
</tr>
<tr>
<td>D</td>
<td>demonstrate</td>
<td>prove or make clear by argument, reasoning or evidence, illustrating with examples or practical application; clearly and deliberately show (by example); give a practical exhibition as an explanation</td>
<td>To demonstrate a fact means to make it clear to people. If you demonstrate a particular skill, quality, or feeling, you show by your actions that you have it. If you demonstrate something, you show people how it works or how to do it.</td>
</tr>
<tr>
<td>E</td>
<td>explain</td>
<td>make an idea or situation plain or clear by describing it in more detail or revealing relevant facts; give an account; provide additional information.</td>
<td>If you explain something, you give details about it or describe it so that it can be understood.</td>
</tr>
<tr>
<td>J</td>
<td>justify</td>
<td>give valid reasons or evidence to support an answer, response or conclusion; show or prove how an argument, statement or conclusion is right or reasonable</td>
<td>To justify a decision, action, or idea means to show or prove that it is reasonable or necessary.</td>
</tr>
<tr>
<td>P</td>
<td>predict</td>
<td>give an expected result of an upcoming action or event; suggest what may happen based on available information</td>
<td>If you predict an event, you say that it will happen.</td>
</tr>
<tr>
<td>R</td>
<td>reflect on</td>
<td>think about deeply and carefully; consider</td>
<td>When you reflect on something, you think deeply about it.</td>
</tr>
</tbody>
</table>
## Transitional Words & Phrases

- **Words or phrases to indicate MORE INFORMATION**
  - again, also, and, another
  - as much as, as well as, besides, further (more)
  - in addition (to), in fact, likewise, moreover
  - similarly, too, additionally, another essential point...

- **Words or phrases to COMPARE & CONTRAST**
  - alternatively, And yet..., conversely, ..., complementary to this...
  - despite this, ..., equally, however, in contrast (to)
  - in comparison, in the same way, likewise, nevertheless
  - notwithstanding, on the other hand, on the contrary, similarly
  - that aside, ..., unlike, whereas, while this is the case...

- **Words or phrases to indicate CAUSE & EFFECT**
  - as a result (of), because, consequently, considering ..., it can be concluded that...
  - due to, for this reason..., if ..., then..., it can be seen that...
  - it is apparent that..., hence, leads to, subsequently
  - The evidence suggests..., the relationship, the connection, these factor contribute to...
  - thus it is..., therefore, the correlation, with regard to...

- **Words of phrases to indicate SEQUENCE**
  - after(ward), at the same time, finally, first of all
  - first, second, etc., formerly, hereafter, meanwhile
  - next, presently, since, then
  - to begin with, while

- **Words or phrases to GIVE EXAMPLES**
  - as revealed by ..., an illustration of..., as an example..., exemplifies
  - as demonstrated by, for example, for instance, in particular
  - in the case of, ... is shown..., such as, ... supports...
  - to illustrate, specifically

- **Words or phrases that EMPHASISE or SHOW IMPORTANCE**
  - above all, equally important, especially, in particular
  - indeed, notably, significantly, the primary reason

- **Words or phrases to show TIME**
  - as long as, at present, before, briefly
  - currently, during, gradually, immediately
  - in the future, later, now, over time
  - presently, recently, simultaneously, soon

- **Words or phrases to CONCLUDE or SUMMARISE**
  - accordingly, all in all, as one can see..., as mentioned earlier...
  - finally, hence, in brief, in short
  - in other words, it has been shown that..., in conclusion, in summary
  - simply put, therefore, thus, to conclude
  - to summarise, to review, to sum up

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**ACADEMIC MISCONDUCT**

Academic misconduct is a serious breach of BrisbaneSDE’s [Responsible Behaviour Plan](#) and [Whole School Assessment Policy](#).

As a student of BrisbaneSDE, it is important that you maintain a high standard of academic integrity and avoid cheating, plagiarism and other forms of academic misconduct.

Academic misconduct involves a number of unethical behaviours which results in an unfair and unearned advantage over other students.

