2019

WAVELL STATE HIGH SCHOOL

WRITING GUIDE

Foreword

For students to succeed in their written tasks, they must first have a clear understanding of the genre of the task, the purpose of the task and who their audience will be. This helps the students to establish the tone of their writing in order to meet those expectations of the task. The Writing Guide has been compiled to assist Wavell State High School students to form a deeper understanding of each text genre by providing them with scaffolds and sophisticated exemplars of common written tasks. It must be noted that this Writing Guide is focused on text structure and sequence; it should not be used as a guide for subject matter or language features.

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COGNITIVE VERBS GLOSSARY

Commonly Used Cognitive Verbs (Derived from the QCAA senior syllabuses)

Term	Explanation
A	
analyse	dissect to ascertain and examine constituent parts and/or their relationships; break down or examine critically in order to identify the essential elements, features, components or structure
	examine or consider (something) methodically and in detail, typically in order to explain and interpret it, for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences
apply	use knowledge and understanding in response to a given situation or circumstance; carry out or use a procedure in a given or particular situation
argue	give reasons for or against something; challenge or debate an issue or idea; persuade, prove or try to prove by giving reasons
assess	measure, determine, evaluate, estimate or make a judgment about the value, quality, outcomes, results, size, significance, nature of, or extent of (something)
C	
calculate	determine or find (a number, answer, etc.) by using mathematical processes; obtain a numerical answer showing the relevant stages in the working; ascertain/determine from given facts, figures or information
categorise	place in or assign to a particular class or group; arrange or order by classes or categories; classify, sort out, sort, separate
clarify	make clear or intelligible; explain; make (a statement or situation) less confused and more comprehensible
classify	systematically arrange, distribute or order in classes or categories according to shared qualities or characteristics
comment	express an opinion, observation or reaction in speech or writing; give a judgment based on a given statement or result of a calculation
communicate	convey knowledge and/or understandings to others; make known; transmit
compare	give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout
comprehend	understand the meaning or nature of; grasp mentally
conduct	direct in action or course; manage; organise; carry out
consider	think deliberately or carefully about (something), typically before making a decision; take (something) into account when making a judgment; view attentively or scrutinise; reflect on
construct	create or put together (e.g. an argument) by systematically arranging ideas or items
	display information in a diagrammatic or logical form
	make; build
contrast	display recognition of differences by deliberate juxtaposition of contrary elements; show how things are different or opposite; give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout
create	bring (something) into being or existence; produce or evolve from one's own thought or imagination; reorganise or put elements together into a new pattern or structure or to form a coherent or functional whole
	a term consistent with an understanding of 'synthesise' and with the processes of decision making, problem solving, experimenting and investigating (knowledge utilisation) in Marzano's taxonomy
critique	review critically; evaluate (a theory or practice) in a detailed and analytical way

D	
decide	come or bring to a resolution as a result of consideration; make a choice from a number of alternatives
	a term commonly used in decision making, a process within Marzano's knowledge utilisation level, and consistent with an understanding of 'evaluate'
define	give the precise meaning of a word, phrase, concept or physical quantity; state meaning and identify or describe basic/essential qualities; explain
describe	give a detailed account (written or spoken) of a situation, event, pattern or process, or of the characteristics or features (of something)
design	produce a plan, simulation, model, project etc; plan and evaluate the construction of a product or process
	plan or fashion artistically or skilfully; form or conceive in the mind
determine	establish, conclude or ascertain definitely after consideration, observation, investigation or calculation; obtain the only possible answer; decide or come to a resolution
develop	elaborate, expand or enlarge in detail; add detail and fullness to
	cause to become more complex or intricate
discriminate	note, observe or recognise a difference; make or constitute a distinction in or between; differentiate; note or distinguish as different
discuss	offer a considered and balanced review that includes a range of arguments, factors or hypotheses; opinions or conclusions should be presented clearly and supported by appropriate evidence
	examine by argument; sift the considerations for and against; debate; talk or write about a topic, taking into account different issues and ideas, and points for and/or against
E	
evaluate	make an appraisal by weighing up or assessing strengths, implications and limitations; make judgments about the ideas, works, solutions or methods in relation to selected criteria; examine and determine the merit, value or significance of something, based on criteria
	a term consistent with 'decide' in Marzano's taxonomy
examine	investigate, inspect or scrutinise carefully; inquire or search into; consider or discuss critically an argument or concept in a way that uncovers the assumptions and interrelationships of the issue
explain	give a detailed account, including reasons or causes, and making the relationships between things evident; make (an idea or situation) plain or clear by describing it in more detail or revealing relevant facts; provide additional information that demonstrates understanding of reasoning and/or application
	present a meaning with clarity, precision, completeness, and with due regard to the order of statements in the explanation
explore	look into closely; scrutinise; inquire into or discuss (a subject) in detail; examine or evaluate (an option or possibility)
G	
generate	produce; create; bring into existence; produce by a chemical process
H	
hypothesise	formulate a plausible supposition to account for known facts or observed occurrences; conjecture, theorise, speculate; believe, especially on uncertain or tentative grounds
I	
identify	distinguish; locate, recognise and name; establish or indicate who or what someone or something is; provide an answer from a number of possibilities; recognise and state briefly a distinguishing factor or feature
implement	put something into effect, e.g. a plan or proposal

infer	derive or conclude (something) from evidence and reasoning, rather than from explicit statements; listen or read beyond what has been literally expressed; imply or hint at
interpret	use knowledge and understanding to recognise trends and draw conclusions from given information; make clear or explicit; explain, elucidate or understand in a particular way; give an explanation
	bring out the meaning of, e.g. a dramatic or music work, by performance or execution; bring out the meaning of an artwork by artistic representation or performance; give one's own interpretation of
	identify or draw meaning from, or give meaning to, information presented in various forms, such as words, symbols, pictures or graphs
investigate	carry out a detailed and systematic examination or formal inquiry in order to establish or obtain facts and reach new conclusions; plan, collect, search, inquire into, interpret and draw conclusions about data and information
J	
justify	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
O	
organise	arrange systematically; order; form as or into a whole consisting of interdependent or coordinated parts, especially for harmonious or united action
P	
predict	give an expected result of an upcoming action or event; suggest what may happen based on available information
propose	put forward (e.g. a point of view, idea, argument, suggestion) for consideration or action
prove	use a sequence of logical steps to obtain the required result in a formal way
R	
recognise	identify or recall particular features of information from knowledge; identify that an item, characteristic or quality exists; perceive as existing or true; be aware of or acknowledge
recommend	course of action suggested as the most suitable for a solution or context
S	
select	choose in preference to another or others; pick out
sequence	place in a continuous or connected series; arrange in a particular order
solve	find an answer to, explanation for, or means of dealing with (e.g. a problem); work out the answer or solution to (e.g. a mathematical problem); obtain the answer/s using algebraic, numerical and/or graphical methods
structure	give a pattern, organisation or arrangement to; construct or arrange according to a plan
summarise	abstract or give a brief statement of a general theme or major point(s); concisely express the relevant details; present essential ideas and information in fewer words and in a logical sequence
symbolise	represent or identify by a symbol or symbols
synthesise	combine different parts or elements (e.g. information, ideas, components) into a coherent and/or complex whole (in order to create new understanding)
	a term consistent with an understanding of 'create' and with the processes of decision making, problem solving and experimenting (knowledge utilisation) in Marzano's taxonomy

TEXT CONNECTIVES

To show cause and effect:					
a ramification of	accordingly	after all	allowed	although	as a consequence
as a result	as exemplified by	because	becomes	caused by	causes
changes	consequently	contributed to	creates	culminated in	derived from
despite this	due to this/that	eventually	expresses	fostered	gives rise to
hence	if…then…	in order to	indicates	influenced	initiated
it is obvious that	leads/led to	moreover	on account of	otherwise	primarily
produced	provoked	represents	resulted in	reveals	so
subsequently	since	therefore	thus	through	this indicates
to this end	to illustrate	the following	to demonstrate	then	undoubtedly

To show time:				
after	afterwards	and so on	and then	as long as
as soon as	a while later	before	but then	concurrently
earlier	eventually	finally	formerly	followed by
in the end	initially	immediately	just as	later
meanwhile	next	once	prior to this	simultaneously
then	to begin	thereafter	until	whenever
when	where	wherever	while	whilst

To compare or contrast:				
alike	also	alternatively	although this may be true	as with
as well as	but	compared with/to	conversely	contrastingly
correspondingly	despite	differs from	even though	however
in contrast	in other respects	in the same way	instead	in comparison
likewise	nevertheless	on the contrary	on the other hand	otherwise
rather	similarly	subsequently	the dissimilarity	the distinction between
the unique way that	unlike	whereas	whilst	yet

To add:				
a number of	additionally	also	and	another
as well	as well as	above all	besides	both
but also	equally important	firstly	for example	for instance
furthermore	finally	in addition to	in conjunction with	lastly
moreover	neither	next	others	secondly
then	to illustrate	together with	whereas	what's more

TEXT REPLACEMENTS

Words to replace…		
'Said'	**'States'**	**'I', 'me' or 'my'**
Argued	Admits that	This means/suggests/indicates that…
Announced	Asserts that	It is seen through…
Claimed	Concludes that	This is exemplified by…
Interjected	Contradicts the commonly held belief that	Therefore, it can be stated that…
Murmured	Explains in more detail that	Jones (2011) states that…
Protested	Pleads the case for	Observations reveal that…
Retorted	Makes it very clear that	The author believes that…
Sneered	Puts forward the view that	These sources agree that…
Taunted	Implores that	Popular opinion supports that…
Uttered	Reinforces the idea that	This leads to the conclusion that…
Whimpered	Illustrates that	When looking closely at the evidence, it is clear that…
Yelled	Summarises the notion that	Most notable exceptions to the rule are…

SYMBOLS

=	means that, equal, same as
+	and
/	comma or full stop or new idea
→	leads to, results in, cause-effect
↑	increase, growth, rise
↓	decrease, decline
*	important
<or>	less than or more than
%	percent
@	at
$	money
∴	therefore
¶	paragraph

ABBREVIATIONS

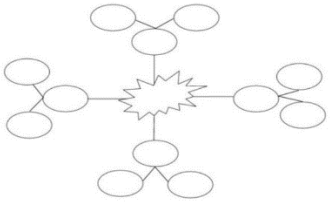
am or pm	before or after noon	**i.e.**	in other words
amt	amount	**lg**	large
asap	as soon as possible	**max**	maximum
b/4	before	**min**	minimum
b/c	because	**nat.**	national
b/w	between	**NB**	note well
cont.	continued/continue	**pg.**	page
ch	chapter	**re.**	regarding
e.g.	for example	**sm**	small
esp.	especially	**vs**	versus
etc.	so forth	**w/**	with
dept.	department	**w/in**	within
govt.	government	**w/o**	without

PLANNING

Purpose: Allows the writer to organise and develop their ideas into an effective and clear text. Through planning, writers prevent their work from veering off topic or not appropriately addressing the question/statement.

Step 1: Brainstorm

Use a **mind map** to write down everything you know about the topic



Step 2: Research

Find out the gaps you need to fill from your brainstorm and then conduct some research to find evidence and examples to support your ideas

Step 3: Arrange

Select your strongest ideas from your brainstorm and arrange them in the following order: second strongest, third strongest, strongest

Step 4: Set out

Use a graphic organiser to set out each idea and make notes regarding your explanations and evidence. Depending on what kind of text you are writing, you could use one of the below:

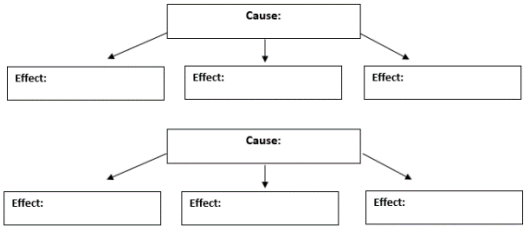
Box Chart

Useful for basic essay structure

Key factor	Supporting points	Evidence
•	• • •	• •
•	• • •	• •

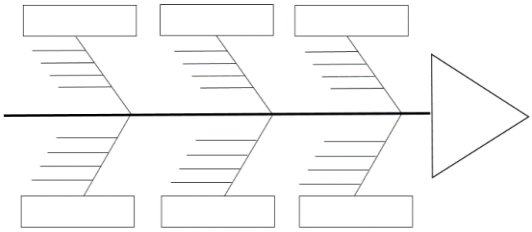
Cause and Effect Flow Chart

Useful for procedural or historical report



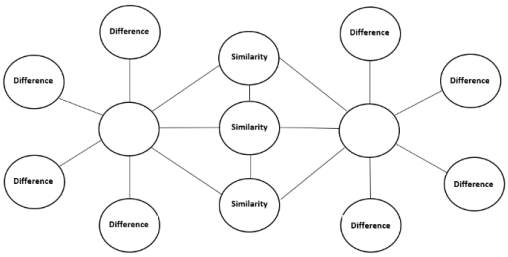
Fishbone Diagram

Useful for persuasive writing



Double-Bubble Map

Useful for when comparing/contrasting



PARAGRAPHS

Definition: A distinct section of writing focused on a specific topic, issue or theme.

Purpose: To present and explain a central idea supported by evidence.

Audience: Can vary from novices or experts on the topic.

Tone: The text is formal and impersonal (*I, me, my,* etc. are not used).

Length: Depends on the word limit. Generally, a paragraph within an essay or as a short response should be anywhere between 80-120 words. An extended paragraph length will be made explicit by the teacher on your task sheet.

GENERIC STRUCTURE

PEEL:

P Point	Write a topic sentence that makes a **point** in relation to the statement
E Explanation	**Explain** your point in more detail and why it is significant to the question you have been asked
E Evidence	Provide some **evidence** or an example such as dates, quotes, facts, statistics, etc. to support your point
L Link	Write a **linking** sentence which summarises how this paragraph has reinforced your main point

NB: For an extended piece of writing or if you would like to include additional evidence, you can use P EE EE L or P EE EE EE L.

PEEL PARAGRAPH EXEMPLAR (YEAR 7 HPE)

Question/Statement: *Justify why your chosen snack (muesli bar or homemade slice) is the more nutritious to pack in your lunch box. Use the information from the decision-making matrix.*

Point	Highlight the key words from the statement and use these to write your topic sentence
Write a topic sentence that makes a **point** in relation to the statement	Homemade slice is the more nutritious snack to pack in your lunch box.
Explain	Sentence starter: *When compared to [other snack], [chosen snack] is more nutritious because…*
Compare your two snacks and state 2-3 reasons why your chosen snack is more nutritious	When compared to a muesli bar, homemade slice is more nutritious because it has a variety of healthy ingredients and also has significantly less sodium per serving size.
Evidence	Use the **decision-making matrix** to find evidence to back-up your 2-3 reasons
1. Explain your first reason using evidence from the decision-making matrix E.g. What types of ingredients does your chosen snack use? Are they good for you? Why?	For example, it is clear that the homemade slice includes many nutritious ingredients from the Australian Guide to Healthy Eating such as untoasted muesli which is a great source of grain foods.
2. Explain your second reason using evidence from the decision-making matrix E.g. Is there less fat/sodium/sugar in your chosen snack? Why is this better for your health?	Also, it has only 6mg of sodium per serving size which is less than 1% of the recommended dietary intake per day.
Link	Link back to your point from the start. Begin with a word like: *Therefore*
Write a sentence which summarises your decision and reinforces your main point	Therefore, based on the ingredients and amount of sodium per serving size homemade slice is the more nutritious option when packing a lunch box.

STYLISTIC STRUCTURES

The Cause and Effect Structure:

This paragraph structure is useful when you want to discuss the impact or outcome of a situation or event based on clear and factual information. You could use this for a paragraph in SOSE, HPE, Science or Business Studies.

The Cause	Write 3 sentences of facts/information relevant to your main point
The Effect	Write 4 sentences on the impact or outcome

THE CAUSE AND EFFECT PARAGRAPH EXEMPLAR (YEAR 10 HISTORY)

Question: How did the Treaty of Versailles lead to WWII?	
The Cause Write 3 sentences of facts/information relevant to your main point	Stipulating that Germany must take full responsibility for the war, the Treaty of Versailles was forced upon the Germans in 1919. The Treaty broke the German empire by taking her colonies and 70,000 square feet of land. Among other clauses, Germany also had to reduce its army to no more than 100,000 men, give its battle fleet to Britain, and pay £6,600 million in reparations to the victors. These terms humiliated Germany and crippled them economically, territorially, and militarily.
The Effect Write 4 sentences on the impact or outcome	Being a skilled orator, Adolf Hitler used the Treaty to gain popularity by promising to overturn its conditions and restore Germany's glory. Once in power, Hitler systematically defied the clauses of the Treaty by beginning rearmament in 1935 and occupying German territories such as the Sudetenland in 1938. Finally, with the invasion of Poland in 1939, Britain had no choice but to declare war on Germany. It is clear that these harsh terms did nothing but anger and embarrass the German people, ultimately leading to another war.

Compare and Contrast Structure:

Useful for discussing the difference between two similar ideas. You could use this in any subject that is asking you to compare and contrast: past and present, two people, two ideas/theories, two pieces of writing/art, two solutions to a problem.

Main point	State your idea or point
First idea	Write 2-3 sentences explaining the first idea
Second idea	Write 2-3 sentences explaining your second idea
What's the difference?	Explain what the difference is and why it is important to your idea/point

COMPARE AND CONTRAST PARAGRAPH EXEMPLAR (YEAR 7 GEOGRAPHY)

Task: Recommend the best proposal for the mitigation of future flooding in Brisbane.	
Main Point State your idea or point	The Flood Management Team believes that building water storage dams on the Bremer River and/or Lockyer Creek will give the greatest social, economic and environmental outcomes and will thus reduce negative effects of flooding in the future.
First Idea Write 2-3 sentences explaining the first idea	Alternative options such as the buy-back of houses or flood-proofing low-lying areas are not as effective because they will be more expensive, block river views, and potentially not be able to stop major floods. The main social effect of the construction of a levee would be the removal of river views which does not coincide with Brisbane's claim as the "River City" (Source C). In addition, an economic concern is the cost of the buy-back which could cost Brisbane Council over $1 billion (Source E). Environmentally, this strategy may not even prevent damage if a major flood was to occur as levees always pose a risk of faulty operation (Source F).
Second Idea Write 2-3 sentences explaining your second idea	Conversely, building water storage dams on the Bremer River and/or Lockyer Creek is a better Flood Mitigation Strategy because the cost will outweigh the potential cost of damage, it will create another storage for drinking water, and it will minimise the risk of damage to the environment. Whilst the cost of the dam will be $1.4-$1.9 billion, the cost of the 2011 flood was over $8 billion so this prevention strategy is economically effective (Source G). The dam, which will be designed to reduce peak flows, will release water over a longer period of time to prevent inundation (Source D). Furthermore, this dam will provide 2 million mega litres of drinking water to residents which is a very positive social outcome for the strategy (Source G).
What is the difference? Explain what the difference is and why it is important to your idea/point	This decision is very important due to the flood-prone nature of Brisbane. Therefore, building water storage dams is the more effective Flood Mitigation Strategy because it gives greater social, economic and environmental outcomes than alternative solutions.

ANALYTICAL EXPOSITION ESSAY (SENIOR)

Definition:

Analytical – analyse/interpret – to study a whole by breaking it up into elements

Exposition – to explain – to present information on a topic

Purpose: A form of writing that presents a point of view (thesis) and supports this point of view with a series of arguments and evidence.

Audience: The writer must take the role of 'expert' who is writing for an audience who have some knowledge on the topic.

Tone: The text is formal and impersonal (*I, me, my,* etc. are <u>not</u> used).

