ASSIGNMENT GUIDE

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There are 6 steps to the Research Process.

1. Defining your Task
2. Locating your Resources
3. Selecting & Recording your Information
4. Using your Information
5. Creating and Presenting your Information
6. Evaluating
THE RESEARCH PROCESS

1. Defining Your Task

What do you really want to find out?

- What are the key words and ideas of the task?
- What do you already know about this topic?
- If it is an essay question, consider words e.g. Analyse, Contrast.
- Do you understand the question fully?
- If you are starting with just a topic (no specific question), write down the key questions which are important for this topic.

The key to completing your assignment is found in the topic, which gives the subject matter, the task to be completed, the scope of the assignment and may also indicate that the assignment could be divided into parts.

- Look for task words like discuss, evaluate, compare and so on and then see what you have to write about.
- Look for topic words (nouns, verbs and adjectives) in an assignment.
- Look for little phrases that limit the scope of your assignment.
- Look for indications of how the assignment can be structured; does it instruct you to discuss two areas or are there two parts to the question?

Example:

Identify and discuss four reasons why Australians have developed a sense of nationalism since 1918

- task words
- structure word
- topic words
- limiting words
Many assignment questions will contain TASK WORDS. These are words that tell you what you have to do. Such words are:

- **analyse**
- **compare**
- **consider**
- **compare and contrast**
- **define**
- **enumerate**
- **criticise**
- **give an account of**
- **describe**
- **discuss**
- **examine**
- **account for**
- **justify**
- **evaluate**
- **explain**
- **hypothesise**

Some TASK WORDS explained:

**Explain** These questions require you to make what may be a difficult topic clear and understandable. You will often have to give the situation or problem a meaning. Your assignment should give the reasons for the situation and should put the reasons into an order of importance (with your most important reason first).

**Compare** These questions have two or more subjects and require you to discuss the similarities and differences of the subjects (e.g. males and females). You need to show that you understand the importance of these similarities and differences. Stress the similarities. Each paragraph will often discuss one similarity or difference and will contain material about both subjects (e.g. While females tend to grow faster than boys in the early teenage years, the average height for males in the later teenage years is higher than for females.). Some useful phrases: whereas..., also..., similarly....

**Contrast** These questions are like Compare questions, except the main focus is on the differences between the subjects. You need to discuss the issues by stressing the differences between the two subjects. Some useful phrases: whereas ..., however ..., as opposed to ..., ...contrasts with ....

**Analyse** These questions require you break a topic into smaller parts, for closer examination. Each paragraph can then explain the meaning and nature of this part of the issue. You must critically examine each of the main ideas and consider their relative importance. Some useful phrases: because ..., due to ..., as a result of ..., on account of ..., reasons for ..., consequently ..., another reason is ....

**Evaluate** These questions require you to discuss the value of a statement. Discuss the worth, truth or degree of importance of the statement. You must arrive at a decision based on the evidence.

**Justify** You must establish a convincing argument that gives reasons which support a statement.
2. Locating Your Resources

Where can you find the information you need?

- **Brainstorm all sources** of information - books, periodicals, newspapers, external databases, Internet, videos, pamphlets, people, etc.
- Write a **list of search terms**, including alternative words. For example, cars, automobiles.
- Consult the **library catalogue** for books and DVDs.
- For **print material** scan the index and list of contents of the book.
- See **Use the most appropriate resource**.
- Search the **Internet**. Start from the Library Home Page for *Hot Sites, I Tools Choose the best* and *Access to External Databases* (for periodicals, newspapers and other specialist databases), *News Online* or simply *Search*.
- **Skim** text and headings for keywords.

Do these resources tell you what you need to know?  
What other resources could you use?

3. Selecting and Recording your Information

What information do you really need to use?

- **Scan and skim** to find relevant information.
- How **relevant** is the information that you have found?
- How credible is the information? Is the source reliable? Check for **bias**.
- What is the best **note-making** technique for you?
- Record the source of information for your **bibliography**. Ensure that you note the title, author and publishing details of all sources as you take notes. Record page numbers.

4. Using your Information

How can you best use this information?

- Pause and **think** about your information.
- **Review**: what does the task ask you to do? Refine your plan if necessary.
- You will want to evaluate and compare information from different sources
  - evaluate arguments
  - make inferences and deductions
  - combine information from different sources and build your argument.
- **Review**. Do you have sufficient and appropriate information?
5. Creating and Presenting your Information

How can you best present your information?

- In what form are you required to present your information? e.g. essay, report. See pp 42-52. Or will you use technology eg Powerpoint
- Organize your information into a logical sequence.
- Do you know how to structure this? e.g. If you have to write an essay, do you know how to structure your introduction/body/conclusion? (See page 30-32)

The writing phase

- See also Section D – Structure and style of the assignment.
- Begin to write your first draft of the body of the assignment according to the plan you have devised. Keep the sections of your assignment on different sheets so that you can add to them as you find more information and refine your ideas.
- Draft the introduction.
- Draft the conclusion.
- Check the draft.