Academic misconduct includes, but is not limited to, the following breaches:

- Making it possible for another student to copy responses.
- Copying another student’s work.
- Taking unauthorised notes or equipment into a test or exam.
- Gaining, distributing or using a copy of exam material without consent.
- Communicating exam question details with other students.
- Plagiarising someone else’s work.

**What is plagiarism?**

The [University of Queensland](#) has defined plagiarism as:

‘...the act of misrepresenting as one’s own original work the ideas, interpretations, words or creative works of another. These include published and unpublished documents, designs, music, sounds, images, photographs, computer codes and ideas gained through working in a group. These ideas, interpretations, words or works may be found in print and/or electronic media.’

**How to avoid plagiarism?**

Refer to [BrisbaneSDE’s referencing guidelines](#).

**Consequences for academic misconduct**

According to BrisbaneSDE’s Whole School Assessment Policy, ‘assessment that has been copied (plagiarised) to any extent (from another student, from the internet or from a text or reference book) may be partially assessed or not assessed. This may impact on the student attaining credit for the semester.’
Referencing is a standardised method of formatting the information sources you have used in your assignments or written work. Any given referencing style serves two purposes:

1. acknowledges the source  
2. allows the reader to trace the source.

Additionally, providing references to the sources that you have used strengthens your argument.

There are various systems or referencing, however, one of the most common is American Psychological Association (APA) Referencing System.

**IN-TEXT CITATION: REFERENCING SOURCES WITHIN THE TEXT**

Throughout the text of your paper you need to acknowledge the sources used in your writing. Whenever you include the words, idea, opinions or theories of someone else you need to acknowledge your sources.

If you refer to a work in the text of your paper, place the author’s name and the year of publication of the work in brackets at the end of the sentence. (Smith, 2017)

Specific ideas and direct quotes require a page number. (Smith, 2017, p.28)

If you use the author’s name in the sentence then the in-text citation goes directly after their name. According to Smith (2017, p.28)...

**DIRECT REFERENCES**

A direct reference uses the exact words of the original source. You must use double quotation marks at the beginning and end of the copied words.

**EXAMPLE:** Smith (2007, p.28) referred to this correlation as a “statistical anomaly”.

If the quotation is longer than 40 words then it should be displayed in a double spaced, indented block with quotation marks.

**EXAMPLE:**

Mirams (2004, p.141) states that:

Environmental politics became increasingly more complex as the century came to a close. Attempts to broker international environmental agreements, such as that on the Greenhouse effect were often compromised as the competing social, economic and political concerns of individual countries took precedence over the global good.
INDIRECT REFERENCES

An indirect reference is when you paraphrase (put in to your own words the ideas of the original source).

EXAMPLE: The research conclusively proved a correlation between the results (Smith, 2017).

REFERENCE LIST

At the end of your essay, place a list of the references you have cited in the text. Arrange this in alphabetical order of authors' surnames, and then chronologically (earliest publication date first) for each author where more than one work by that author is cited. The author’s surname is placed first, followed by initials or first name, and then the year of publication is given.

Your references list should:

- Start on a separate page at the end of your paper, and should have the heading “References” centred at the top of the page.
- Be arranged alphabetically by author.
- Be double spaced (no line spaces between references).

Reference list entries should be indented half an inch or 12 mm (five to seven spaces) on the second and subsequent lines of the reference list for every entry - a hanging indent is the preferred style. (i.e. entries should begin flush left, and the second and subsequent lines should be indented).

Example REFERENCE LIST:

<table>
<thead>
<tr>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of source</td>
</tr>
<tr>
<td>------------------------</td>
</tr>
<tr>
<td>BOOKS</td>
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</tbody>
</table>
| Multiple authors (3-5) | **REFERENCE LIST**  
**EXAMPLE:**  
**IN-TEXT CITATION**  
*NOTE: In the first citation give all the authors and in the subsequent citations give first author et. al.*  
*First citation:*  
Hoepper, Hennessey, Cortessis, Henderson, & Quanchi (2009) state that ...  
...is demonstrated (Hoepper, Hennessey, Cortessis, Henderson, & Quanchi, 2009).  
*Subsequent citations:*  
Hoepper et al. (2009) argue that ...  
...is demonstrated (Hoepper et al., 2009). |
| --- | --- |
| Editor | **REFERENCE LIST**  
Editor Surname, Editor initial. (Ed.). (year). *Title of work*. Location: Publisher.  
**EXAMPLE:**  
**IN-TEXT CITATION**  
(Ed. Surname, year, page)  
**EXAMPLES:**  
Roche (1993, p.17) claims that...  
Many animals...(Roche, 1993, p.17) |
| No author | If there are no authors or editors, move the title to that position.  
**REFERENCE LIST**  
*Title*. (year). Place of Publication: Publisher.  
**EXAMPLE:**  
**IN-TEXT CITATION**  
(Title, year, page)  
**EXAMPLES:**  
The Merriam-Webster’s Collegiate dictionary (2005, p.13) defines....  
...can be defined as... (*Merriam-Webster’s collegiate dictionary*, 2005, p.13). |
| Primary info from secondary sources | For sources that you have not actually seen but which are referred to in another work, list the secondary  
**REFERENCE LIST**  
Author Surname, Author initial. (year). *Title of work* (Edition if relevant). Place of publication: Publisher.  
**EXAMPLE:**  
**IN-TEXT CITATION**  
(Author, year, page)  
In 1974, Arafat (cited in Scott-Bauman, 2016, p.136) declared that... |
source (the source you have read) in the Reference List. In text, name the original work and give a citation for the secondary source.

**JOURNAL ARTICLES/PERIODICALS**

- The name of the journal goes in italics, but the name of the article does not.
- The name of the journal has an upper-case letter for all words except trivial ones ('of', 'in', etc.).
- The volume number is in italics. The issue number follows it, in brackets but not in italics.

<table>
<thead>
<tr>
<th>Source Type</th>
<th>Reference List</th>
<th>In-text Citation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal Article (print version)</td>
<td>Author Surname, Author Initial. (year). Article title. <em>Journal Title</em>, volume number (issue number), page numbers.</td>
<td>(Author Surname, year, page)</td>
</tr>
<tr>
<td>Journal Article (electronic version)</td>
<td>Author Surname, Author Initial. (year). Article title. <em>Journal Title</em>, volume number (issue number), page numbers. DOI</td>
<td>(Author Surname, year, page)</td>
</tr>
<tr>
<td>Newspaper/Magazine Article (print version)</td>
<td>Author Surname, Author Initial. (year, publication date). Article title. <em>Newspaper title</em>, page number.</td>
<td>(Author Surname, year, page)</td>
</tr>
</tbody>
</table>

"The roots of the Palestinian question are not the result of a conflict between two religions" (Arafat cited in Scott-Bauman, 2016, p.136)
<table>
<thead>
<tr>
<th>Reference Type</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newspaper/Magazine Article (electronic version)</td>
<td>According to Viellaris (2017) ...will be banned (Viellaris, 2017)</td>
</tr>
<tr>
<td>ONLINE MATERIALS</td>
<td>The Australian Institute of Health and Welfare (2011) states that... ...it has been shown that...(Australian Institute of Health and Welfare, 2011).</td>
</tr>
</tbody>
</table>
Document on the internet, no author/no date.

**REFERENCE LIST**
Title of work. (year). Retrieved month day, year, from URL.
EXAMPLE:

**IN-TEXT CITATION**
NOTE: In-text should put the title in quotation marks
("Title", year)
EXAMPLE:
("Psychological perspectives", 2001)

Video from the Internet

**REFERENCE LIST**
Author Surname, Author initial. (year, month day). Title of work [Video File]. Retrieved from URL.
EXAMPLES:

**IN-TEXT CITATION**
(Author Surname, year)
EXAMPLES:
Westrom (2009)...
It was shown that...(Westrom, 2009)

**AUSTRALIAN BUREAU OF STATISTICS**

**REFERENCE LIST**
Author (usually the Australian Bureau of Statistics). (year) Title or work. ABS catalogue number (if available). Retrieved month day, year from URL.
EXAMPLE:

**IN-TEXT CITATION**
The Australian Bureau of Statistics (2000) found that...
...was shown in the census data (Australian Bureau of Statistics, 2000).