Link ideas to maintain cohesion

Introduction paragraph

1. A general sentence about the topic
2. Put topic in context
3. Thesis statement
4. Summarise your position on the topic

Evidence doesn't always need to be first – further explanation of the main point can come before the evidence

P	Main point in topic sentence (*Most importantly…)*
	Linking phrase/Cohesive tie (e.g. *This is exemplified by…)*
E + E	First example (evidence) or short direct quotation from stimulus and elaborate/explain
	Linking phrase/Cohesive tie (e.g. *Furthermore…)*
E + E	Second example (evidence) or short direct quotation from stimulus and elaborate/explain
L	Link which restates thesis or links to next paragraph

Link ideas to maintain cohesion

Link ideas to maintain cohesion

P	Main point in topic sentence (*As well as…)*
	Linking phrase/Cohesive tie (e.g. *This is shown by…)*
E + E	First example (evidence) or short direct quotation from stimulus and elaborate/explain
	Linking phrase/Cohesive tie (e.g. *Additionally…)*
E + E	Second example (evidence) or short direct quotation from stimulus and elaborate/explain
L	Link which restates thesis or links to next paragraph

Add more paragraphs as necessary

Conclusion paragraph

1. Restate thesis statement
2. Map out how you have proven your thesis
3. Extrapolate your ideas to show understanding of the importance of your argument
4. Reinforce your overall position

ANALYTICAL EXPOSITION ESSAY EXEMPLAR (YEAR 10 ENGLISH)

General sentence Context sentence Thesis statement Summarise position	Poetry has the power to transcend time and place in order to make commentary on social issues. *Sanctuary,* a poem written by the award-winning Australian poet and environmentalist Judith Wright, comments on the need for environmental conservation. This poem would be an excellent choice to feature in the Australian Voices Festival as it sends a critical message that humans should care more for our planet. With the importance of the environment as a major theme, *Sanctuary* has many relevant social, moral and ethical links to contemporary environmental concerns.
Point sentence Evidence	*Sanctuary* reflects on how humans have treated the planet by heavily focusing on its main subject of the environment and wildlife. Wright, a passionate environmentalist, emphasises the irony of calling this not-so-safe 'haven' a sanctuary through lines such as: *Only, up there,/* *morning sets doves upon the powerline./* *Swung on that fatal voltage like a sign/* *and meaning love, perhaps they are a prayer.*
Explanation Link	By juxtaposing doves, a symbol of peace, and powerlines, a potent symbol of human progress, Wright has deliberately constructed this stanza to criticise man's destruction of the natural world. Judith Wright successfully empowers the environment through this use of subject matter and this is reinforced through her effective implementation of poetic techniques.
Point sentence Evidence	Interestingly, Wright also uses poetic techniques to empower the environment and enforce the major theme of caring for the environment. An example of this appears in the third stanza as Wright states: *Fuse, nerve strand of a net, tense/* *bearer of messages, snap-tight violin-string,/* *dangerous knife-edge laid across the dark,/*
Explanation Link	Wright uses an extended metaphor and combines personification with emotive language to create complex imagery in the reader's mind, allowing them to further empathise and feel sorry for the environment. Through the use of figurative language, Judith Wright has created her poem to have a social and ethical effect in today's society.
Point sentence Explanation Evidence Link	Deliberately, Judith Wright uses text structure to further enforce her message of the importance of caring for the environment. Wright purposefully sequences the subject matter to present a cause and effect analysis of the impact of urbanisation and the damage it causes to the environment. For example, the subject matter moves from discussion of the "the road" to the "panic eyes the driver sees" and finally to the "flat skins pinned to the road" to highlight the collateral damage our roads cause. This structure urges readers to consider the effects of urbanisation and the importance of protecting our wildlife.
Restate thesis statement Map how thesis was proven Extrapolate Reinforce position	This essay demonstrated that *Sanctuary* would be an outstanding choice to feature in the Australian Voices Festival due to its important ethical message that humans should care more for our planet. Looking in detail at the compelling subject matter combined with effective poetic devices and a purposeful text structure, the poem successfully positions readers to reflect upon the way in which we have impacted the environment. From reading and understanding this poem, we are able to form a greater appreciation of our environment and feel regret for the pain we have inflicted on our wildlife. In a world where our natural environment is diminishing, we are forced to acknowledge the devastating effects of urbanisation. Ultimately, Wright's poetry urges us to re-evaluate the worth of our environment.

ESSAY WRITING CHECKLIST

Yes	No	Have you…
		Written a clear and concise hypothesis that addresses the task question or statement?
		Included a context sentence that gives an overview of the topic?
		Avoided using evidence, data or sources in the introduction?
		Structured ideas in a logical and cohesive sequence?
		Started each paragraph with a topic sentence?
		Used evidence such as quotes or data to support main points?
		Acknowledged all sources according to referencing conventions?
		Analysed your evidence in relation to your hypothesis?
		Linked your paragraphs **either** back to the hypothesis **or** to the next paragraph?
		Used text connectives to connect ideas and paragraphs?
		Varied your sentence styles for effect?
		Avoided the phrase “In conclusion…” or “To conclude” in your conclusion?
		Avoided introducing new information into the conclusion?
		Restated your hypothesis in your conclusion and explained how you proved it?
		Written and correctly formatted a bibliography that includes all sources read during research? (**if applicable**)
		Checked all spelling, grammar and punctuation?
		Had the essay read by one other adult (not including teacher)?
		Used correct formatting for essay (font, justified, line spacing)?
		Filled out task sheet and signed the plagiarism declaration?
		Submitted to Turnitin? (**if applicable**)

NARRATIVE

Definition:

A series of events, real or imaginary, that tell a story.

Purpose: To entertain and instruct through dealing with an unusual and/or unexpected development of events.

Audience: Varies according to the theme or genre.

Tone: Dependent upon the audience. Usually written in first or third person.

Plan for success	When planning, you should consider the following: • Know your ending before you start • Begin with action • Back fill • Problems the character will encounter • Climax
Sizzling start (Orientation)	Begin with action e.g. a fight, commotion or dialogue Then include back fill which addresses the who, what, when, where, why while the action unfolds
Tightening tension (Complication)	Introduce a small problem (pebble) Increase to a bigger problem (rock) Then it should become an even greater problem (boulder) so that it builds to the climax of your story (the highest point of action)
Dynamic Dialogue	Dialogue should be about opinions and feelings It should do three things: 1. Make a scene more interesting 2. Reveal more details of character 3. Add facts that move the plot along
Show don't tell	Don't tell audience what is happening or how characters are feeling/acting Instead, need to show them by using figurative language such as: • Metaphors • Similes • Personification • Imagery • Descriptive language that relates to the 5 senses
Ban the boring bits	Don't waffle due to poor planning Make sure what you write is meaningful and adds to the story When editing, look carefully for accidental repetition or where you might not have 'tightened tension' very well
Exciting Endings	Two types of endings: 1. End with action e.g. a grand final win or the discovery of the truth a character was trying to uncover 2. The character resolution e.g. the protagonist gathers the courage to finally stand up to the bully Never use "and then I woke up" or "and then I died"

Jen McVeity © Seven Steps to Writing Success, 2018

NARRATIVE EXEMPLAR (YEAR 8 ENGLISH)

Structural features	Tidam and the White Ghosts	Language features
Sizzling Start	I was shaking constantly in fear as I hid behind the hill, staring upon the shoreline. My body shivered from the rain drilling into my back and my face was numb from the winds lashing against my skin. I glanced to the night sky and prayed to my ancestors. I begged for them to calm my aching soul and bring forth my starlight.	Show don't tell
Backfill (introduce the who, what, where, when)	My name is Tidam and I am a part of the Waghiwoori tribe, which is on the coast line of Sydney. It was 1788. My father, being the chief of our tribe, was always a busy man and my mother was always busy going out collecting food or plants. My older brothers spent their time hunting for animals while I isolated myself from all the other village children, gathering shells from the sand. Life was peaceful and balanced. Hanging from the branches of my favourite oak tree, I would listen to my father sharing Dreamtime stories with the whole tribe. He would also relate my name to the constellations in the night sky as my family believed I descended from the ancestors themselves. My name means 'star' and I am the key to eternal life, as they all said.	
Pebble	One day, that all changed. I was walking by the beach collecting shells when chains shattering and commanding voices broke the calming sound of the ocean. I gulped, with my eyes closed, and prayed to my ancestors. As I leaned over the hill, I spotted a fleet of ships and white ghosts assembled on the beach. I had never seen a white ghost before! Each ghost looked the same with funny hair styles, silky clothes, fair skin and each holding wooden barrels. What were they doing here?	Show don't tell
Rock Boulder Climax	Peering nervously over the edge, I heard a startling scream. It was my mother. I ran to my tribal grounds with my knees wobbling and teeth chattering. All I saw was a cloud of smoke flooding the air with darkness and white ghosts setting flames to our home. Tears fell as my people were huddling in their families, holding each other tightly and weeping for them to stop. Then, I saw my mother being dragged by her hair and her back was sliced into a dozen cuts. My brothers valiantly tried to stop the ghosts but they were cruelly pushed aside. Where was my father? What did they do to him? Crack! The sound was ringing in my ears and I heard a cry from my father behind me. He came towards me and I was horrified to see a hole in his chest with blood pouring out, running like a waterfall. He whispered, 'You shine my little star and shine the path for others.' Then he closed his eyes. I knew he was gone.	Show don't tell Dynamic dialogue
Exciting ending	I heard loud banging sounds and I looked down to see that my mother was also lying still. I knew I had to get away from these frightening ghostly people if I wanted to be safe. I ran, bumping into trees and tripping on roots, until I was faint with exhaustion. I fell into a deep sleep. When I woke, I was far from home. I was only six when everything was taken away from me. Not long later, I was forced to live and serve these white ghosts myself. Despite the hatred flowing through me, I still have what my family gave me: the knowledge that I am a star who can shine the path for others. The ghosts can't take that away.	Show don't tell

FEATURE ARTICLE

Definition:

An article based on a news issue or event with a persuasive or entertaining angle.

Purpose: Unlike a news report, this article is designed to provide a more in depth interpretation of the issue/event.

Audience: Dependent upon the topic. You should assume your readers have a basic grasp of the concepts you will be discussing.

Tone: The text is generally a mix between conversational and informative language.

Headline	Needs to relate to the topic using key words Short, eye-catching and engaging – can use puns or other language features
Kicker	A brief and engaging summary of the overall intent of the article (a taste-tester of the article)
Byline	States who wrote the story (can sometimes be absorbed into the kicker)
Lead	Hooks the reader through the use of engaging language features related to the main topic
Introductory Paragraph	Outlines the main idea of the article Refers to important background information Establishes the writer's attitude towards the subject (tone)
Body	A series of paragraphs explaining the main idea in greater depth using various pieces of evidence, including: - Facts and statistics - Quotes/anecdotes
Conclusion	Reminds the reader of the main idea by summarising the writer's perspective and attitude. Provokes further thought on the topic
Other features:	
Images with captions	Pictures or graphics are used to illustrate key ideas from the article. A caption appears in a smaller font beneath the image and can reveal the author's attitude towards the person, issue or event being illustrated
Pull quotes	Interesting quotes are pulled out of the text and enlarged to engage the reader
Columns	Document should be formatted into columns with all content formatted to be justified to give clean lines between columns

FEATURE ARTICLE EXEMPLAR (YEAR 12 ENGLISH)

Engaging headline clearly related to topic

Kicker summarises the overall intent of the article

Hooks readers in the lead by giving a vivid description of an event

Clear byline

BIG BUSINESS OR BIG BROTHER?

In the era of multinational corporations and social media, our society is falling victim to a new Big Brother and suddenly George Orwell's *1984* is more relevant than ever.

John Smith investigates.

"We are one people, with one will, one resolve, one cause. We *shall* prevail!" The words echoed in the silence. Then an explosion shook the room as the sledgehammer collided with the face of Big Brother and the tinkling of shattered glass raining down on hundreds of party members was the only remaining sound.

It was January 22nd, 1984 and the 43 million people who had tuned into the Super Bowl were all sitting in stunned silence. Apple had just aired their '1984' television ad inspired by George Orwell's novel of the same name. In a totalitarian world where everyone is oblivious to the absolute control held over them, Apple depicted themselves as the rebel, the liberator who would release the world from the Big Brother-like ruling of other computer companies.

In the hours, weeks, and decades that followed it would go on to become something of a legend, with the unforgettable tagline "Apple Computer will introduce Macintosh. And you'll see why 1984 won't be like '*1984*'". Yet, as much as it was iconic, it has now become rather ironic. No longer is Apple the bringer of freedom, but rather, they've become the Big Brother that they so publicly despised.

When George Orwell penned his bestselling novel seventy years ago, it was to provide us with a glance at a future devoid of freethought and individuality.



Every time you pick up you phone and look at those shoes online, share the latest meme, or like you friend's #selfie, someone's watching your every move.

The novel follows the life of Winston Smith, the only person unwilling to sacrifice his humanity in a sea full of drones. But in a society where no one is your friend, it really is Winston against the world – and we love an underdog. Orwell's tragic depiction of a war-torn world where love is illegal, omnipresent telescreens watch your every move and your mind no longer belongs to you, leads us to sympathise with Winston and abhor the ignorance of the masses. If we lived under the tyrannic rule of *1984* then we'd be Winston – rebelling against the stifling of our freedom. Or would we?



Seventy years ago, Orwell penned a work that would become a classic. But now there's startling similarities between his fictional world and ours.

It's time we heed Orwell's warning, because in our world of capitalism, technology, and multinational corporations, it's more relevant than ever – and we're not Winston, we're the puppets of the new big brother.

Arguably, the most unsettling theme in George Orwell's *1984* is the constant monitoring and surveillance of Party members. In the world of the novel the thought police use technology such as telescreens to constantly monitor party members such as Winston. Many readers of the novel see this as invasive and a gross violation of the right to privacy, yet, with the presence of companies such as Facebook in the 21st century, are our lives really much different?

> "The thought police are watching from our pocket…and we put them there"

Whenever we put our personal details online, or use any form of social media or technology, companies can collect and exploit our information – often selling it to other multinational corporations. As a result, these businesses know how old we are, where we live, what we eat, how much we earn and what we like to wear. They know when we're asleep, who we talk to and what we say, how much we spend and what we spend it on. They could tell us what we're thinking before we even know it ourselves. The phrase "Big Brother is watching you" is becoming more relevant than ever as our lives begin to eerily reflect those of the characters in Orwell's novel.



Our information is being collected, analysed, and exploited by the newest Big Brother: Facebook.

And not only are we being monitored, scrutinized, and analysed, but the thought police are doing it from our pockets. Worse still, we've put them there willingly, and we're voluntarily telling them everything they want to know.

In the totalitarian society Orwell wrote about in *1984*, propaganda played a significant role in the control of citizens with Big Brother posters plastered on every wall and Hate Week taking propaganda to the streets. But, arguably, it was the subtler coercion techniques that were the most effective way of influencing the minds of the people. By making sure of the absence of undesirable or contradictory information, it was the manipulation of news, information, and historical records that ensured the ideals of the party were never in question. Big Brother declared that "He who controls the past controls the future." If you can control what people know, then you can control what they think - and though rewriting history or disguising a lie as a truth seems despicable in our times, chilling comparisons can be drawn between our world and Orwell's.

Links ideas with subject matter through carefully selected images

Captions provide further explanation of ideas illustrated through images

Pull out quotes are eye-catching and engaging, drawing readers in

Text is arranged in two columns per page with all columns justified

Even before the age of technology, multinational companies would monopolise the media market and have complete control over what the public got to hear – often resulting in bias reporting. And now that we have the internet, the skewing of reality to align people with certain views is even more prominent. As former Google employee Tristan Harris says, "Our minds can be hijacked. Our choices are not as free as we think they are." Our Facebook and Twitter feeds are algorithmically tailored to show us exactly what we want to see. These companies don't just collect our information, they exploit it to optimise our engagement.



"Power is in tearing human minds to pieces and putting them together again in shapes of your own choosing." – George Orwell, *1984*

But if we only have access to information that supports our views, can we really form our own opinions? These algorithms aren't designed to challenge our thoughts, and it means that we're being kept insulated in our ideological bubbles. It's this subtle psychological manipulation that undermines our free thought. We're more similar than we realise to the mindless citizens of *1984*, and unless we admit that Orwell's warning is still very much relevant, we'll fall into an Orwellian world where democracy is obsolete and we won't even realise it.

"Our minds can be hijacked. Our choices are not as free as we think they are."

Yet another theme in George Orwell's *1984* that is very much relevant to modern society is the immense disparity between the social and economic classes. The spacious, immaculate houses belonged to the privileged members of the inner party who made up 1% of the population. They also had access to better food, better clothes and a better education as well as having servants and authority. In stark contrast were the lives of the proles who "grew up in the gutters" and made up the working class of their society. They had scarcely enough food, they were people broken by the demands of life. Now, we may have thought that we triumphed over the idea of an affluent few ruling of the penniless masses with each revolt against monarchies, and it may have a different face now, but the feudal system is back and it's just as unfair as before.

Our capitalist world that is dominated by multinational corporations has caused a rift of disgusting proportions between the upper and lower classes. Reports show that the richest 1% of Australians hold more wealth than the bottom 70%. The rich are living in mansions worth more than an average person could earn in a lifetime, their kids are getting the best education, and they have immense influence over everything. Yet whilst they're living in their cocoon of success, there are people struggling to get food on the table. It was Shakespeare who said that "the world is a stage", but the global poor want to play a different part.

The world of *1984* is a more accurate representation of the 21st century than the year 1984 and if we continue on this trajectory, that rift between the rich and poor will turn into the Grand Canyon.

So, Apple got it wrong. They were 30 years too early, and they're not the saviour, they're the dictator. They lead the new wave of Big Brother: multinational corporations. In the era of social media, technology, and capitalism, George Orwell's fictional world of *1984* has become our reality seventy years on. The big businesses have, in their greedy hands, the power to watch our every move, control our thoughts, and increase the divide between rich and poor. So be careful, because the face of Big Brother may have changed, but he's still watching you.



In both *Nineteen Eighty-Four* and the 21st century, the masses are powerless, ruled by the elite few who have more money and, more importantly, more information.

Each paragraph builds on overall idea whilst focusing on a key point that is justified through evidence

Concluding paragraph reinforces main idea and then ends on a cautionary note (fitting for this particular article)

REPORT

Definition:

A written document that is presented in a strict structure after a topic is investigated.

Purpose: To communicate results or provide professional advice on a specific subject based on research undertaken.

Audience: Reports may be written for a variety of subjects but the audience is generally well-informed on the topic.

Tone: The text is highly formal, objective and impersonal (*I, me, my,* etc. are <u>not</u> used except in the introduction).

Title Page	Include the title of your report, name and submission date Include an image if relevant
Executive Summary (optional)	An overview of: • The topic and focus of the report • Methods of research/analysis • Findings/recommendations NB: Should be written last because it is a summary of the report. Should not be longer than 10% of the paper.
Contents Page	A list of sections in the report (including headings and sub-headings) and their corresponding page number
List of Figures	A list of all maps, graphs, tables, diagrams and photographs from the report and their corresponding page number
Introduction	The introduction should: • Provide the background of the topic/issue • Define the aims and objectives • Outline the scope (including any limitations) • Include necessary definitions of terms
Methodology (optional)	Explain: • Research techniques utilised (e.g. observations, surveys, primary data collection, etc.) • Any difficulties and/or inaccuracies that emerged during the research process
Body/Discussion	Information should be arranged in clear paragraphs under headings and sub-headings which indicate what each section will be about The body should include discussion and/or analysis of the data collected
Conclusion	A summary of the information discussed and analysed in the report Conclusions should be related to the aims and objectives of the report Arrange points logically so that major conclusions are presented first No new information should be included in the conclusion
Recommendation	Make an action plan for how to resolve or improve the issue Identify how these recommendations could be achieved by the appropriate persons
Appendix/ Appendices	A section where you can include documents or information that was referred to in your report but was too bulky to fit into the body
Reference List	List all sources referred to in the report

REPORT EXEMPLAR (YEAR 11 BUSINESS MANAGEMENT)



TOURISM AND EVENTS QUEENSLAND

Whitsundays Marketing Campaign Proposal

John Citizen
Business Management – Year 11

Title page including title, name and image

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1.0 Purpose

Tourism in Queensland (QLD) provides huge economic importance employing over 217 000 Queenslanders. In fact, tourism generates $57.9 million a day in overnight visitor expenditure across the state. Being a $25 billion industry, one of the most common tourism websites is Tourism and Events Queensland (TEQ). TEQ plays a vital role in looking at new and innovative ways to the most of emerging opportunities which benefit QLD'S tourism industry and economy. While operating on both a national and international level, TEQ vision is to inspire the world to experience the best address of Earth *(TEQ: 2018)*. As a marking consultant, I have been commissioned within the 'Destinations and Global Partnerships Section of TEQ' to prepare a proposal for a new campaign highlighting the remarkable Whitsundays *(Refer to appendix 1)*. The purpose of this campaign is to assist in achieving our target audience, the QLD government's goal of 30 billion dollars in overnight expenditure per annum by 2020. This detailed report will outline the product and campaign description, market analysis, external environment and promotional strategies, and finally a review and evaluation of the new campaign.