The editing, refining phase

- Put your assignment away for a few days. This helps to clarify things in your mind and when you look at it again it is with fresh eyes.
- Imagine you are the teacher and evaluate your work. Ask the following questions:
  - Does the assignment do what has been asked?
  - Do I have an introduction and conclusion which deal directly with the topic?
  - Are there errors of spelling, expression?
  - Does every sentence make sense if read aloud?
  - Have I acknowledged all sources?
  - Rewrite the draft.
- If applicable, is numbering, tabulation, etc, consistent?
- Don't forget your bibliography.
- Remember to acknowledge all quotes and specific ideas.
- Rewrite the draft.
- Edit.
- Edit for final presentation.
- Collate with title page, criteria sheet, assignment text, appendices, bibliography.
Presentation

- Choose the neatest form of presentation available to you. Do not present an assignment if
  - the handwriting is untidy
  - typing is too faint.
- Write on one side of the page, in biro.
- Leave a wide (4cm) left margin.
- Indent long quotations.
- Place the bibliography/reference list behind the assignment.
- Number and name all pages.
- KEEP A COPY OF THE ASSIGNMENT.

6. Evaluating

How did you go with your research and presentation?

- Did you answer the question accurately?
- How did you go with: locating, selecting and recording information, and: thinking about, creating and presenting your ideas?
- Think about the strengths and weaknesses of your research.
- What skills do you need to learn or practise to do better research?
- What skills do you need to learn or practise to think through and structure your ideas?
- How could you improve presentation?
WEEKS | STAGES OF ASSIGNMENT WRITING | STAGES OF RESEARCH PROCESS
---|---|---
1 | Receive TOPIC / KEY QUESTION and SUB QUESTIONS | ONE and TWO
| Read carefully Ask questions to ensure | |
| Locate useful resources and | |
| | |
| Record information under the | |
| | |
| Check - have I sufficient to answer each sub question? - does it answer the key | |
| Draft paragraphs to respond to each sub question | THREE
| Draft introductory and concluding paragraphs | |
| Edit draft paragraphs Rewrite Edit again | |
| Compile bibliography Edit Type final copy | FOUR
| Compile paragraphs Check referencing | |
| PRESENT COMPLETED ASSIGNMENT | FIVE
SECTION B

USE THE MOST APPROPRIATE RESOURCE
USE THE MOST APPROPRIATE RESOURCE

There is a wide variety of resources to help you with your research.

**The Internet may not be the best place** to start a search for information for an assignment because there is so much information to sift through.

**It may be better** to start with books to give you a better overview of the topic. Unlike the Internet, books have gone through an editing process so there is not as much junk information.

<table>
<thead>
<tr>
<th>Encyclopaedia and dictionaries</th>
<th>World Book Online - defines and gives an overview of a topic.</th>
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<tr>
<td><strong>Books</strong></td>
<td>A good starting point! Books have undergone an editing process so there is less junk information than on the Internet.</td>
</tr>
<tr>
<td><strong>How to locate books:</strong></td>
<td>➢ Enter your search terms in Oliver, the library catalogue.</td>
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<tr>
<td><strong>Periodicals</strong></td>
<td>Good for up-to-date and in-depth information.</td>
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<tr>
<td><strong>How to locate periodicals:</strong></td>
<td>Loreto subscribes to external databases which give full text magazine articles. Click Access to External Databases on the Library Home Page.</td>
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<tr>
<td><strong>Internet</strong></td>
<td>Start with the Library Home Page, LibraryWebs – reliable websites. Use iTools <a href="http://itools.com/search">http://itools.com/search</a> to choose the most appropriate search engine</td>
</tr>
<tr>
<td><strong>Newspapers</strong></td>
<td>Click Loreto Home Page, News Online Click Loreto Home Page, External Databases. ANZ Reference Centre provides access to The Courier Mail, The Australian, plus a wide range of other Australian and overseas newspapers.</td>
</tr>
<tr>
<td><strong>DVDs</strong></td>
<td>Arrange to view these at lunch time.</td>
</tr>
<tr>
<td><strong>External Databases</strong></td>
<td>Loreto subscribes to the following databases:</td>
</tr>
<tr>
<td></td>
<td>• LibraryWebs – reliable websites</td>
</tr>
<tr>
<td></td>
<td>• ANZ Reference Centre – periodicals and newspapers</td>
</tr>
<tr>
<td></td>
<td>• Expanded Academic - periodicals and newspapers</td>
</tr>
<tr>
<td></td>
<td>• Opposing Viewpoints – varying views on social and moral issues (American).</td>
</tr>
<tr>
<td></td>
<td>• Echo Contemporary Issues (Australian).</td>
</tr>
<tr>
<td></td>
<td>• The Source – poems and short stories.</td>
</tr>
<tr>
<td></td>
<td>• LitFinder – poems and short stories.</td>
</tr>
<tr>
<td></td>
<td>Click Access to External Databases on the Library Home Page.</td>
</tr>
<tr>
<td></td>
<td>➢ Note the password.</td>
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</table>
SECTION C