Introduction of report titled "Purpose" outlines the background of the topic and the aim of the report

2.0 Product Description

The reminiscent Whitsunday's is a region that is 150km north of Mackay and 200km south of Townsville *(see Appendix 2)*. Formally known to be the 'heart of the Great Barrier Reef (GBR) the Whitsundays is a destination that visitors will surely not want to miss out on with their white, sandy beaches surrounded by the crystal-clear oceans. Nevertheless, the Whitsundays has an area of 282.8km2 and has a population of around 1570 visitors yearly. *(Wikipedia; 2018)* Interestingly, their 'hero experiences' that are offered to their visitors is one of their key selling points that distinguishes them from other regions within Australia.

These hero experiences are part of their competitive advantage *(see Appendix 3)* with adventurous activities including sailing, flying, snorkelling and diving. Interestingly, the Whitsunday Island provides itself to some of the best sailing in the southern hemisphere. *(Tourism Whitsundays; 2018)* With the GBR right next door, Cruise Whitsunday's comprises of luxury rides to the elegant reef followed by scuba-diving sessions, snorkelling deep into the ocean surrounded by the coral, family fish feeding sittings and travelling on catamarans. These activities can only be experienced at the Whitsundays making them superior to other paradise islands.

The iconic attractions and landscapes presents another unique selling point. Consisting of 74 islands, visitors tend to travel to the white sandy Whitehaven beach to a splash in the Great Barrier Reef. The Whitsundays is home to many oasis islands including Hamilton Island, Hayman Island, Daydream Island and Long Island, among many others. In fact, it was globally recognised as one of the world's leading tropical paradise and marine holiday destinations. *(TEQ: 2018)* The remarkable landscapes and boundless horizons ultimately engages their target market in having definitive experiences of adventure and exploration.

Relaxing by the pool with your favourite cocktail or having a spa day with your best friend, there is nothing that the Whitsunday resorts doesn't offer. Each island offers luxury, excitement and loads of fun to their guests within their getaway resorts. Accommodation in the Whitsundays is endless with multiple types and affordability. Amazingly, there are hotels, bangalows, resorts, villas, holiday homes and beach clubs that are all available to consumers. Moreover, prices can range from around $100 to higher costs of around $1250 per night. Thus, all income families will be covered. Additionally, guests can enjoy local seafood and produce at award-winning restaurants, indulge in a massage in their spa facilities or adventurous walks around the island. You truly won't get better accommodation than what is offered at the Whitsunday's.

The Whitsundays is truly the only destination where you can experience these magnificent adventures, exploration of unique attractions like the GBR and luxury accommodation that will make you not want to leave.

The body includes a discussion and analysis of data collected and research conducted

3.0 Campaign Description

Carefully determining promotion strategies is vitally important for organisations because it ultimately forecasts the success or failure of its product (sales) to its customers. Through careful planning processes, the new Whitsundays campaign will use above the line marketing strategies. 'Above the line marketing refers to promotion that uses mass media sources to promote or establish a favourable image of a business, its brand or its products' *(Mylonas; 2009)*. This includes television, radio, newspapers, internet and billboard advertisements.

It is recommended that the most effective marketing strategy to promote the region is a television advertisement *(refer to **Appendix 4**)*. This strategy enables businesses to decide on the scale their advertisement is put on; either national or regional and will reach large groups of people in a short period of time. This can become beneficial for Tourism Queensland as they can select to advertise to the whole of Australia or to just focus on Queensland (closer=cheaper for travel). Specifically, the market that this campaign is targeting is domestic families. In Australia, there is 80% internet usage which includes entertainment use such as television *(ABS; 2018)*. This signifies that families are watching TV and receiving advertisements with around 40% of households using internet connected TVs *(ABS; 2018)*. On average Australians watch TV for 188 minutes daily which is perfect for a Whitsunday advertisement to persuade families on a local, regional or nation-wide level *(Statista; 2016)*. To ensure that this advertisement will be viewed specifically by families, it will run between 7-9pm, one of the most common time frames. Television also provides an interactive and image-building style through movement, sound and sight to engage families with the Whitsunday region. Although the cost is expensive and the message is contemporary, television is still highly effective as it most accurately targets the demographic. Even though social media is very inexpensive and builds customer relationships in an interactive way, this form may not be viewed daily and it requires more research to pinpoint the most popular sites, accessed daily amongst the target market. Additionally, newspapers are flexible in deciding size, placement and location, their exposure isn't temporary as readers can go back as much as they can and overall a large amount of information can be communicated to specific target markets. However, newspapers have extremely short-shelf life and are very price orientated as some can pay to convey message to consumers who they are not targeting. In fact, it is known that 80% of your ad dollar will not reach your target market. *(Eagle Marketing; 2018)* Therefore, television is more cost effective for quickly gaining consumer's awareness and trust in brand-buying.

The slogan used in this campaign is 'Queensland. Beautiful one day, perfect the next'. This simple six-word phrase will most definitely be remembered as it perfectly summarises Queensland. Launched at the recent

Commonwealth Games on the Gold Coast, the aim of this slogan was to 'become Australia's destination of choice and provide people with the inspiration to come and visit' *(Fairfax Media; 2018)*. This slogan praises what Queensland has to offer; pristine beaches, the GBR, outback, world heritage and remarkable experiences. Key points that will be focused on in this campaign will specifically show the target market of families domestically experiencing what the Whitsundays has to offer. The unique landscapes of the Whitsundays will be shown including sandy beaches, blue waters, colourful reef and unforgettable sunsets. Thus, these landscapes will give an image of a paradise getaway full of relaxation and excitement for its guests. Accompanied with this, Australian language will also be used to show off Australian culture and heritage. Sailing, swimming, snorkelling, canoeing and volleyball are just some activities that will be focused on in this campaign. In regards to marketing, there will be a discount for larger families and specials offered to certain guests. Thus, these will be promoted by a link shown on the ad to a common travel agent like Flight Centre or main website. Finally, the people being represented will be families as they are the target market. Additionally, kids and parents from all different ages, families big or small and all race will be included.

4.0 Marketing Analysis

Market Segmentation 'is the process of classifying customers with similar needs and wants within a whole market' *(Mylonas; 2009)*. Thus, it has great importance in organisations having some basic knowledge of consumer profiles and identifying segments that may be overlooked. The key objective of dividing the market into various segments is to analyse which group of customers buy the product and then target these customers more distinctly *(Mylonas; 2009)*. Specifically, for the Whitsundays the recommended primary target market is those living interstate (regional marketing); the 'connectors' in QLD who love bonding with family and friends and also the intrastate 'social fun-seekers' from NSW who look to share many 'hero experiences'. This is shown to be the most effective marketing strategy as studies show that the top holiday visitors include regional Queensland with 8 163 000 visitors and NSW with 11 642 000 *(TEQ; 2017)*.

The target market for the Whitsundays is young families, adults aged 25-35 years with children aged 3-15 years. Primarily they are from interstate in QLD or intrastate from NSW and love the outdoors, spending time with family and friends, are adventurous and are generally looking for a fun, exciting and relaxing holiday (spend more than few days there). Refer to ***Appendix 6*** for a more detailed breakdown of the target market analysis. To conclude, target marketing provides a much reasonable, effective and efficient way to brand Whitsundays description to specific market; families and generate higher levels of overnight expenditure to reach the Queensland Governments goal.

5.0 External Environment

External Environmental is defined as 'factors that, for most part are beyond the control of the company and thus, companies must adapt to these factors' (*Mylonas; 2009*). However, these factors can damage the reputation and attraction of a business, ultimately effecting the 2020 goal for visitor expenditure. Consequently, TEQ needs to monitor these factors carefully. Currently, all islands in the Whitsundays are looking tired and are in deep need of rejuvenating (caused by Cyclone Debbie). Specifically, to overcome this, a strategy put in place to increase the support by the government (State) and other public companies on expenditure for residential growth, (including infrastructure). This will be beneficial in ensuring greater attraction to the target market. Similarly, another factor includes the relationship between the carriers of transportation and their promotional advertising. In Australia, airlines are quite competitive and although most people can afford to travel to the Whitsundays, a closer relationship needs to be developed in increasing partnerships with the major and regional

carriers to ensure frequent cost effective flights *(Parliament of Australia; 2018)*. To overcome this, TEQ needs to communicate with Flight Centre, associating with Qantas and Virgin, and increase their advertising; more campaigns in their in-flight magazines. Refer to **Appendix 5** for a more detailed analysis of the political, economic, social and environmental factors affecting external environment.

6.0 Promotion and Place

The Whitsunday campaign will be promoted during the mid-year months of June to July. Whilst freezing cold, this campaign will promote the perfect getaway for a hot, summer vacation, spending it with loved ones. Thus, guests will have six months to book accommodation and for the six 6 week Christmas – New Year holiday period. This timing will be effective in opening up opportunities for longer stays as other school holiday breaks are only two weeks. Not only will there be opportunities for longer stays but this is known to be one of the most exciting parts of the year, encompassing Christmas and New Year. Additionally, it is a perfect break for parents for when businesses close down for the Christmas and New Year period. To maximise the success of the campaign, the best time period for promotion is during June, July months.

'Your brand is the most valuable asset your business has' *(Big Marketing Guide 2018*). To find out more information and booking details, displayed on the television advertisement will be a web link to Flight Centre and the main Whitsunday website. Furthermore, the guests can enter coupon codes which offers discounts *(refer to campaign description)*. Flight centre will be the most effective partner because it is one of the most popular travel agents in Australia since 2009 *(Flight Centre Travel Group; 2018.)* Not only does their service offer 24/7 worldwide support but their consultants can organise flights, hotels, car hires, cruises and more. Flight Centre is a trustworthy business that offers maximum assistance and should be used in this campaign. Moreover, this campaign will be advertised on both the major and regional channels including Channel 7, 9 and 10 as these have the largest viewing audiences *(Screen Australia 2018*). Specifically, by 2017, 'reality titles accounted 60% of top 50, followed by sport (24%), drama (8%) and news (4%)' *(Screen Australia 2018)*. A suggestion would be to advertise campaign during reality titles and NRL State of Origin. In addition, by showing the advertisement on a number of channels will ensure that economies of scale are taken advantage of. Economies of scale being the reduced costs per unit due to the cost advantages of showing the one advertisement on a number of television channels *(Investopedia, 2018)*.

7.0 Review and Evaluation

Report concludes with an evaluation of findings and outlines recommendations to be actioned

Key Performance Indicators (KPI's) are defined as 'a quantifiable measure a company uses to determine how well it meets the set operational and strategic goals *(Balance Small Business; 2017)*. KPI's have vital importance in 'providing precise and measurable data to evaluate performance and improvement of an organisation' (*Mylonas; 2009*). KPI'S used to evaluate the success of this promotional campaign include the effectiveness of the promotional strategy and the feedback given by guests. The first KPI to be implemented is 70% of bookings during December-January used the coupon advertised. Furthermore, this suggests that the use of television marketing is effective in attracting target markets and that the time, distribution and accessibility of the codes is correct. The second KPI will include 75% positive comments on the feedback cards. Thus, this implies that guests enjoyed their stay at the Whitsundays, the activities, experiences, service and accommodation. For TEQ to continue their market research, they need to email out surveys to visitors on the suitability of the destination and give out and complete feedback forms to participating accommodation. This includes activities that were most enjoyed and the quality of accommodation. Furthermore, TEQ can use the information gathered to make further improvements and see if they are reaching expectations to their competitors.

By implementing these KPI's and the recommendations outlined in this report will ensure the success of the campaign accomplishing the goal of $30 billion in overnight expenditure by 2020.

REPORT EXEMPLAR (YEAR 11 ECONOMICS)

Personal Budget

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Table of contents provides page numbers for each section of the report. Report is divided into two parts which is clearly pointed out on the contents page

Introduction

The purpose of this report is to assist Susan with her personal financial decisions and make appropriate choices for saving money, to set her up for the future and retirement. It is important that Susan is comfortable and financially set up for retirement as the government announced that there are not enough tax payers to fund retirees. As a majority of Australia's population begins to retire the pension cost will continue to grow, and without tax payers, retires will have to be self-funded. (The Conversation, 2015). By 2017 the pension age will have increased to 67 years of age. However if Susan becomes financially stable she may be able to retire sooner, and self-fund herself.

Introduction of report outlines the background of the topic and the aim of the report

Current Budget

	Weekly	Monthly	Annual Total
Income Details:			
Salary	$1562.5	$6250	$75 000
Rent income	$350	$1400	$16 800
Mortgages and Loans:			
Townhouse Mortgage	$625	$2500	$30 000
Car Repayments	$255	$1020	$12 240
Insurance/Registration:			
Car Insurance	$50	$200	$2400
Car Registration	$37.5	$150	$1800
Day to Day expenses:			
Food	$175	$700	$8400
Electricity	$87.5	$350	$4200
Phone	$ 62.5	$250	$3000
Clothing	$100	$400	$4800
Entertainment	$175	$700	$8400
Car Expenses	$187.5	$750	$9000
Miscellaneous	$150	$600	$7200
Total Expenses:	$1905	$15 270	$91, 440
Income – Expenses:	$1912.5 - 1905	$7650 - $7620	$91 800 - $91 440
Savings:	$7.5	$30	$360

Analysis of Current Budget

Susan's saving rate per year is extremely low, which does not allow here to have maximum savings for the future. If Susan is to continue this way, she would find it extremely difficult to retire and might find herself working longer than wanted to acquire more savings. Below are some recommendations for how Susan can improve her savings, allowing her to be more comfortable in future.

The body includes a discussion and analysis of data collected and research conducted

Recommendations for Savings

These recommendations are for Susan's benefit and shall allow her to make further savings.

Electricity:

How to cut Electricity Bill:

An excessive amount of money is spent on Susan's power bill every month. To ensure Susan's Electricity bill is the lowest it can personally be Susan can follow some simple steps to lower costs, and ensure more savings are made.

The following suggestions include: (Australian Government, 2015).

- Turn off lights when not in room
- When leaving the house, turn off appliances at wall and make sure nothing unnecessary is left on.
- Use electricity efficient appliances

According to the Australian Government (Energy made easy, 2104), one person should approximately use 10.5kWh of energy per day. If Susan remains close to this proximity and is with the energy company AGL, Susan would see a cost of $295.17 on her next bill (AGL, 2014). In future Susan should consider Solar Power as it would further increase savings.

MONTHLY GOAL: $295

Food:

How to cut Food Bill:

The weekly spending average on Food and Drinks in Australia for a single person is $104 (Australian Government: Australian Spending Habits, 2014).

How to cut on food bills: (Dave Ramsey, 2015)

- Grow own vegetables
- Make a shopping list, and only buy what you need
- Buy home brand – These items are exactly the same, you are just not paying for the packaging

MONTHLY GOAL: $416

Entertainment:

How to reduce money spent on Entertainment:

These are some suggestions Susan should take into account to cut her entertainment prices whilst still enjoying herself.

If Susan is interested in signing up to Foxtel, she could be spending $136 on Foxtel Platinum, giving her all channels, as well as on demand movies. On demand movies cost $6, which is cheaper than going out to the cinema. Susan could watch a movie on demand once a week. (Foxtel.com)

Susan can pay $17 a week to attend gym, any day of the week. (GoHealthClubs.com)

Although Susan will have Foxtel, if she limits to seeing one movie a month, she can spend $20 whilst still making huge savings in the entertainment area.

Eating out is a weekly activity: Susan should spend a maximum $40 on food and drinks. This $40 does not limit her from eating out at well named restaurants.

MONTHLY GOAL: $481

Phone:

How to cut phone bill:

For $73 a month, Vodafone will give Susan a new IPhone 5, with 3GB Data a month. On top Susan is offered infinite calls and text in Australia. This should be able to substitute for a home phone and further increase savings. (Vodafone.com)

MONTHLY GOAL: $73

Recommendations are made throughout

Revised Budget

	Weekly	Monthly	Annual Total
Income Details:			
Salary	$1562.5	$6250	$75 000
Rent income	$350	$1400	$16 800
Mortgages and Loans:			
Townhouse Mortgage	$625	$2500	$30 000
Car Repayments	$255	$1020	$12 240
Insurance/Registration:			
Car Insurance	$50	$200	$2400
Car Registration	$37.5	$150	$1800
Day to Day expenses:			
[redacted]	[redacted]	[redacted]	[redacted]
Clothing	$100	$400	$4800
[redacted]	[redacted]	[redacted]	[redacted]
Car Expenses	$187.5	$750	$9000
Miscellaneous	$150	$600	$7200
Total Expenses:	$1721.25	$6885	$82620
Income – Expenses:	$1912.5 - 1721.25	$7650 - $6885	$91 800 - 82620
[redacted]	[redacted]	[redacted]	[redacted]

- If Susan follows the recommendations, she will make a huge saving of $9180
- Susan savings have increased by $8,820 per annual

Savings Account

Decision making for a savings account is a critical component, as there are many accounts that offer users different criteria such as rates, fees, flexibility, etc. Susan should be choosing the most suitable account for her savings. (All information was found at Mozo: Australia's money saving zone, 2015)

Bank / Financial Intuition	Account Name	Features
National Bank of Australia	NAB Reward Saver	3.25% interest pa Minimum one deposit No withdrawals in the month If you withdraw your interest rate reverts to 0.75%
ING Direct	Savings Maximiser	4% interest pa No monthly fees Anytime, anywhere banking 24/7 No minimum balance No transaction fees
ANZ	Progress Saver	3.16% interest pa No monthly account fees Receive 1 free ANZ withdrawal per month before additional withdrawal fees apply

In order for Susan to have a maximum return on savings, ING direct Savings Maximiser is the most appropriate account. This is due to the;

- High interest rate of 4% compared to competitors
- No minimum balance
- No transaction fees
- No monthly fees
- Anytime, anywhere banking 24/7

ING Direct offers the best account deals compared to ANZ and NAB, allowing Susan to have a maximum return on savings, as well as having flexibility to her account. ING has the highest interest rate compared to big banks ANZ and NAB. Whilst they offer their customers lower interest rates of 3.25% and 3.16%. ING allows the customer flexibility with no monthly fees, anywhere 24/7 banking, and no transaction fees. This provides easy management and gives the customer control of their money. Interest rates have to be higher than inflation or as a result, money will lose its value. (Financial Sense, 2010). The current inflation rate is 1.7% (Abs.gov.au, 2015) and Susan must be above this to make a return. ING offers a 4% rate that is above inflation rate.

To the contrary, NAB and ANZ does not allow user to withdraw money, more than once a month without a fee. Also with NAB more than one withdrawal a month reverts the interest rate to .75%, which sits below the Australian inflation rate. The withdrawal free in both accounts may be considered as a positive as it give the incentive to save more and a disincentive to withdraw, which in turn would maximise savings.

Undoubtedly, all the accounts allow customers to save money, but ING Direct offers the best interest rate. High interest rates are extremely important in decision making, as they will offer you a maximum return. ANZ and NAB do not offer the best interest rates and if you are not above the current 1.7% inflation, you will not gain any returns and as a result will lose money. ING allows users to manage their account whilst the interest rate is relatively high. This is the account Susan should be looking to, to put her savings to further increase them.

Credit Card

A credit card is a way to pay for goods and services by borrowing money to manage short term cash flow. (Westpac, 2015). Credit cards are paid back in interest rate, so it is recommended that Susan chooses the lowest rate possible, as the higher the credit card rate the more money you have to pay back. Below are three options of Low Rate Credit Cards, however Susan should pick one that offers the best features.

Susan's current Visa Credit Card has a limit of $5000 and an interest rate of 15%. However Susan should be finding the best Credit Card with a low rate in case she doesn't pay back the amount of debt before the interest free days run out.

Bank / Financial Intuition	Features
MeBank (MeBank: Low Rate Credit Card, 2015)	No annual fee 55 days interest free on purchases Interest rate of 9.99%
National Bank of Australia (NAB: Credit Card Selector, 2015)	$59 annual fee 55 days interest free on purchases 13.99%(14%) interest rate on purchases Cash advances interest rate of 21.74% 4.99% fee on transferring money
Westpac (Westpac: Credit Cards, 2015)	$59 annual fee 55 days interest free on purchases 13.49% interest rate on purchases Cash advanced interest rate of 21.49% 2.5% fee on transferred money

Susan should always pay back her full amount of the closing balance on her credit card, as this avoids paying the interest rate fee. If Susan is to follow the budgeting recommendations from earlier this would be easy to pay off. Susan should also avoid cash advances as these rates are extremely high, making it harder to pay off an outstanding balance. A debit card should be looked into if Susan is interested in paying in cash from withdrawing money. Again it is recommended that in order to pay back the credit card and to avoid interest rate fees that Susan does not spend over a limit that she cannot repay, and should not tempt herself to spend more than she can afford. (Australian Government: Money Smart, 2015) However Susan should still pick a credit card with the lowest rate if she is not able to pay off her closing amount in full.

MeBank offers the best low rate credit card for maximum spending's of $5000. Susan is paying a 15% interest fee on her Visa debit, but could be saving 5% when changing bank. NAB and Westpac have high interest rates between 13.49% and 13.99%, however this is no huge difference to what Susan is paying now. These cards also hold an annual fee of $59, fees on cash advances between 21.49% and 21.74% and transferring money fees of 2.5% and 4.99%. To the contrary MeBank offer the most beneficial card compared to NAB and Westpac as it allows users to feel comfortable with no extra costs.

Susan should definitely consider changing hands to MeBank as it offers the lowest interest rate. Although she should still look towards paying off her full closing amount before the interest free days run out to avoid extra fees.

Investment Options/Recommendations

Susan has inherited $100,000, which has given her the ability to invest. Investing by definition is to put money into finical schemes, shares, property, or a commercial venture with the expectation of achieving a profit.

Hypothesis:

"Wide diversification is only required when investors do not understand what they are doing." - Warren Buffett

Below Susan is recommended three investment options, however should invest in only one, as those who invest in many different areas are not confident in their investments. (David Bakke, 2011). An investment is different to a savings account as it about growth of overall wealth. (Personal Finance by the Book, 2014). Susan should feel comfortable in one investment allowing her to make bigger offers.

The three recommended investments are Shares, Term deposits and Managed Funds.

Shares

A share by definition is a unit of ownership that represents an equal proportion of a company's capital. It entitles its holder to an equal claim on the company's profits and an equal obligation for the company's debts and losses. (Business Dictionary, 2015). If Susan was to invest into shares she would receive one of the equal parts into company's capital, however she would have to look into the advantages and disadvantages and then what area she would like to buy.

The major disadvantage of shares are their risk, as the market has the ability, as seen in previous years, to drop in share price and for no particular reason. Companies also have the risk of becoming bankrupt leaving your money completely worthless.

However this risk factor of share price going down should not be worried about when investing long term. The share market has a reputation for fluctuating daily, whether it is a loss of a profit. Paul Samuelson stated that "Investing [in shares] should be like watching paint dry or watching grass grows. If you want excitement... Go to Las Vegas", this means that investing should not be like gambling. Your price takes time to pay off however, your final product should be, dried paint and grown grass, in other words, successful.

Susan should look into buying Bank Shares as they are more tried and tested compared to shares in oil or mining, that offer higher risks. Banks are defensive, high yield investments, which come fully franked and last year's backward fall in the stock market has allowed for huge growth. This was a very serious time to buy and allowed shares to grow substantially, one example being that the National Bank of Australia(NAB) has grown 13.5% this year.(Business Day, 2015). Banks pay reliable dividends at good prices which help with the overall growth of your money. Scott Schuberg, CEO at Rivkin also stated that "The dividend yield, including franking credits, on the big four banks ranges from 7.6% for Commonwealth Bank to 8.6% for National Australia Bank". (Money Magazine, 2014).



This graph is the Commonwealth Bank of Australia over a period of 10 years. (ASX, 2015). If Susan was to have bought around 2006 she would have made approximately $60 profit for each share. This shows that over time the prices do increase and the risk level is not as high as selling and buying whenever the price goes up or down. There is a drop in 2009 due to the finical crisis but this did not affect the price in the long run as seen on the graph.



These Graphs show the growth of the four big banks this year. Where 2015 starts it is visible that all banks have increased in price dramatically. (Graphs and information found at asx.com.au, 23rd March 2015).

Nation Bank of Australia: Open around $33.5 at the beginning of this year. Closed at $39.2 on the 23rd of March. 99c dividend, fully franked, dividend yield 5.05%

Australia New Zealand Bank: Opened around $32.2 at the beginning of this year. Closed at $36.8 on the 23rd of March. 95c dividend, fully franked, dividend yield 4.84%

Commonwealth Bank of Australia: Opened around $85.5 at the beginning of this year. Closed at $95.5 on the 23rd of March. 198c dividend, fully franked, dividend yield 4.32% per annual.

Westpac Banking Corporation: Opened around $33.3 at the beginning of this year. Closed at $39.5 on the 23rd of March. 92c dividend fully franked, dividend yield 4.58% per annual.

All these banks show potential for further growth. These banks have been growing very well this year and offer good paying dividends to shareholders. Susan should consider these bank shares as they prove beneficial for returns in a long time period.

Term Deposits

A term deposit is a cash investment held at a financial institution- bank, building society or credit union – for an agreed rate of interest over a fixed amount of time known as a term. (Canstar, 2013). If Susan is to consider putting money into a Term Deposit, a certain time period would have to be picked, preferably the longest investment of five years, for maximum return. Susan will not be able to touch the money in that time period allowing for further savings to occur. However if she wishes to withdraw the money, a fee will be put in place.

Term Deposits have a very low risk of losing money and are extremely safe. The fixed interest rate will also be announced upfront, however in October last year, according to Canstar, the largest rate of return was between 3.7% for six months, or 4.2% for a year, or for five years 4.4%. (Chris Walker, 2014). This rate is extremely low and will not allow for growth in value, it would be no different to putting the money into a savings account. The interest is also not fully franked like shares and thus becomes income that will be taxed, leaving the investor with a lower return.

"How many millionaires do you know who have become wealthy by investing in savings accounts? I rest my case." - Robert G. Allen

Australian Term Deposit rates are extremely low due to Australia's economic slowdown. Australia's economy has fallen after the large drop off in mining investments, which played a major part in creating a resource rich economy. (BBC News, 2015). Although Susan is not aiming to be a millionaire, the quote above states that savings accounts do not offer high returns and if term deposits are similar to saving account interest rates, Susan will not be making substantial amounts of returns. Although Term Deposits prove safe, they do not allow for big growth now when interest rates are low, however may be considered in future.

Managed Funds

In a Managed Fund, money is pooled together with other investors, where then an investment manager buys and sells assets on your behalf. (Australian Government: Money Smart, 2015). The money can be invested into property, unlisted managed funds or exchanged traded fund etc. or in to many at once. It is recommended by Tim Murphy, director of manager research at Morningstar that EFT's (exchange traded funds) are the best way to get a return on money. Exchange traded funds are managed funds listed and traded on the stock exchange and investors should receive a 4-5%pa income distribution, along with 1-1.5% extra if the shares are already fully franked. (Money, 2014). Again this interest rate is not a huge difference to savings accounts and again may not be beneficial in order to make a large return.

Some areas in Managed Funds do prove reliable and safe, however if a large amount of diversification is undertaken in small amounts of money, investors may find themselves making little profit as they have little return from interest rates, rather than placing large amounts of money into one area itself. (Money Cash, 2013). If Susan is to decide to invest into Managed Funds, she should look into one area and placing large amounts of money to expect a large return.

Another disadvantage of Managed Funds is the lack of control you have over your money. When investing in a management fund you are putting your money into the hands of someone else, and their decisions.

If Susan is willing to invest into Managed Funds, she would be taking a safe bet however may not feel comfortable that her money is in the hands of someone else. Susan should not have a wide range of diversification as it does not imply that she is comfortable with her decisions. Susan should feel confident in one investment option of Managed Funds, however this would be little difference than buying her own shares on her own and feeling comfortable about her decisions.

Recommended Investment Option/ Summary

From the three investment options, it is recommended that Susan invests into shares, as they show the best possibility of growth, leading to retirement. When Susan is to invest into shares, it would be safe to offer 60% of her money, as this will allow for a substantial amount of growth, whilst saving some money if in the low chance, a problem huge occurs.

However Warren Buffet, Multimillionaire believes that "Risk comes from not knowing what you are doing". There should be no risk in investing into shares as Susan is confident in this area and knows that shares will offer better returns than Managed Funds or Term Deposits.



This graph shows the returns made from shares, bonds and cash (Term Deposits). It is visible that over a long period the shares have had the largest growth whilst term deposits have performed poorly.

Managed Funds and Term Deposits do not offer a big difference in returns compared to a savings account and would not prove a wise decision if she was to invest into these.

Susan should have no need to diversify as she should feel comfortable in her one investment as she knows what is expected in shares and what to invest into. Shares would be the best investment today and experts say shares are hard to top. (Smart Investor, 2014). Susan also has a property investment which allows for further growth. Shares and property together would make a huge difference to Susan's wealth and would financially set her up for retirement.

Later Susan may look into Term Deposits and Managed Funds if interest prices increase. These are good investments, but are performing poorly in today's economy. For now Shares are the best and most logical investment for Susan.

Report concludes with a summary evaluating the findings and outlining the recommendation

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Reference list of all works cited in the report

PROCEDURE

Definition:

A document which sets out a series of actions performed in a certain order or manner.

Purpose: To provide instructions for creating an object, performing a task or getting to a destination.

Audience: Procedural texts are targeted towards people who are not familiar with their task and require clear, distinct steps to follow in order to achieve their objective.

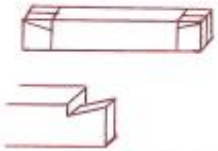
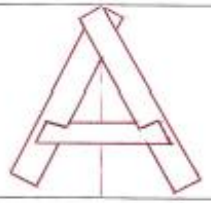
Tone: The text is formal and impersonal (*I, me, my,* etc. are not used).

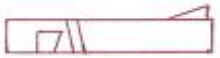
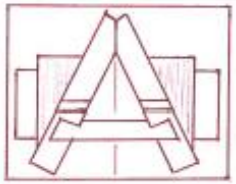
Introductory Statement	Can include: • The title of the text • The aim or goal of the procedure
Materials/Tools/ Equipment (optional)	List the materials, tools or equipment needed for the procedure OR Write a paragraph detailing the items you will need to complete the procedure
Procedure	Sequence the steps in the correct order Use numbers to show first, second, third, etc. Words such as now, next, and after can be used Steps should start with a command verb such as stir, turn, cut, etc.
Evaluation	Was your aim achieved?

PROCEDURE EXEMPLAR (YEAR 11 INDUSTRIAL TECHNOLOGY SKILLS)

Title of the text

Task 3 – Procedure for the making of one frame of the Ladder stool

PROCEDURE / STEPS	SKETCHES and ADDITIONAL INFORMATION	TOOLS and EQUIPMENT
STEP 1 Prepare material to length as per drawing information		Compound mitre saw Measuring tape
STEP 2 Mark out and Cut dovetail halving on centre rail		Working Rod / Setout Board Pencil, Rule Try Square, Marking Gauge Tenon Saw Compound Mitre Saw
STEP 3 Mark out rail position on legs.		Working Rod / Setout Board
STEP 4 Cut out dovetail halving sockets into legs		Tenon Saw Chisel Mallet
STEP 5 Mark out and cut trench for step treads (Angle and Tilt)		Working Rod / Setout Board Sliding bevel Marking Gauge

PROCEDURE / STEPS	SKETCHES and ADDITIONAL INFORMATION	TOOLS and EQUIPMENT
STEP 6 Mark out top fit using centre line on Working Rod or Setout Board		Working Rod / Setout Board Tenon Saw or Band Saw Disc sander
STEP 7 Glue offcuts to outside of legs for clamping		PVA glue Paper joint
STEP 8 Glue frame together using jig.		PVA glue Gluing Jig Wedges Clamp
STEP 9 Sand entire frame		Orbital sander
STEP 10 Mark out and cut top and bottom to finished angle. (Angle and Tilt)		Working Rod / Setout Board Compound Mitre Saw

Tools and equipment listed for each step

Numbered steps in order

Action verbs at the start of each step

PERSUASIVE SPEECH

Definition:

A spoken text that takes a clear stance on a contentious topic.

Purpose: To persuade the audience to agree with the speaker through verbal and non-verbal techniques.

Audience: The audience is dependent on the topic but would usually be a group who are undecided on their stance towards the topic.

Tone: The text can be either formal or informal (depending on the audience) and use first, second and third person. The speaker should be passionate about the side they represent on the topic.

Plan for success	When planning, you should consider the following: • Who is your audience? Know who they are so you can tailor your argument towards them • Brainstorm 10 ideas and pick the strongest 3 to focus on • Do your research and find quotes/facts about your topic
Sizzling start (Introduction)	Hook your audience with an interesting quote/fact/description Backfill and explain the topic (make your stance clear) Outline your main points
Tightening tension (Body + Conclusion)	Order your paragraphs with your 2nd strongest point first, your 3rd strongest point second and leave your strongest point for the last body paragraph Use short words and sentences to make statements clear Use clear paragraph structures to sequence your text Your conclusion should be a short 'clincher' to reinforce your stance based on your main points
Dynamic dialogue	Real words from real people are incredibly powerful In your research, find useful facts or quotes from experts on the topic This will add authenticity to your argument
Show don't tell	Show proof of your claims through facts and figures (evidence) Add emotion and energy to your evidence Activate the five senses – sight, smell, sound, touch, taste
Ban the boring bits	Don't waffle due to poor planning Quotes should be short and meaningful Less is more—be ruthless—is it vitally important? Why is that sentence there? No reason? Leave it out! Avoid boring phrases such as "I think" or "In conclusion"
Exciting endings	End with impact by doing one of the following: • Link back to your sizzling start • Show don't tell • Create a call to action

Jen McVeity © Seven Steps to Writing Success, 2018

PERSUASIVE SPEECH EXEMPLAR (YEAR 9 ENGLISH)

Structure	Text	Language Features
Sizzling start Backfill Outline main points	Everyone has had that feeling of being late. You know, that gut wrench at the bottom of your stomach? It's a common phenomenon everyone experiences at least once in their life and this occurrence is what Jerome Robinson fears. Hello Scholastic, my name is Peter North, author of the short story 'The Time is Now'. My thrilling book is about a young man moving house for the first time in his life. Due to his massive accomplishment, his arrogant sister has invited him to dinner. His problem? He can't be late, despite his clock stopping. The reason I have chosen your particular company is because this comedic story would suit your target audience due to its unique theme, engaging setting and atmosphere, and great structure. These are reasons you will publish 'The Time is Now'.	
2nd strongest point *All body paragraphs follow the PEEL structure	Time is vital to us. It's needed to know what day it is, to govern our daily routine and even to know when to eat. Without time, life would be complete chaos. It's such a massive part of our everyday and we all take it for granted. This is why my story is unique. Books nowadays are so clichéd with stories ranging from 'Dork Diaries' to 'Diary of a Wimpy Kid'. Who needs another book about a simple diary? My story is a fresh approach to young adult literature; it doesn't feel like you are on a long tiresome road trip predicting all the shallow words as they appear on the grainy white page. One passage from my story includes the lines: "Jerome looks back up at the clock, still 3:20. That was strange, it felt like 10 minutes had passed since he hung the clock on the wall". Time is a unique theme compared to books that are so similar to one thousand other stories. This is why you will publish 'The Time is Now'.	Show don't tell Dynamic dialogue
3rd strongest point	Of course, as in any book, a great setting and atmosphere is crucial. Without painting the perfect picture, readers wouldn't be transported into the fictional world beyond the page. Lucky for you, Scholastic, I have implemented the necessary description with words such as "a flurry of blurred colour", keeping the readers hooked like a fish on a rod. The scenery will capture an image in the readers' heads and engage them as it gives a sense of normality. This relatability factor will keep the pages turning and will grip the readers' attention enough to turn their knuckles white. This is why you will publish 'The Time is Now'.	Dynamic dialogue Show don't tell
Strongest point	When was the last time you read a book that made perfect sense? Yesterday? Last month? Even last year? The inconsistency of story structures these days is horrendous. I use a story structure that grips the reader, one that entices them to grab each page furiously as they search for that toe-curling tension and the satisfaction when the resolution rolls into play. For example, the climax occurs with the lines: "a loud vroom burst his eardrums as the engine powered up. Jerome blazed past each house, he had a slither of hope he could make it on time." This is the climax readers need, not boring story lines and bland descriptions. This is why you will publish 'The Time is Now'.	Show don't tell Dynamic dialogue
End with impact	Well, it's safe to say that my short story is a must-have for any bookshop or library. This will obviously not benefit just me. I can guarantee your profits will touch the sky and your brand will be whispered through the crowds by billions across the globe. That's not even the tip of the iceberg. I promise my story will be a number 1 New York Times best-seller. Sounds great, doesn't it? As this offer cannot get any better, I will leave this obvious choice of publishing my awe-inspiring short story up to you. It is worth your time.	Show don't tell

REFERENCING

Referencing is a standardised method of formatting the information you have researched and used in your assessment tasks. Wavell State High School uses the **Harvard Style** system of referencing.

Purpose:

- Acknowledges the source – failure to properly reference is classed as plagiarism
- Allows the reader to trace the source
- Shows the variety of sources consulted during research and writing

Definitions:

Bibliography: a list of all sources/references consulted for the task arranged in alphabetical order at the end of your paper.

Direct reference: a reference using the exact wording from a source of information. The words must be in quotation marks.

Indirect reference: a reference which paraphrases the information from a source. Quotation marks are not required.

In-text referencing: sources that are referenced within the text of your paper in brackets.

Generic conventions:

- Direct quotes need to be given context so that they make sense – they cannot be hanging by themselves
- Key pieces of information from the same source can be connected using ellipses (…)
- Words can be added/change for ease of reading using square brackets []

For example: After the fall of Singapore in 1942, Prime Minister John Curtin decided to "[move] Australian troops from the Middle East to Australia…[placing] Australian forces under the control of the American General Douglas MacArthur" (*The Australian*, 6 May 2016, p. 5).

Example Bibliography:

Clun, R 2018, 'Sydney Airport's disaster response tested in major emergency exercise', *The Sydney Morning Herald*, 23 August, p.3.

Bentley, J, Dunscombe, R, Grover, P, Matheson, L, McAlister, Y, Pryor, M, Ryan, J and Stracey, M 2011, *Pearson English*, Pearson Australia, Melbourne.

Department of Veterans' Affairs 2006, *Australians on the Western Front*, Woden, ACT.

Gifford, C 2006, *Violence on the screen*, Evans Brothers, London.

Heiss, A (ed.) 2018, *Growing up Aboriginal in Australia*, Black Inc., Carlton.

Zodiac types 2004, Collins, London.

REFERENCING EXAMPLES

The following are examples of bibliographic entries and in-text referencing for different text types.

NB: You must use correct details, order and punctuation when writing an entry.

Books	**Reference list**		**Example of in-text referencing (indirect)**	**Example of in-text referencing (direct)**
Single author	**Format**	**Author, Initial/s year, *Title of book*, edition/ volume, Editor/Reviser/Translator/Compiler, Publisher, City.**	It was found that of the violent acts aired on television, only 58% showed pain (Gifford 2006, p. 11).	Gifford (2006, p. 11) asserts that an analysis of "nearly 10,000 hours of programming…found that, of the violent acts shown on television, 58% showed pain".
	Example	Gifford, C 2006, *Violence on the screen*, Evans Brothers, London.		
2-5 authors NB: For 3-5 authors, reference all authors in the first in-text reference and for all subsequent citations use first author followed by 'et al.'.	**Format**	**Author, Initial/s, Author, Initial/s & Author, Initials year, *Title of book*, Publisher, City.**	Western films are characterised by extreme long shots to illustrate the landscape (Stadler and McWilliam 2009, p. 235).	Stadler and McWilliam (2009, p. 235) explain that Western films use "wide-angle extreme long shots to showcase the untamed landscapes".
	Example	Stadler, J and McWilliam, K 2009, *Screen media*, Allen & Unwin, Crows Nest.		
6 or more Authors NB: For **all** in-text references use first author followed by 'et al.'	Example	Bentley, J, Dunscombe, R, Grover, P, Matheson, L, McAlister, Y, Pryor, M, Ryan, J and Stracey, M 2011, *Pearson English*, Pearson Australia, Melbourne.	Poets create vivid images for their audience by carefully crafting the length of lines in each stanza and selecting precise words (Bentley et al. 2011, p. 46).	Bentley et al. (2011, p. 46) explains that poets "paint a picture with words by manipulating the length of each line [and] the sound of each carefully selected word".
With an editor	**Format**	**Editor, Initial/s (ed.) year, *Title of book*, Publisher, City.**	Heiss (2018, p. 2) explains that the collection of stories mirrors the society Aboriginal people live in and the issues they deal with.	"This collection mirrors the society that Aboriginal people live in and engage with every day" (Heiss 2018, p. 2) so it provides firsthand insight into the Indigenous Australians' experience.
	Example	Heiss, A (ed.) 2018, *Growing up Aboriginal in Australia*, Black Inc., Carlton.		

Authored by an organisation	**Format**	**Organisation year, *Title of book,* Publisher, City.**	It was often thought that bayonets were the weapon of choice during close combat but it was in fact grenades or bombs that were most frequently used (Department of Veterans' Affairs 2006, p. 18).	The Department of Veterans' Affairs (2006, p. 18) outlines that "some of the combat was at close quarters, and grenades or 'bombs' were mostly used rather than, as is often imagined, bayonets".
	Example	Department of Veterans' Affairs 2006, *Australians on the Western Front*, Woden, Canberra.		
No author	**Format**	***Title of book* year, Publisher, City.**	Each of the 12 zodiac signs are named by astrologers after a constellation of stars (Zodiac types 2004, p. 7).	Astrologers named each zodiac sign after "a significant constellation of stars" (Zodiac types 2004, p. 7).
	Example	*Zodiac types* 2004, Collins, London.		
Chapter in an edited book. NB: Editor names are listed initial/s first, surname last. A single editor is given the suffix (ed.), two or more editors are given the suffix (eds)	**Format**	**Author, Initial/s year, 'Chapter title', in Initial/s Editor/s (ed./eds), *Title of book*, Publisher, City, page numbers of chapter.**	Cheetham (2018, p. 60) describes the walk-off from Cummeragunja mission station as a moment in history where the Yorta Yorta people took their destiny into their own hands.	The walk-off from Cummeragunja mission station was a moment in history when the "Yorta Yorta nation took their destiny in their own hands and walked off the mission in protest" (Cheetham 2018, p. 60).
	Example	Cheetham, D 2018, 'So much still pending', in A Heiss (ed.), *Growing up Aboriginal in Australia*, Black Inc., Carlton, pp. 55-61.		
Ebooks	**Format**	**Author, Initial/s year, *Title of e-book*, Publisher, City, date retrieved, <URL>.**	Instead of the king's courts presiding over legal disputes, the nobility requested feudal peers to decide on the outcome of trials during the Middle Ages (Horan 2012, p. 11).	Horan (2012, p. 11) explains the origins of juries come from the Middle Ages when "the nobility wanted their own feudal peers of tenure, and not the king's courts, to preside over their legal disputes".
	Example	Horan, J 2012, *Juries in the 21st Century*, The Federation Press, Annandale, retrieved 23 August 2018, <https://books. google.com.au/ books>.		

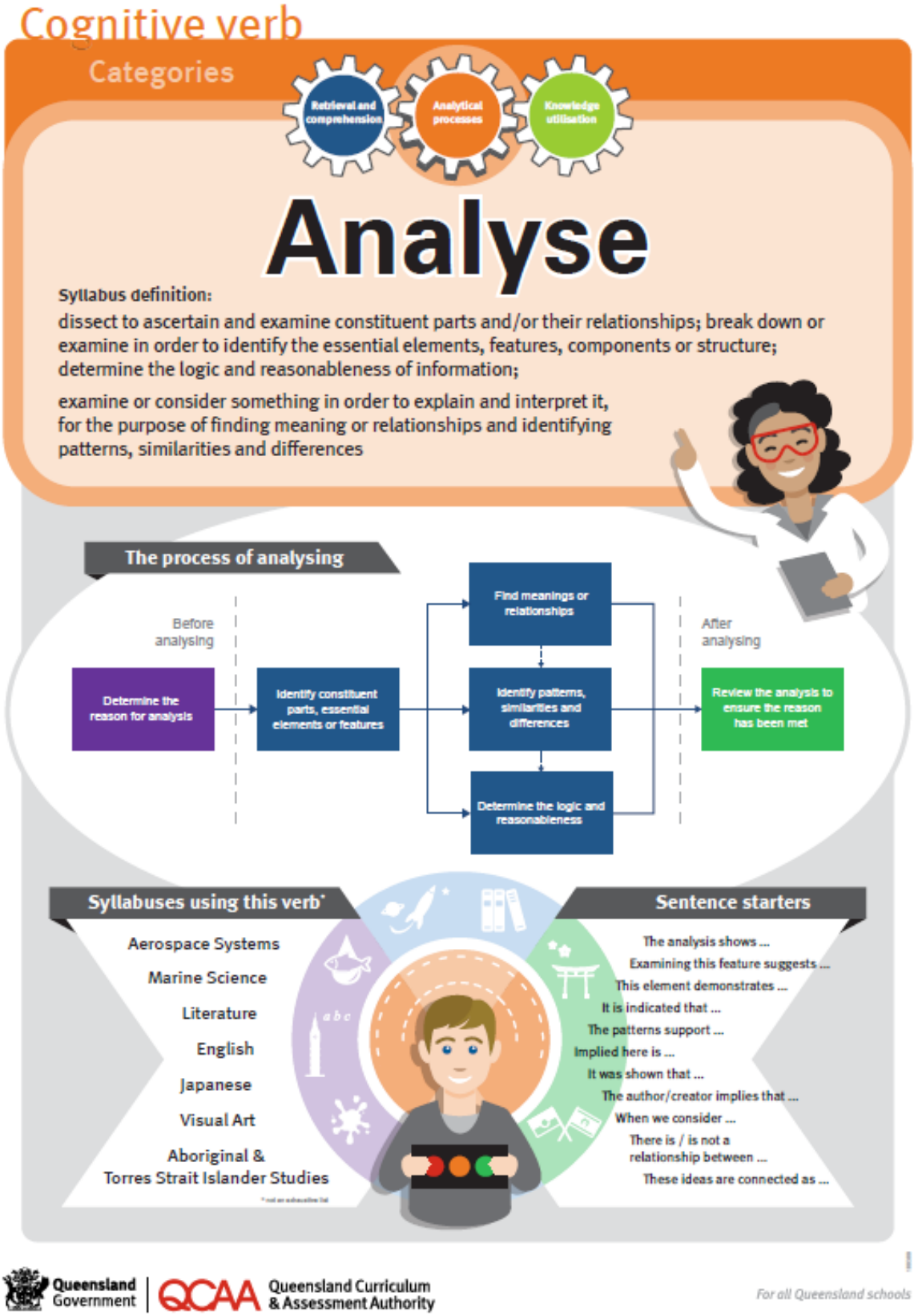
Other Texts	Reference list		Example of in-text referencing (indirect)	Example of in-text referencing (direct)
Electronic Journal	**Format**	**Author, Initial/s year, 'Title of article', *Title of journal*, volume number, issue number, page numbers of article, date retrieved, <URL>.**	Cooper, Moore, Gruskin and Krieger (2005, p. 679) describe the need to understand participants' constructions of place as it is a space that has important contextual meaning attached to it.	The authors also draw on elements of social geography to better understand participants' constructions of place, which they define in the article as 'space endowed with meaning' (Cooper, Moore, Gruskin and Krieger 2005, p. 679).
	Example	Cooper, H, Moore, L, Gruskin, S and Krieger, N 2005, 'The impact of a police drug crackdown on a drug injector's ability to practice harm reduction: a qualitative study', *Social Science and Medicine*, vol. 61, no. 3, pp. 673-684, retrieved 15 February 2010, <https://www.ncbi.nlm.nih.gov/pubmed/15899325>.		
Electronic Media	**Format**	***Title* year, medium, Producer, City.**	*Eternal Sunshine of the Spotless Mind* (2004) encompasses the major elements of the comedy of remarriage genre, only without the comedy.	In the film, quasi-elements of the comedy of remarriage genre become clear when Joel says "what a loss to spend that much time with someone, only to find out that she's a stranger" (*Eternal sunshine of the spotless mind* 2004).
	Example	*Eternal sunshine of the spotless mind* 2004, film, Focus Features, Los Angeles.		
Image from the internet	**Format**	**Organisation or Author, Initial/s year, *Title*, format, date viewed, <URL>.**	Leunig's (2018) cartoon comments on the reliance society has on their mobile devices and the experiences that are missed as a result.	N/A
	Example	Leunig 2018, *Phones: Mr Curly Looks Up*, cartoon, viewed October 2018, <https://www.leunig.com.au/works/recent-cartoons>.		

Interview	**Format**	Personal communications that you have conducted such as interviews are not included in the final list of references. In-text references should include: **(Initial/s Surname of interviewee year, type of communication, day and month)**	Business owners have stated that the GFC was a large contributor to their businesses failing (G Rose 2017, interview, 3 July).	On 3 July 2017, in a personal interview, Mr Rose stated: "after the economic crash, it was very difficult to keep up with overhead costs because people just weren't buying anything". NB: In this example, all necessary information is included in the text so an added in-text reference is not required.
	Example	(G Rose 2017, interview, 3 July)		
Map NB: when information is not provided in the document, use square brackets [] for the assumed date or place of publication	**Format**	**Map producer/s or compiler/s surname, Initial/s year, *Title of map*, format, edition, scale, series name or number, Publisher, Place of Publication.**	Shell Company produced street maps in Germany which have assisted in the inquiry (Shell Georg Wastermann 1934/35).	N/A
	Example	Shell Georg Wastermann 1934/35, *Hamburg-Schleswig-Holstein,* map, scale 1-4700, Shell-Strassenkarten No. 1, [Rhenania-Ossage], Germany.		
Newspaper article with author NB: print version	**Format**	**Author, Initial/s year, 'Title of article', *Title of newspaper*, day month, page number/s.**	A number of test scenarios were run by the disaster response team such as the transportation of disaster victims (Clun 2018, p. 3).	Scenarios that were tested included "victim registration, the transport of disaster victims and the involvement of border agencies" (Clun 2018, p. 3).
	Example	Clun, R 2018, 'Sydney Airport's disaster response tested in major emergency exercise', *The Sydney Morning Herald*, 23 August, p. 3.		
Newspaper article with author NB: electronic version	**Format**	**Author, Initial/s year, 'Title of article', *Title of newspaper*, day month, page numbers (if provided), date retrieved, name of database or <URL>.**	A number of test scenarios were run by the disaster response team such as the transportation of disaster victims (Clun 2018).	Scenarios that were tested included "victim registration, the transport of disaster victims and the involvement of border agencies" (Clun 2018).
	Example	Clun, R 2018, 'Sydney Airport's disaster response tested in major emergency exercise', *The Sydney Morning Herald*, 23 August, retrieved 25 August 2018, <https://www.smh.com.au/national/nsw>.		

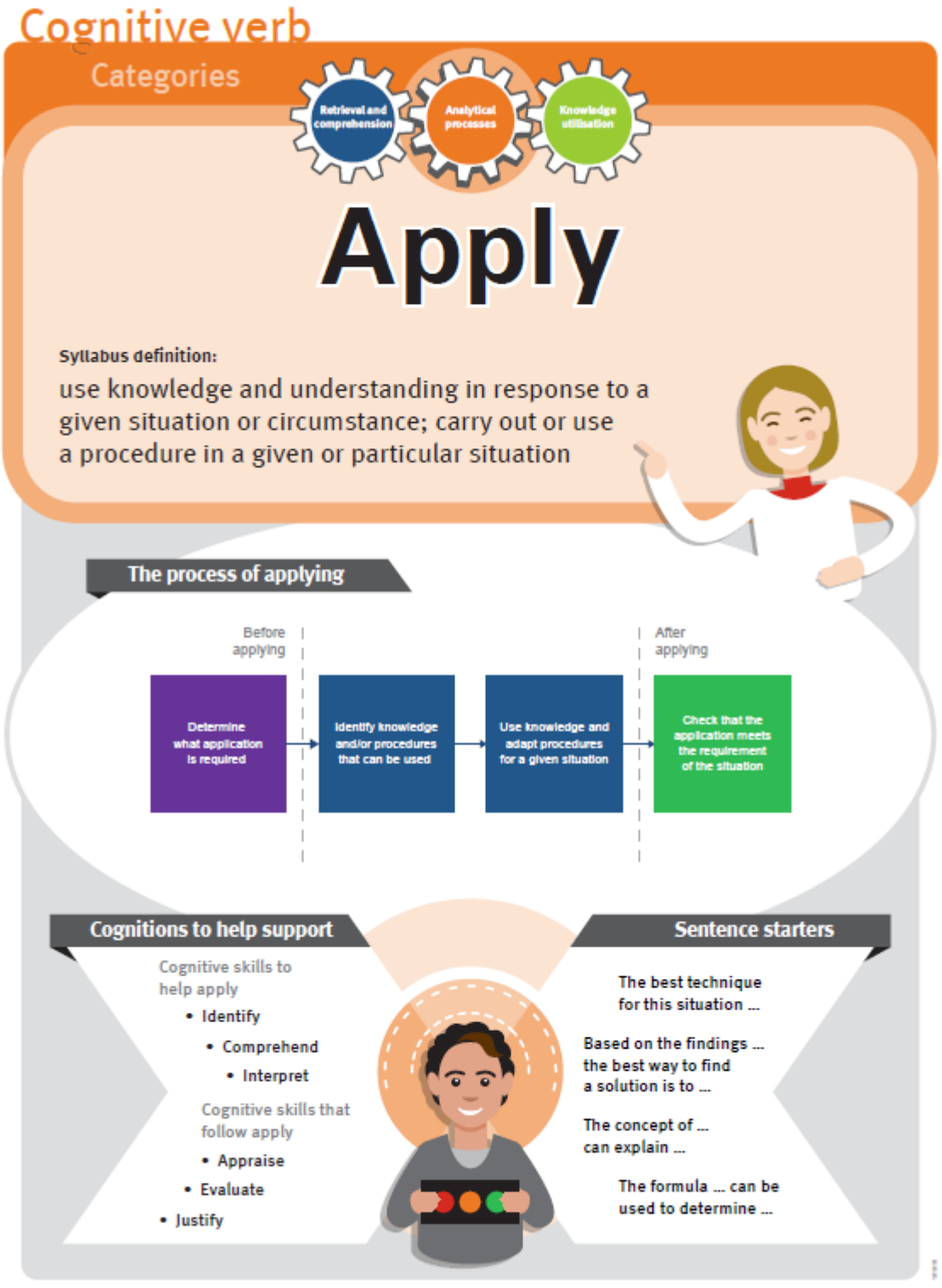
Newspaper article without author	No entry in the bibliography is required as all details are provided in the in-text reference. For the in-text reference, use the title of the publication in place of the author's surname.		The article highlights the opposition leader's perspective more prominently than the prime minister's by pointing out that the government's policy is in fact uncompassionate (*The Courier Mail*, 29 May 2010, p. 4).	In the article, the opposition view is much more evident than the prime minister's, for example: "opposition Leader Tony Abbott has shrugged off suggestions that his asylum seeker policy is cruel, saying the government's policy is the one that is uncompassionate" (*The Courier Mail*, 29 May 2010, p. 4).
Website – Private	**Format**	**Organisation/Author, Initial/s year, *Title of webpage or document*, Organisation responsible for site (if available), date retrieved, <URL>.**	On the day of Rosa's trial, African-Americans were asked to boycott city buses to protest her arrest (Biography.com 2014).	On the day of Rosa's trial, "members of the African-American community were asked to stay off city buses on Monday…in protest of her arrest" (Biography.com 2014).
	Example	Biography.com 2014, *Rosa Parks*, A&E Television Networks, retrieved 3 July 2016, <https://www.biography.com /people/rosa-parks-9433715>.		
Website – Government (department as publisher)	**Format**	**Government Department year, *Title of webpage or document*, date retrieved, <URL>.**	The Anzac spirit encompasses qualities pertaining to courage and mateship that still resonate within Australian society today (Australian War Memorial 2017).	The Australian War Memorial (2017) describes the qualities of the Anzac spirit as those of "courage, mateship, and sacrifice [which continue] to have meaning and relevance for our sense of national identity".
	Example	Australian War Memorial 2017, *Anzac Day*, retrieved 7 May 2017, <https://www.awm.gov.au/commemoration/anzac-day>.		
No date	If no year of publication is provided for a source, use the normal referencing convention for the text type and use n.d. for 'no date' after the author's name.			

QCAA COGNITIVE VERBS - POSTERS

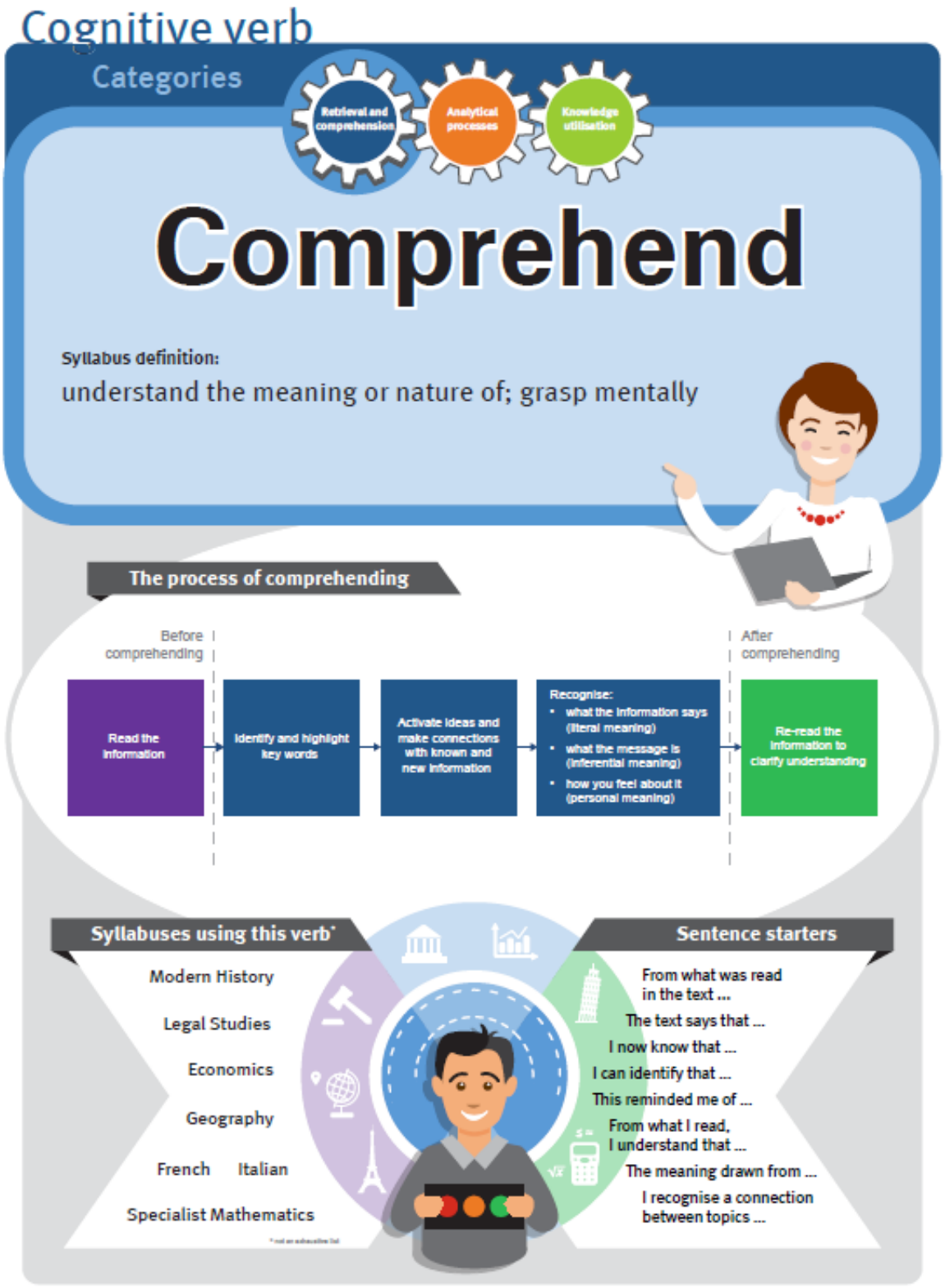
ANALYSE

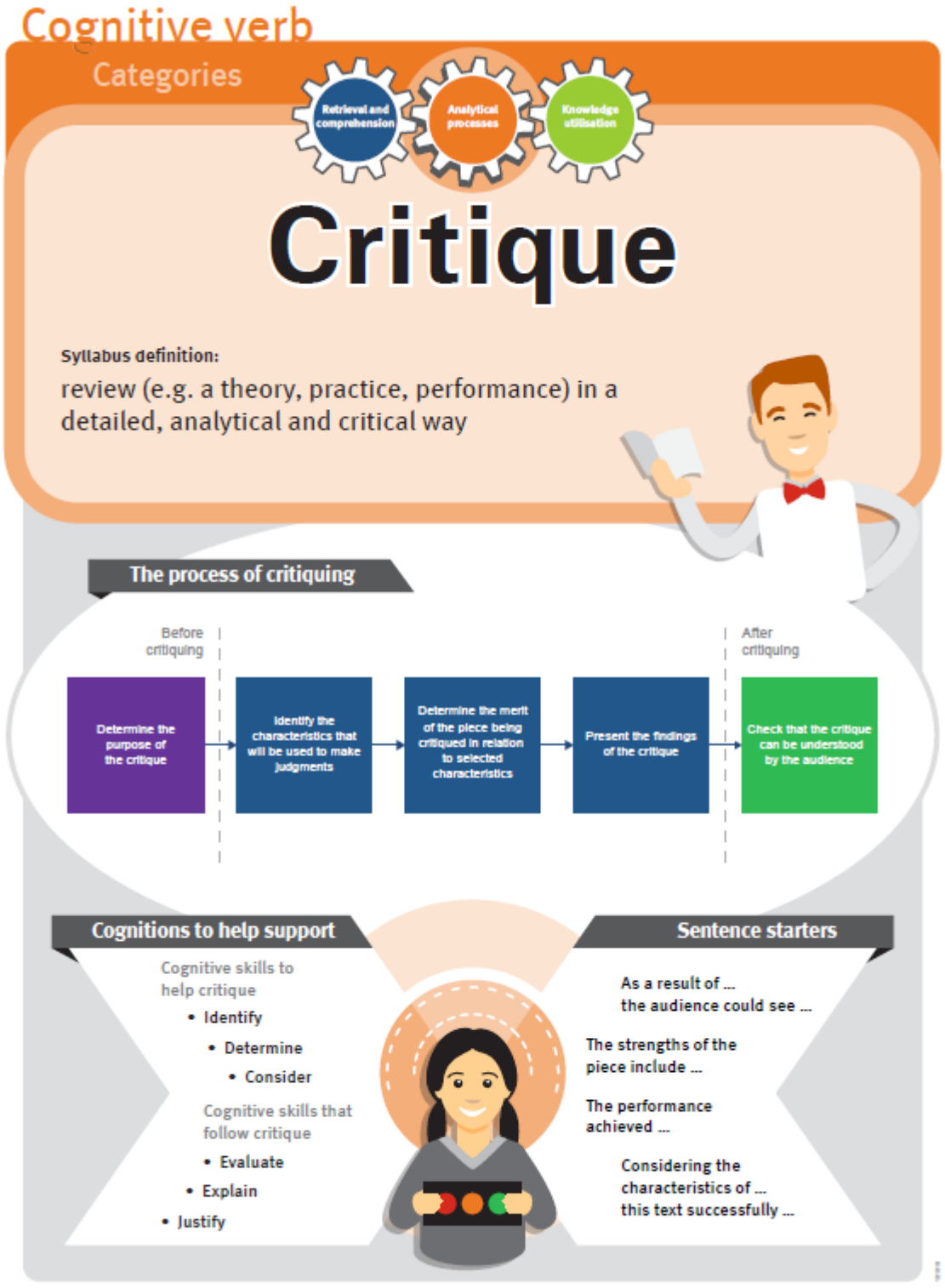


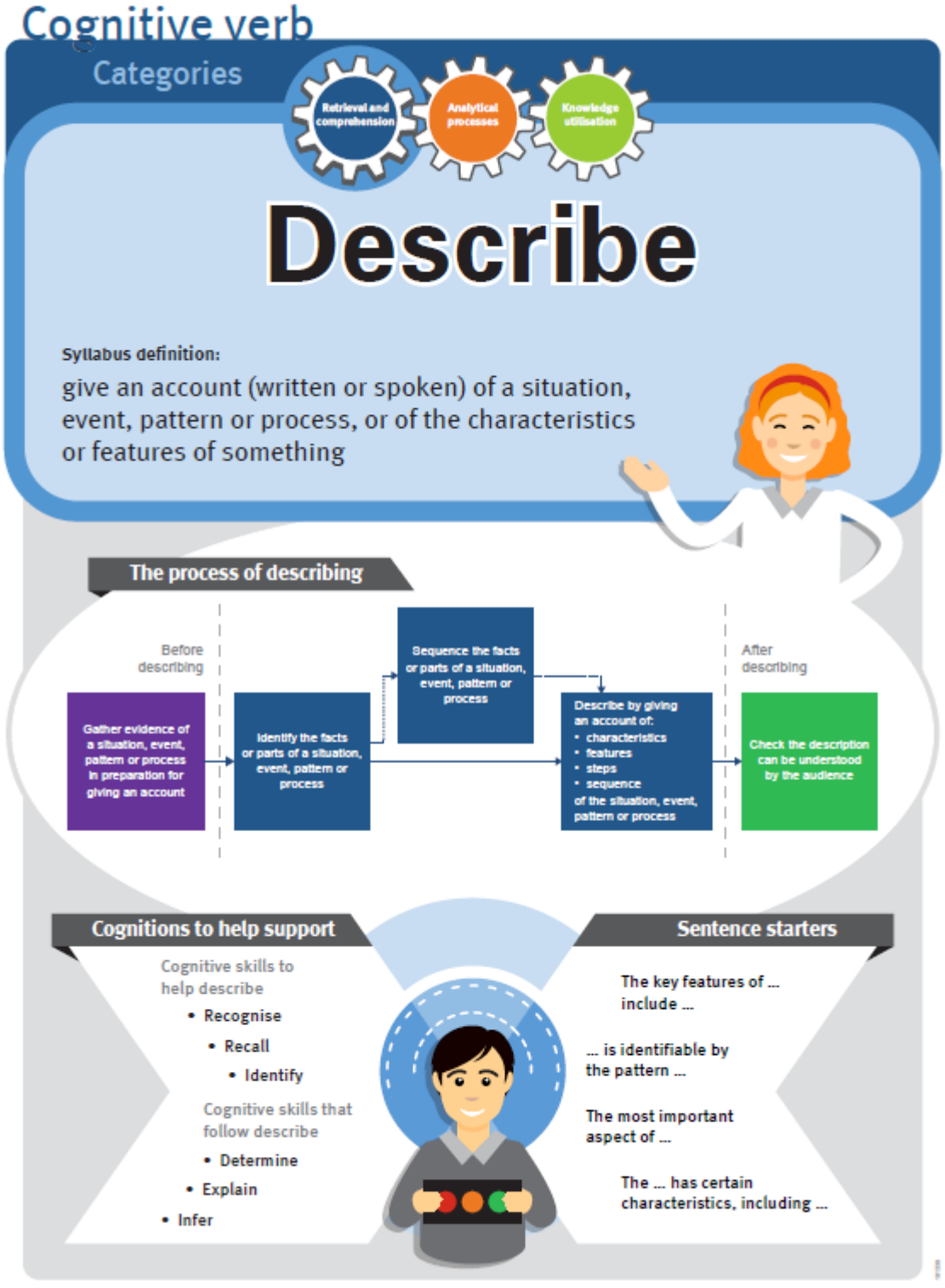
APPLY


Cognitive verb
Categories
Retrieval and comprehension
Analytical processes
Knowledge utilisation
Apply
Syllabus definition:
use knowledge and understanding in response to a given situation or circumstance; carry out or use a procedure in a given or particular situation
The process of applying
Before applying
After applying
Determine what application is required
Identify knowledge and/or procedures that can be used
Use knowledge and adapt procedures for a given situation
Check that the application meets the requirement of the situation
Cognitions to help support
Cognitive skills to help apply
Identify
Comprehend
Interpret
Cognitive skills that follow apply
Appraise
Evaluate
Justify
Sentence starters
The best technique for this situation ...
Based on the findings ... the best way to find a solution is to ...
The concept of ... can explain ...
The formula ... can be used to determine ...
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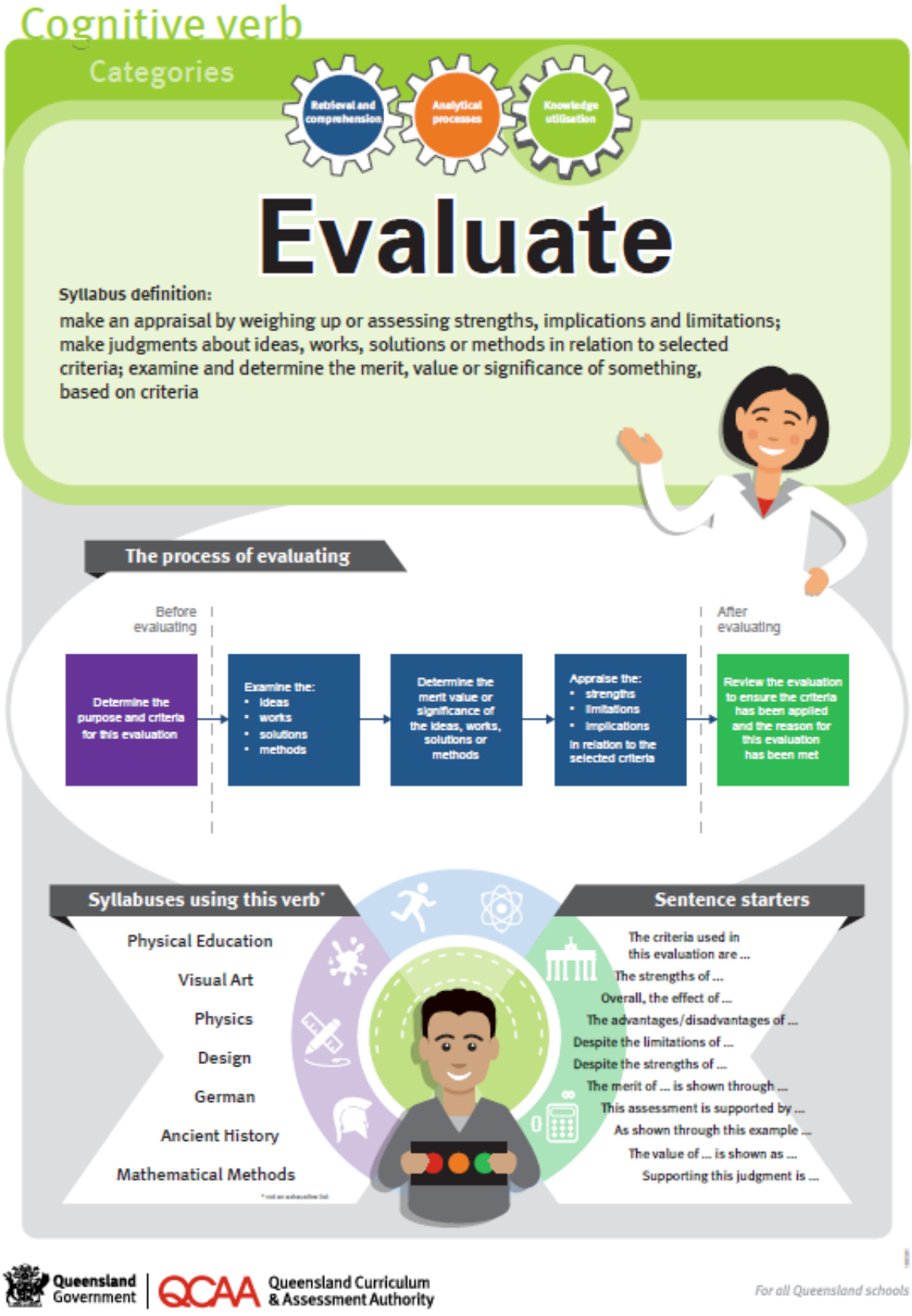
COMPREHEND

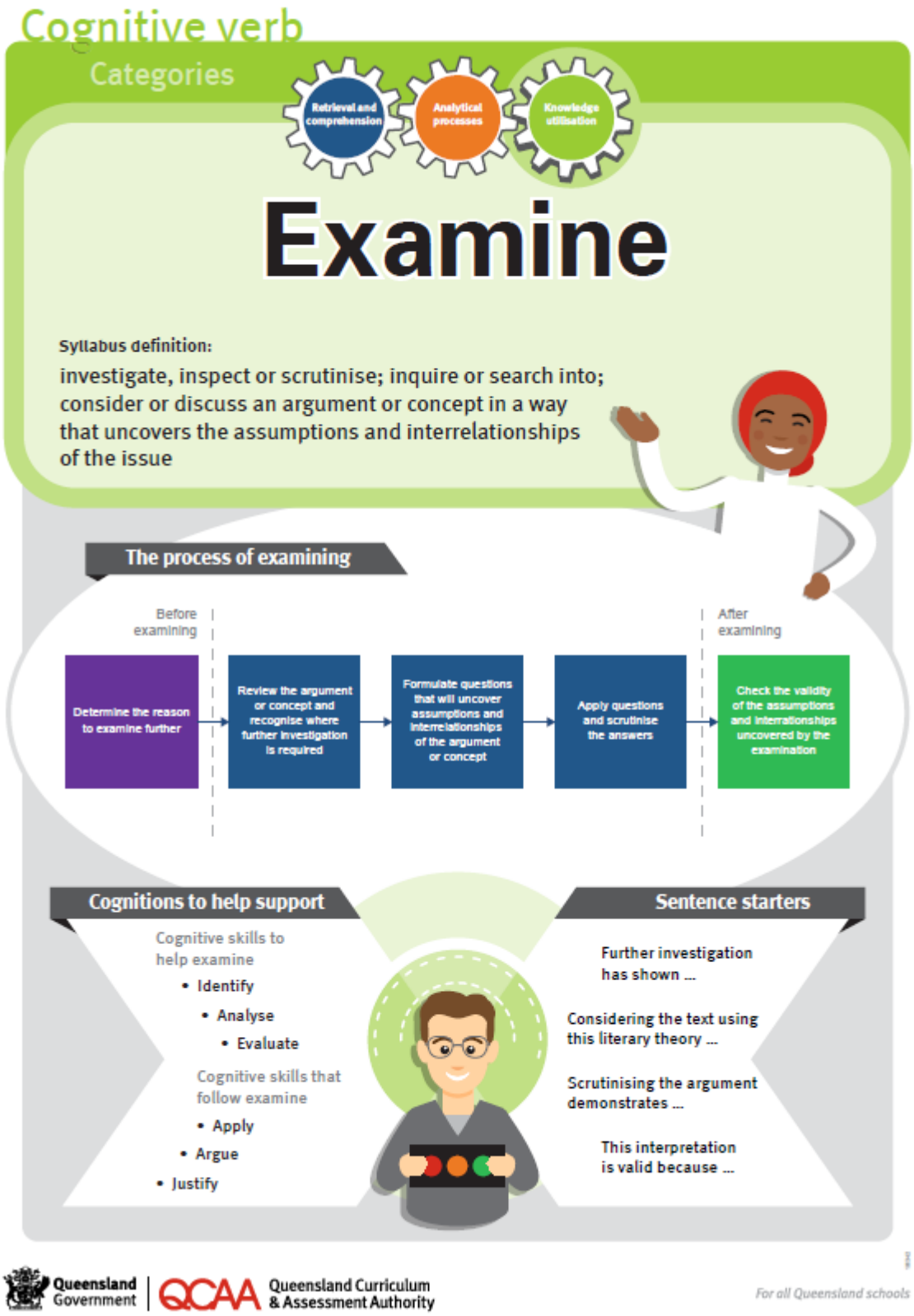

Cognitive verb
Categories
Retrieval and comprehension
Analytical processes
Knowledge utilisation
Comprehend
Syllabus definition:
understand the meaning or nature of; grasp mentally
The process of comprehending
Before comprehending
After comprehending
Read the information
Identify and highlight key words
Activate ideas and make connections with known and new information
Recognise:
what the information says (literal meaning)
what the message is (inferential meaning)
how you feel about it (personal meaning)
Re-read the information to clarify understanding
Syllabuses using this verb*
Modern History
Legal Studies
Economics
Geography
French
Italian
Specialist Mathematics
Sentence starters
From what was read in the text ...
The text says that ...
I now know that ...
I can identify that ...
This reminded me of ...
From what I read, I understand that ...
The meaning drawn from ...
I recognise a connection between topics ...
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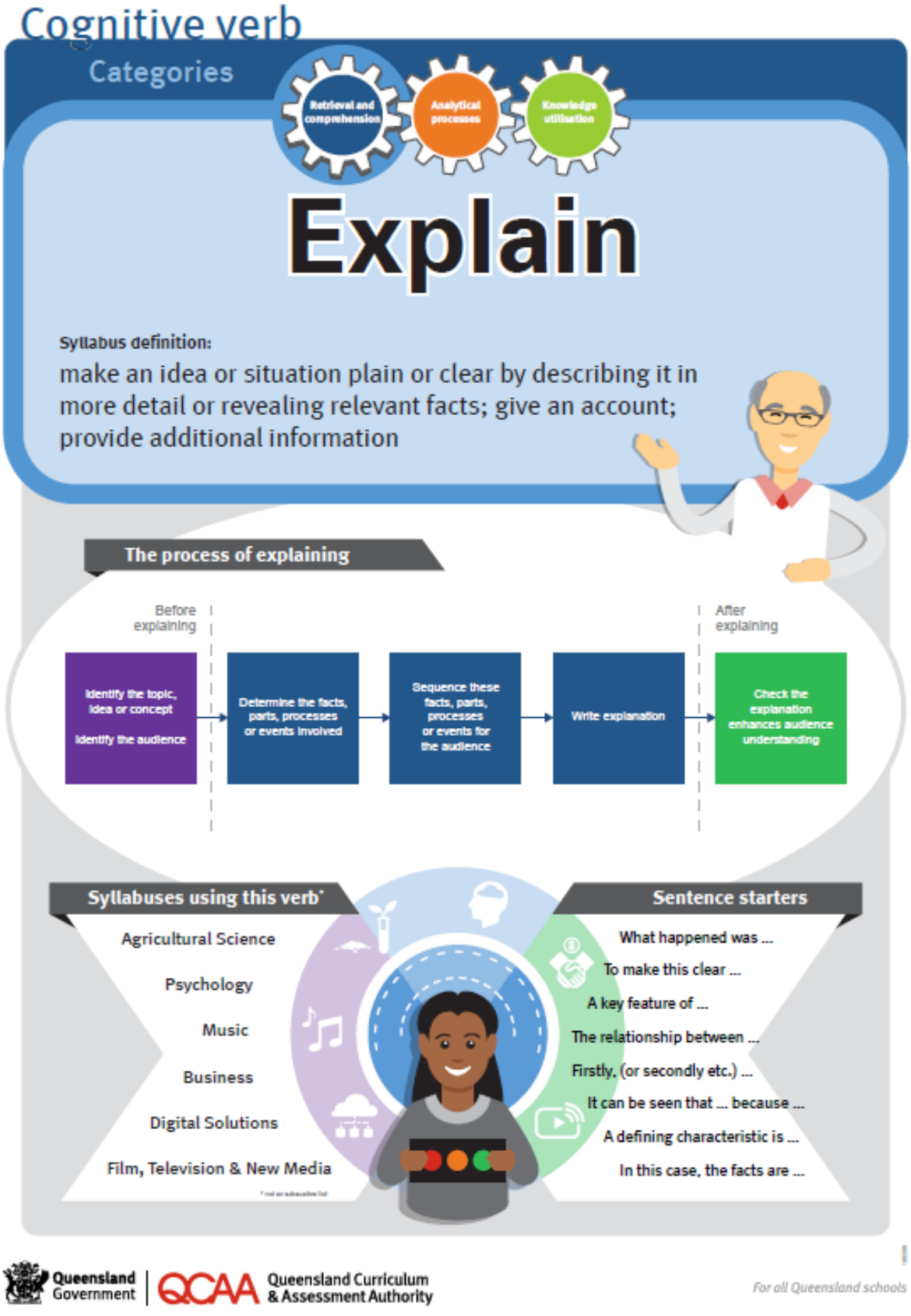

Cognitive verb
Categories
Retrieval and comprehension
Analytical processes
Knowledge utilisation
Critique
Syllabus definition:
review (e.g. a theory, practice, performance) in a detailed, analytical and critical way
The process of critiquing
Before critiquing
After critiquing
Determine the purpose of the critique
Identify the characteristics that will be used to make judgments
Determine the merit of the piece being critiqued in relation to selected characteristics
Present the findings of the critique
Check that the critique can be understood by the audience
Cognitions to help support
Cognitive skills to help critique
• Identify
• Determine
• Consider
Cognitive skills that follow critique
• Evaluate
• Explain
• Justify
Sentence starters
As a result of ... the audience could see ...
The strengths of the piece include ...
The performance achieved ...
Considering the characteristics of ... this text successfully ...
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Cognitive verb
Categories
Retrieval and comprehension
Analytical processes
Knowledge utilisation
Describe
Syllabus definition:
give an account (written or spoken) of a situation, event, pattern or process, or of the characteristics or features of something
The process of describing
Before describing
Gather evidence of a situation, event, pattern or process in preparation for giving an account
Identify the facts or parts of a situation, event, pattern or process
Sequence the facts or parts of a situation, event, pattern or process
Describe by giving an account of:
• characteristics
• features
• steps
• sequence
of the situation, event, pattern or process
After describing
Check the description can be understood by the audience
Cognitions to help support
Cognitive skills to help describe
• Recognise
• Recall
• Identify
Cognitive skills that follow describe
• Determine
• Explain
• Infer
Sentence starters
The key features of ... include ...
... is identifiable by the pattern ...
The most important aspect of ...
The ... has certain characteristics, including ...
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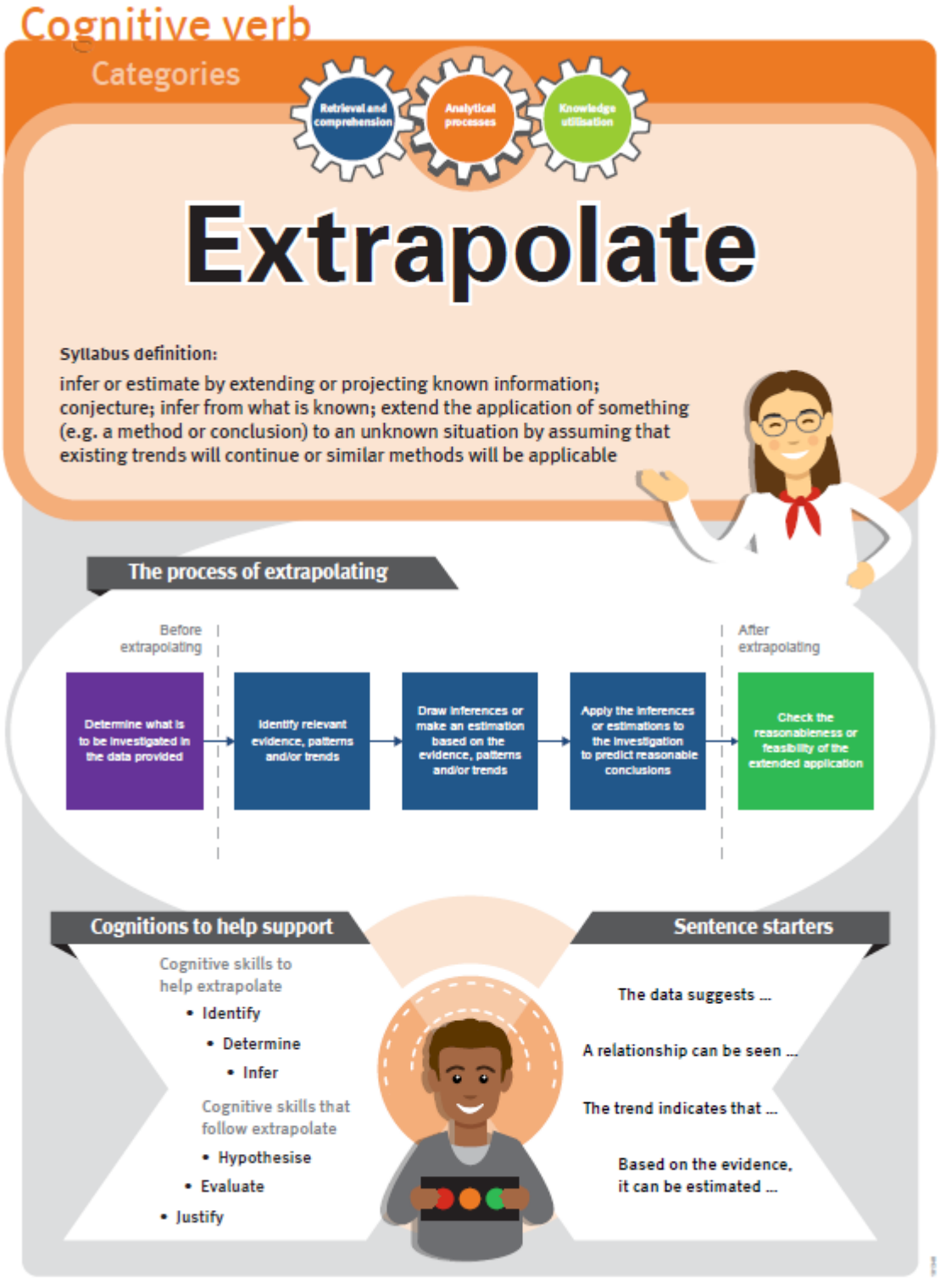
EVALUATE

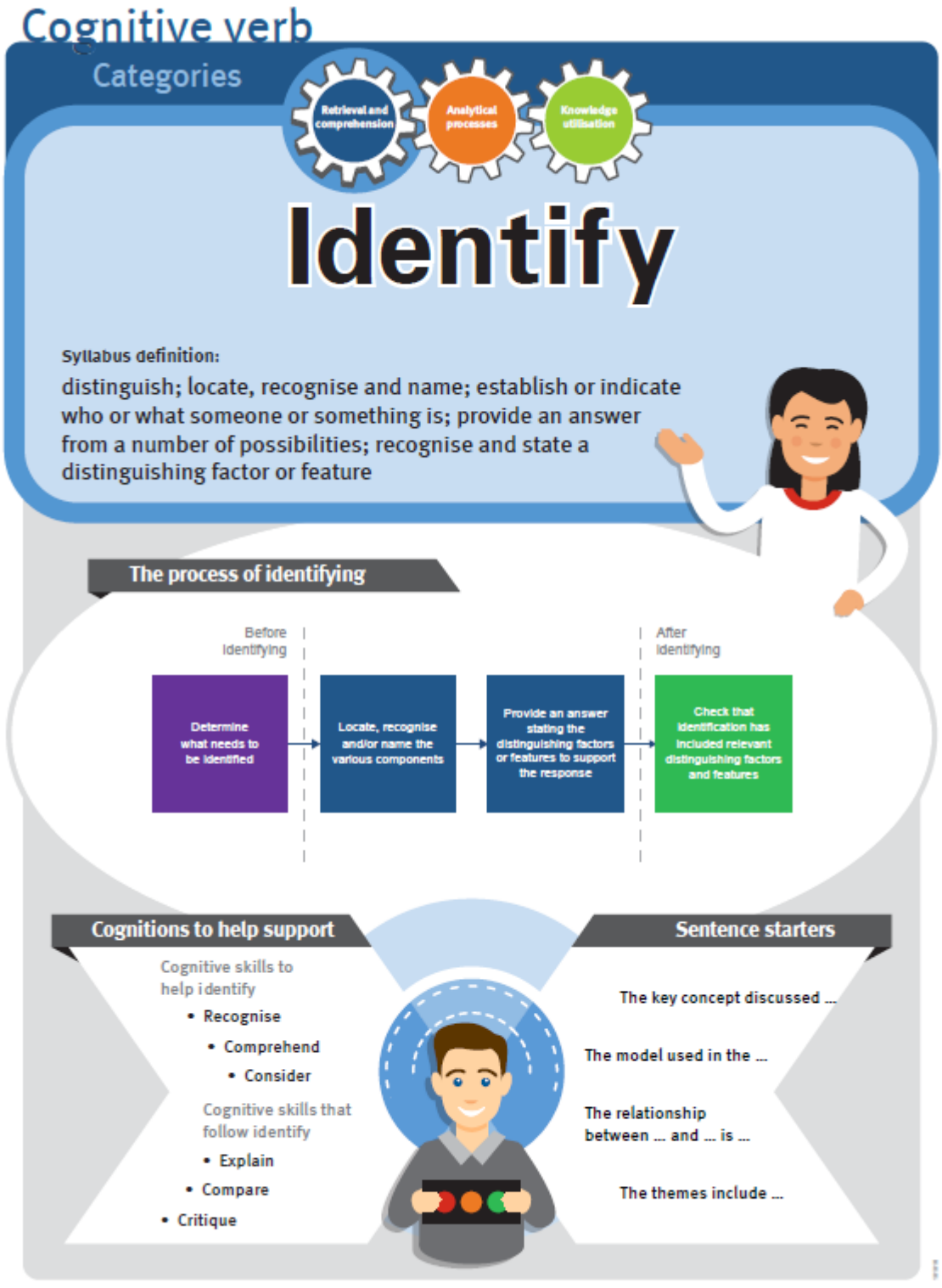

Cognitive verb
Categories
Retrieval and comprehension
Analytical processes
Knowledge utilisation
Evaluate
Syllabus definition:
make an appraisal by weighing up or assessing strengths, implications and limitations; make judgments about ideas, works, solutions or methods in relation to selected criteria; examine and determine the merit, value or significance of something, based on criteria
The process of evaluating
Before evaluating
Determine the purpose and criteria for this evaluation
Examine the:
ideas
works
solutions
methods
Determine the merit value or significance of the ideas, works, solutions or methods
Appraise the:
strengths
limitations
implications
in relation to the selected criteria
After evaluating
Review the evaluation to ensure the criteria has been applied and the reason for this evaluation has been met
Syllabuses using this verb*
Physical Education
Visual Art
Physics
Design
German
Ancient History
Mathematical Methods
Sentence starters
The criteria used in this evaluation are ...
The strengths of ...
Overall, the effect of ...
The advantages/disadvantages of ...
Despite the limitations of ...
Despite the strengths of ...
The merit of ... is shown through ...
This assessment is supported by ...
As shown through this example ...
The value of ... is shown as ...
Supporting this judgment is ...
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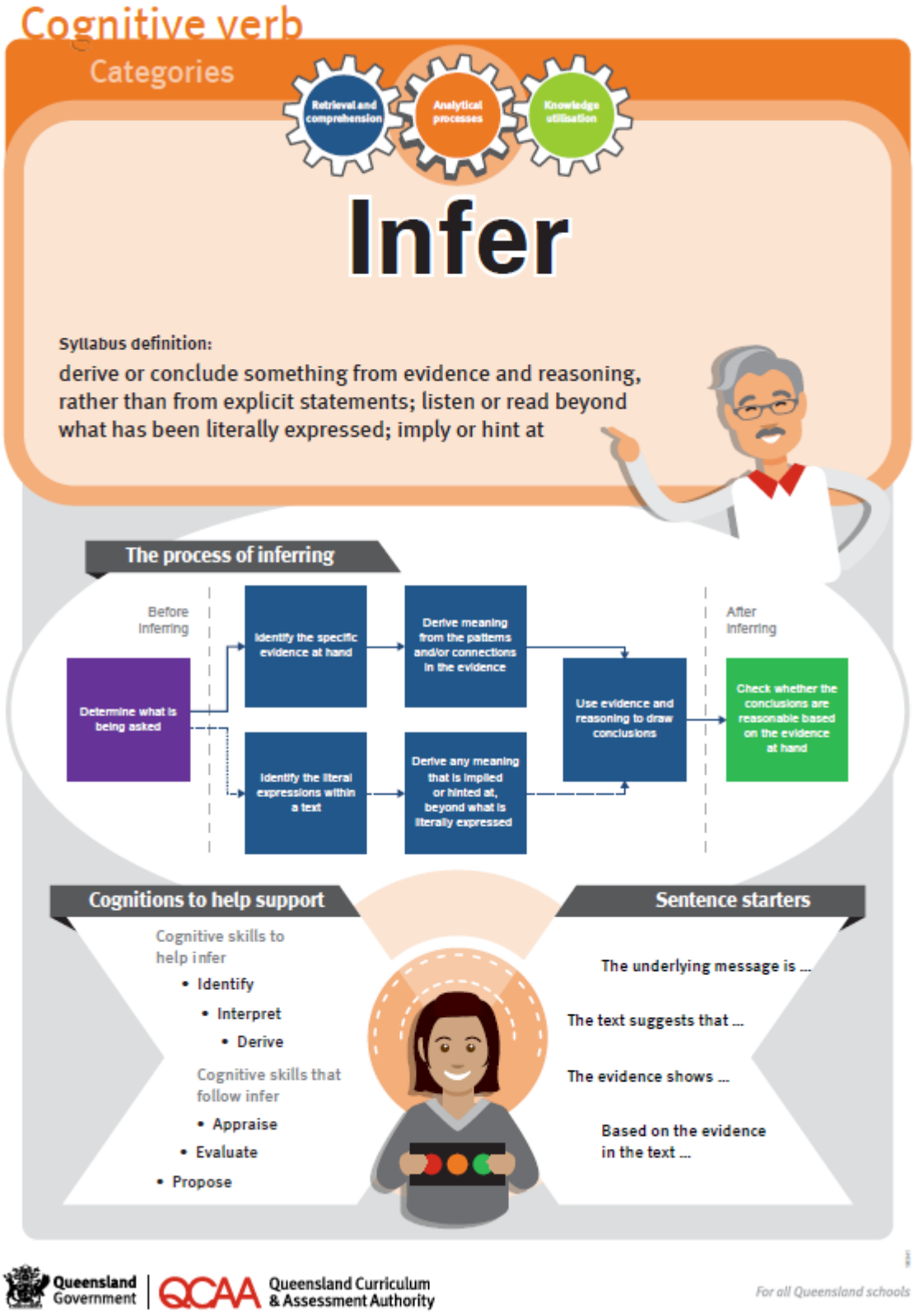

Cognitive verb
Categories
Retrieval and comprehension
Analytical processes
Knowledge utilisation
Examine
Syllabus definition:
investigate, inspect or scrutinise; inquire or search into; consider or discuss an argument or concept in a way that uncovers the assumptions and interrelationships of the issue
The process of examining
Before examining
Determine the reason to examine further
Review the argument or concept and recognise where further investigation is required
Formulate questions that will uncover assumptions and interrelationships of the argument or concept
Apply questions and scrutinise the answers
After examining
Check the validity of the assumptions and interrelationships uncovered by the examination
Cognitions to help support
Cognitive skills to help examine
• Identify
• Analyse
• Evaluate
Cognitive skills that follow examine
• Apply
• Argue
• Justify
Sentence starters
Further investigation has shown ...
Considering the text using this literary theory ...
Scrutinising the argument demonstrates ...
This interpretation is valid because ...
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Cognitive verb
Categories
Retrieval and comprehension
Analytical processes
Knowledge utilisation
Explain
Syllabus definition:
make an idea or situation plain or clear by describing it in more detail or revealing relevant facts; give an account; provide additional information
The process of explaining
Before explaining
After explaining
Identify the topic, idea or concept
Identify the audience
Determine the facts, parts, processes or events involved
Sequence these facts, parts, processes or events for the audience
Write explanation
Check the explanation enhances audience understanding
Syllabuses using this verb*
Agricultural Science
Psychology
Music
Business
Digital Solutions
Film, Television & New Media
Sentence starters
What happened was ...
To make this clear ...
A key feature of ...
The relationship between ...
Firstly, (or secondly etc.) ...
It can be seen that ... because ...
A defining characteristic is ...
In this case, the facts are ...
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EXTRAPOLATE




Cognitive verb
Categories
Retrieval and comprehension
Analytical processes
Knowledge utilisation
Identify
Syllabus definition:
distinguish; locate, recognise and name; establish or indicate who or what someone or something is; provide an answer from a number of possibilities; recognise and state a distinguishing factor or feature
The process of identifying
Before identifying
Determine what needs to be identified
Locate, recognise and/or name the various components
Provide an answer stating the distinguishing factors or features to support the response
After identifying
Check that identification has included relevant distinguishing factors and features
Cognitions to help support
Cognitive skills to help identify
Recognise
Comprehend
Consider
Cognitive skills that follow identify
Explain
Compare
Critique
Sentence starters
The key concept discussed ...
The model used in the ...
The relationship between ... and ... is ...
The themes include ...
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Cognitive verb
Categories
Retrieval and comprehension
Analytical processes
Knowledge utilisation
Infer
Syllabus definition:
derive or conclude something from evidence and reasoning, rather than from explicit statements; listen or read beyond what has been literally expressed; imply or hint at
The process of inferring
Before inferring
Determine what is being asked
Identify the specific evidence at hand
Identify the literal expressions within a text
Derive meaning from the patterns and/or connections in the evidence
Derive any meaning that is implied or hinted at, beyond what is literally expressed
Use evidence and reasoning to draw conclusions
After inferring
Check whether the conclusions are reasonable based on the evidence at hand
Cognitions to help support
Cognitive skills to help infer
Identify
Interpret
Derive
Cognitive skills that follow infer
Appraise
Evaluate
Propose
Sentence starters
The underlying message is ...
The text suggests that ...
The evidence shows ...
Based on the evidence in the text ...
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Cognitive verb

Categories

Retrieval and comprehension | Analytical processes | Knowledge utilisation

Interpret

Syllabus definition:

use knowledge and understanding to recognise trends and draw conclusions from given information; make clear or explicit; elucidate or understand in a particular way;

bring out the meaning of, e.g. a dramatic or musical work, by performance or execution; bring out the meaning of an artwork by artistic representation or performance; give one's own interpretation of;

identify or draw meaning from, or give meaning to, information presented in various forms, such as words, symbols, pictures or graphs



The process of interpreting

Before Interpreting

- Determine the reason for interpreting
- Identify the features of the information presented
- Recognise the:
  - connections
  - patterns
  - similarities
  - differences
- Draw meaning from the connections, patterns, similarities/differences to reach conclusions

After Interpreting

- Verify that the reason and evidence support the conclusion

Syllabuses using this verb*

Accounting
Business
Biology
Drama
Health
Music
Chemistry
Philosophy & Reason

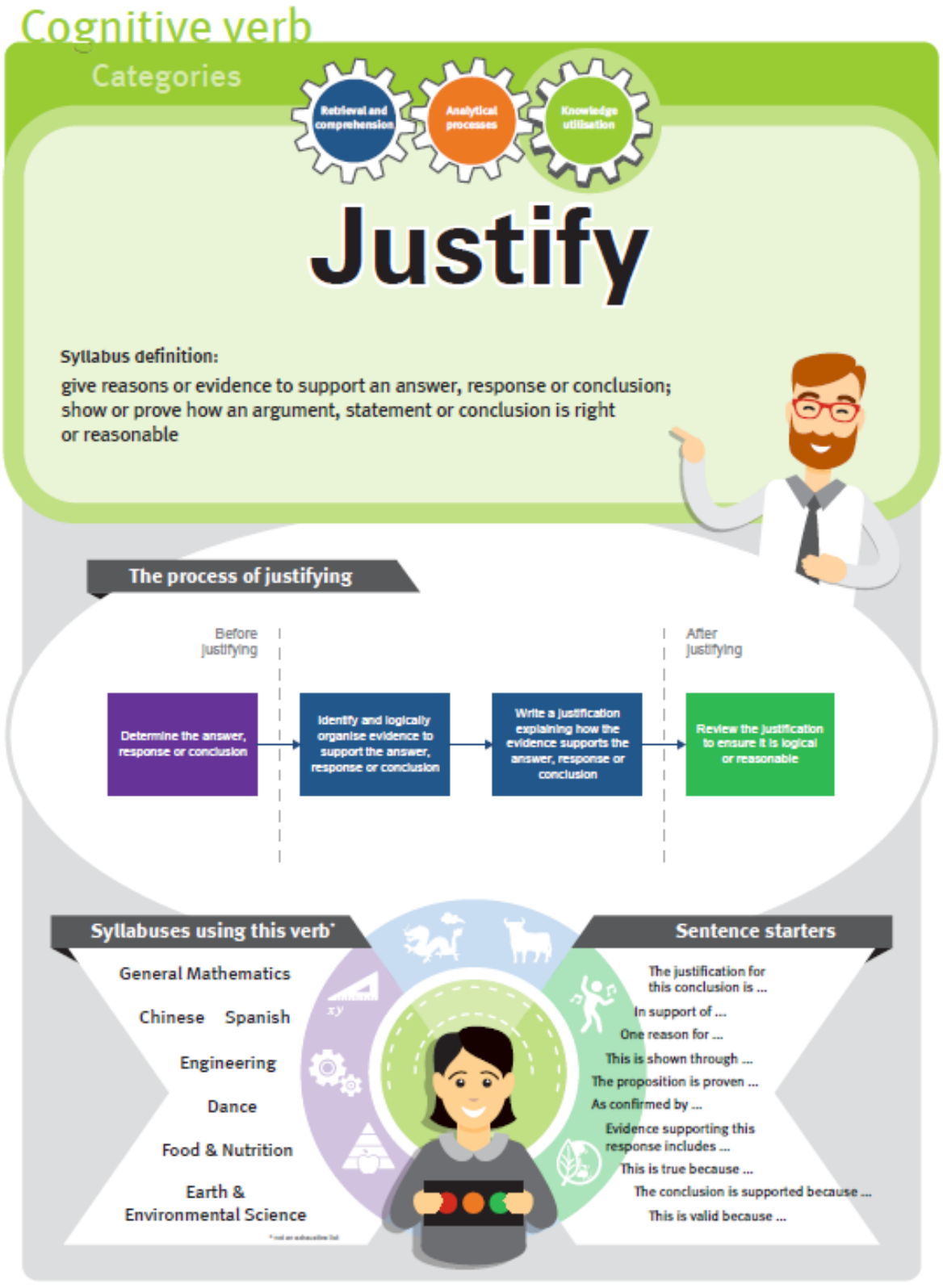


Sentence starters

To conclude ...
The data suggests ...
The connection between ...
It is likely that ...
The relationship between ... and ...
These factors indicate ...
My interpretations of ...
As illustrated by ...
It is apparent that ...
The effect is ...
The outcome is ...

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Cognitive verb
Categories
Retrieval and comprehension
Analytical processes
Knowledge utilisation
Justify
Syllabus definition:
give reasons or evidence to support an answer, response or conclusion; show or prove how an argument, statement or conclusion is right or reasonable
The process of justifying
Before justifying
After justifying
Determine the answer, response or conclusion
Identify and logically organise evidence to support the answer, response or conclusion
Write a justification explaining how the evidence supports the answer, response or conclusion
Review the justification to ensure it is logical or reasonable
Syllabuses using this verb*
General Mathematics
Chinese Spanish
Engineering
Dance
Food & Nutrition
Earth & Environmental Science
Sentence starters
The justification for this conclusion is ...
In support of ...
One reason for ...
This is shown through ...
The proposition is proven ...
As confirmed by ...
Evidence supporting this response includes ...
This is true because ...
The conclusion is supported because ...
This is valid because ...
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Cognitive verb

Categories

Retrieval and comprehension | Analytical processes | Knowledge utilisation

Make decisions

Syllabus definition:

select from available options; weigh up positives and negatives of each option and consider all the alternatives to arrive at a position



The process of decision-making

Before decision-making

- Determine what decision needs to be made
- Consider the available options
- Determine criteria against which a decision will be made and order the criteria for importance
- Weigh each option according to the criteria
- Make a decision by selecting the most appropriate option based on the evaluation

After decision-making

- Check whether the decision is viable and appropriate

Cognitions to help support

Cognitive skills to help make decisions

- Consider
- Assess
- Evaluate

Cognitive skills that follow make decisions

- Appraise
- Justify
- Propose



Sentence starters

Based on mathematical reasoning, the most appropriate choice is ...

In conclusion, based on the evidence ... is the most effective ...

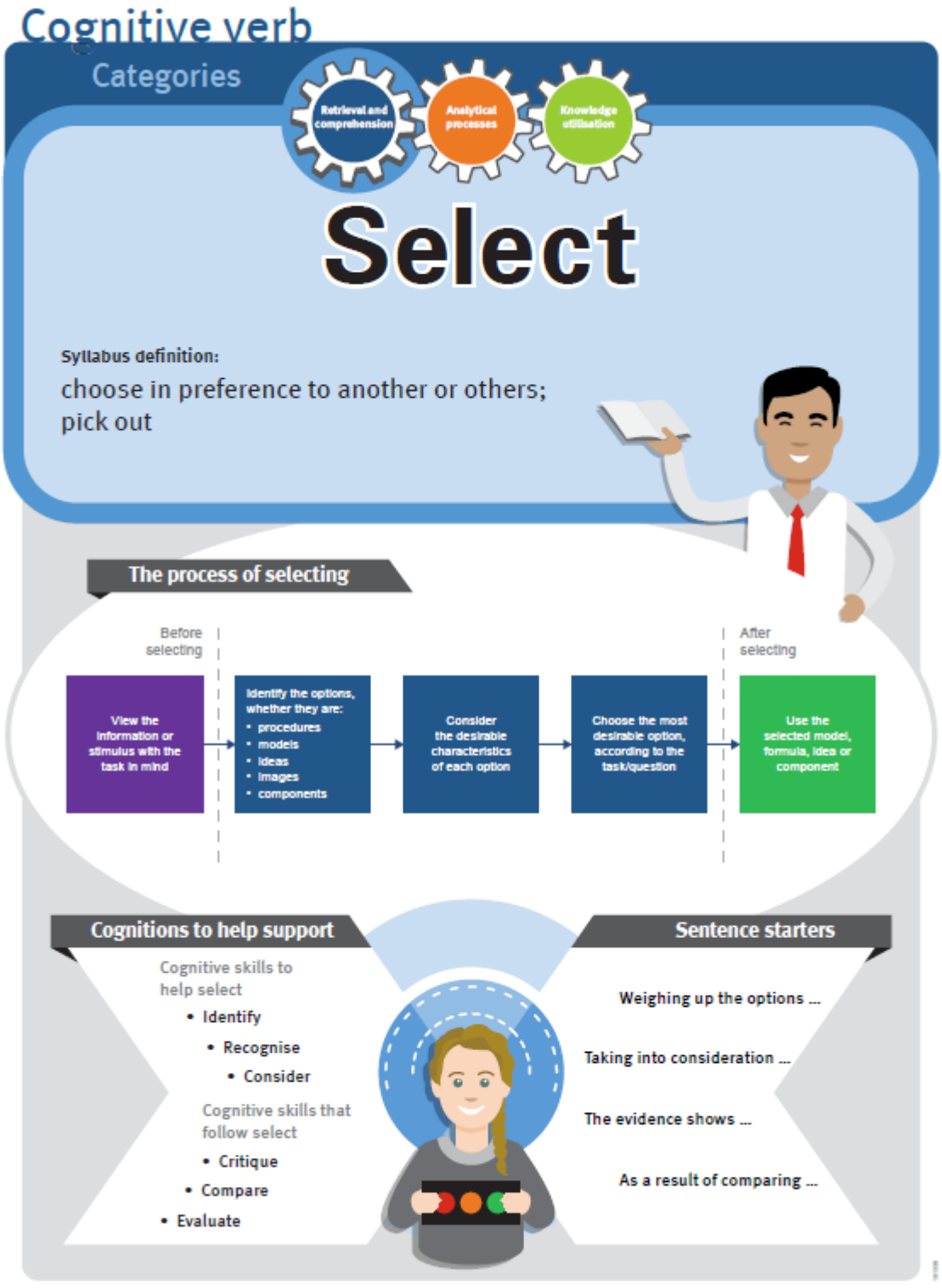
The best option is ... because ...

... is the best option, in contrast to ... because ...

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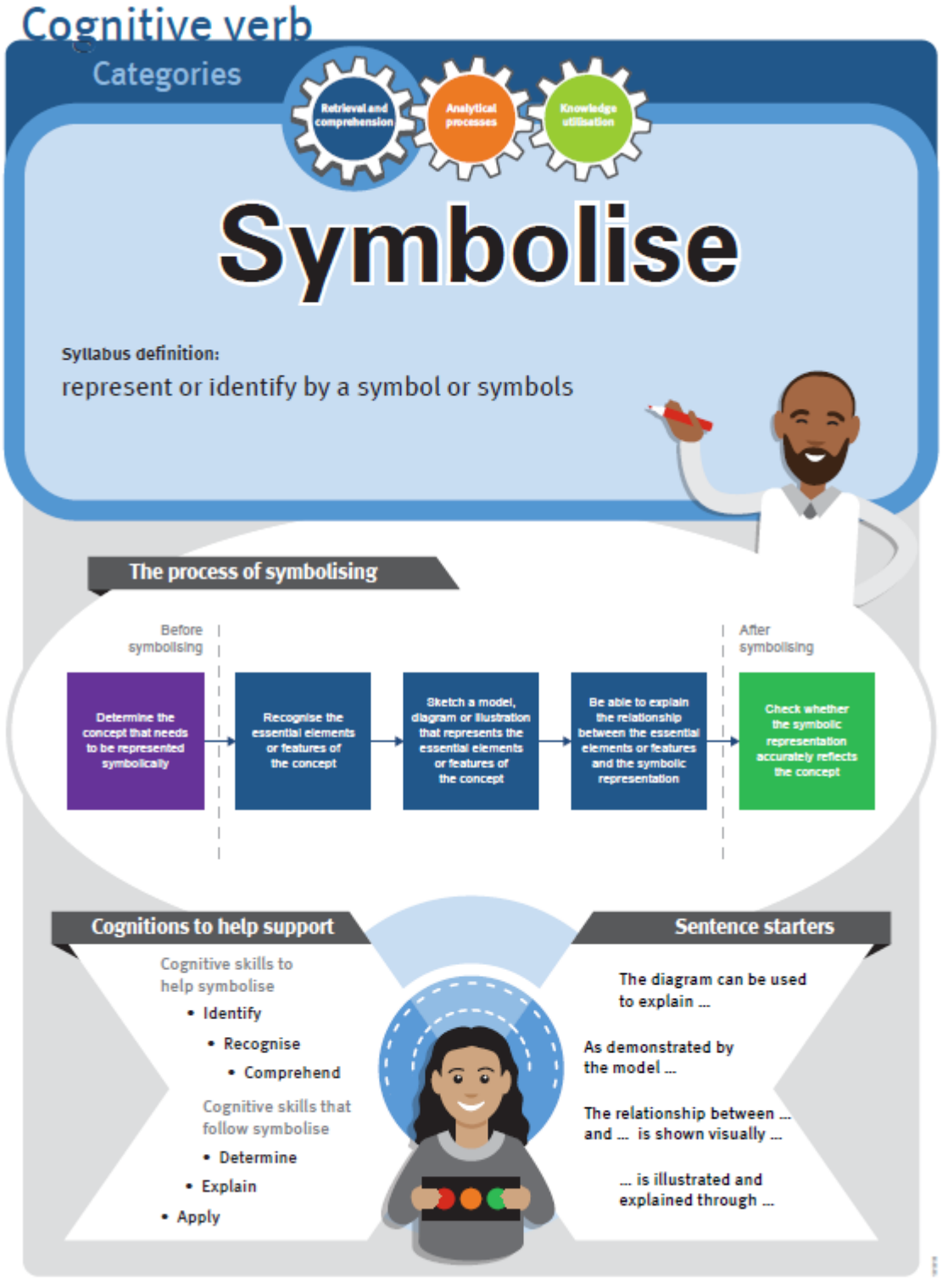
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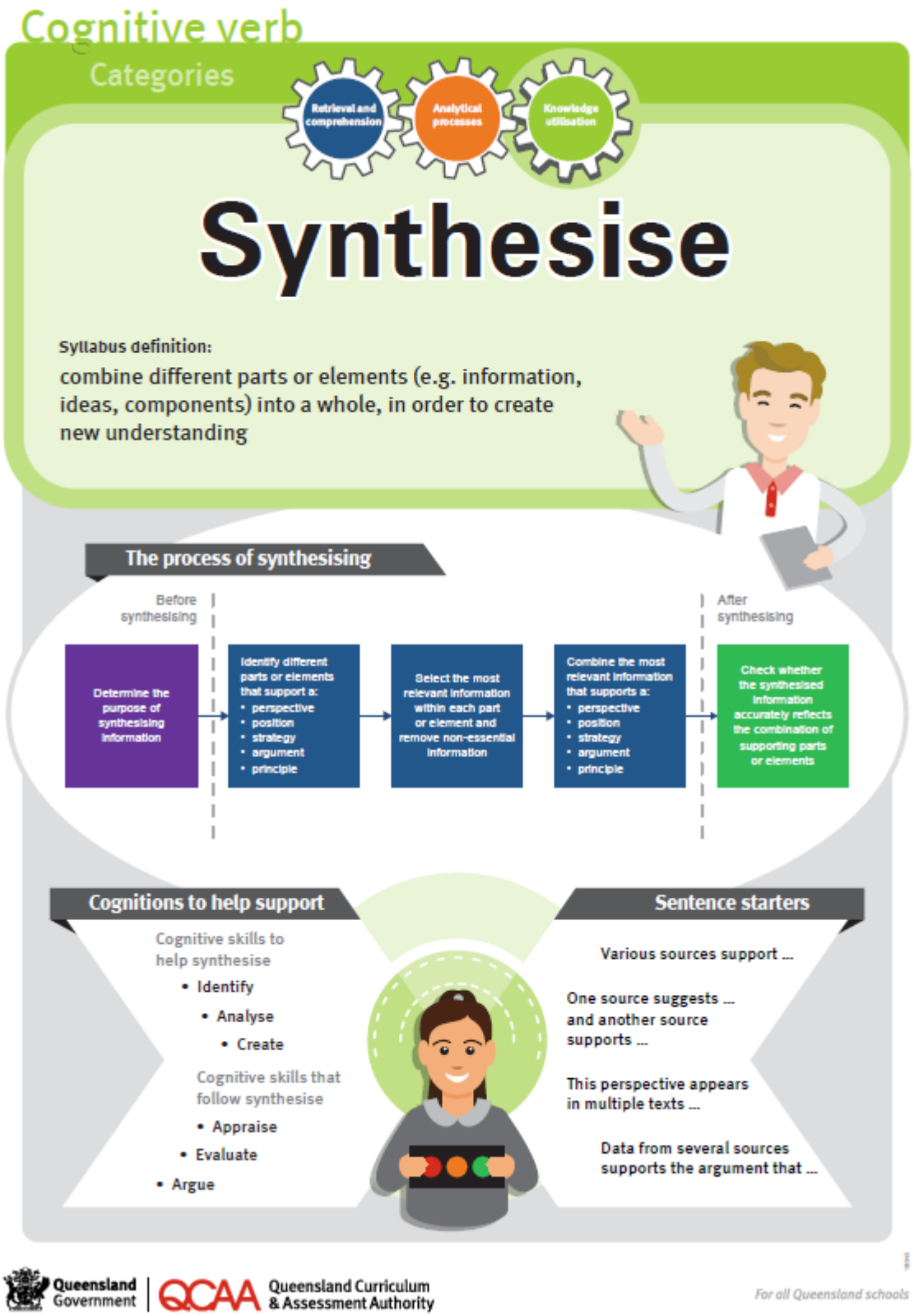
SELECT



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Cognitive verb
Categories
Retrieval and comprehension
Analytical processes
Knowledge utilisation
Symbolise
Syllabus definition:
represent or identify by a symbol or symbols
The process of symbolising
Before symbolising
Determine the concept that needs to be represented symbolically
Recognise the essential elements or features of the concept
Sketch a model, diagram or illustration that represents the essential elements or features of the concept
Be able to explain the relationship between the essential elements or features and the symbolic representation
After symbolising
Check whether the symbolic representation accurately reflects the concept
Cognitions to help support
Cognitive skills to help symbolise
Identify
Recognise
Comprehend
Cognitive skills that follow symbolise
Determine
Explain
Apply
Sentence starters
The diagram can be used to explain ...
As demonstrated by the model ...
The relationship between ... and ... is shown visually ...
... is illustrated and explained through ...
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Cognitive verb
Categories
Retrieval and comprehension
Analytical processes
Knowledge utilisation
Synthesise
Syllabus definition:
combine different parts or elements (e.g. information, ideas, components) into a whole, in order to create new understanding
The process of synthesising
Before synthesising
After synthesising
Determine the purpose of synthesising information
Identify different parts or elements that support a:
• perspective
• position
• strategy
• argument
• principle
Select the most relevant information within each part or element and remove non-essential information
Combine the most relevant information that supports a:
• perspective
• position
• strategy
• argument
• principle
Check whether the synthesised information accurately reflects the combination of supporting parts or elements
Cognitions to help support
Cognitive skills to help synthesise
• Identify
• Analyse
• Create
Cognitive skills that follow synthesise
• Appraise
• Evaluate
• Argue
Sentence starters
Various sources support ...
One source suggests ... and another source supports ...
This perspective appears in multiple texts ...
Data from several sources supports the argument that ...
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