TOOLKIT FOR ASSIGNMENTS
## ToolKit for Assignments

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<th>Where do I find it?</th>
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<td><strong>LOCATING INFORMATION</strong></td>
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<tr>
<td>Library catalogue</td>
<td>Locate materials in Loreto Library</td>
<td>Library</td>
</tr>
<tr>
<td>Catalogues of other libraries</td>
<td>Locate materials at UQ, QUT, Griffith, State Library, BCC libraries</td>
<td>Library/Search other libraries</td>
</tr>
<tr>
<td>FindIts</td>
<td>Pathfinder for locating resources for assignment</td>
<td>Library/FindIts</td>
</tr>
<tr>
<td>Encyclopedias</td>
<td>Starting point and overview for assignment</td>
<td>/Library/Encyclopedias</td>
</tr>
<tr>
<td>External databases</td>
<td>Locate newspaper and magazine articles; poems or short stories; issues; reliable Internet sites</td>
<td>Library/External databases</td>
</tr>
<tr>
<td>Sites for School Subjects</td>
<td>Library Webs</td>
<td>Library/External databases</td>
</tr>
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<td>Links to newspapers online</td>
<td>Library/News Online</td>
</tr>
<tr>
<td>Google Alerts</td>
<td>Get updates for research topics emailed to you</td>
<td><a href="http://www.google.com.au/alerts?hl=en">http://www.google.com.au/alerts?hl=en</a></td>
</tr>
<tr>
<td>iTools</td>
<td>Choose the best search engine</td>
<td><a href="http://itools.com/search">http://itools.com/search</a></td>
</tr>
</tbody>
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# TOOLKIT FOR ASSIGNMENTS

## USING YOUR INFORMATION

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<th>Compare and contrast; Cause and Effect; SCAMPER</th>
<th>Assignment Guide; Library posters; Internet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Google Docs</td>
<td><strong>Upload</strong> from and save to your desktop; You don’t need a USB from home to school.</td>
<td><a href="http://www.google.com.au/">http://www.google.com.au/</a> Click More/ Documents</td>
</tr>
<tr>
<td>Microsoft Office</td>
<td>Word processing; Excel; Powerpoint</td>
<td>Computer Start Menu or All Programs</td>
</tr>
<tr>
<td>GIS Map Maker Arc View</td>
<td>Create a map</td>
<td>Computer Start Menu or All Programs/ESRI</td>
</tr>
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## PRESENTING

| Flickr                         | Find pictures                                | [http://www.flickr.com/](http://www.flickr.com/) |
| Digital video camera           | Create a video clip                          | Tech area - Library                           |
| Digital still camera           | Take photos                                  | Tech area - Library                           |
| Photostory                     | Visual digital story                         | Computer Start Menu or All Programs          |
| Powerpoint                     | Include visuals, audio or video              | Computer Start Menu or All Programs          |
| Movie Maker                    | Create/edit video                            | Computer Start Menu or All Programs          |
| Podcast                        | Oral presentation                            | *Audacity or Adobe Soundbooth*              |
| Scanner                        | Scan photos; written notes into Word         | In the Library;                              |
| Biblio Generator               | Software for doing a bibliography           | Library/Bibliogenerator                      |
| Turnitin                       | Check assignment for plagiarism              | [http://www.turnitin.com](http://www.turnitin.com) |
SECTION D

RESEARCHING ON THE INTERNET
RESEARCHING ON THE INTERNET

Step 1: Defining your task

Before even going to the computers, you need to have a search strategy which includes the following:

A. A clear idea of what the assignment is asking you to do. Ask:
   (i) What do you really want to find out? If you have to answer a question, do you really understand what is being asked? Consider words, e.g. Analyse, Contrast.
   (ii) What do you know already about this topic? Brainstorm.
   (iii) Write a list of key questions that you will need to answer. This could be a list of points that you need to cover.
   (iv) This will lead to the keywords that you will search.

A written list of search terms, including synonyms (words like it). e.g. endangered animals, endangered species, rare animals, extinct animals etc; or cars, motor vehicles, automobiles etc.

Step 2: Locating your resources

With a list of search terms/keywords, your key questions and assignment sheet, go to the computers.
If you want to print out material or save material to your own file you should log in under your own ID.
**HOW TO START THE SEARCH**

1. **We recommend using the library homepage** Click
   - *LibraryWebs* This will give reliable sites.
   - *Sites for your School Subjects.* This will give sites that have been especially selected.
   - Click on **I Tools – Choose the best** to choose your search engine.

2. Work out the best way of entering your search terms.

   - Enclose a group of words or phrase in **double quotation marks** so that it becomes a single search term. E.g. “How to make an American quilt”
   - Type search terms in **lower case** unless it is a proper name e.g. “Eiffel Tower”
   - Check how to refine your search using **and, or, near, and not.**

**Step 3: Selecting and Recording your Information**

**Selecting: Which site will you choose?**

When you have a list of hits, scan quickly the first 10 hits to see which might be useful. You are trying to judge how **relevant** is this site for your use and also how **authoritative** is the site.

**How relevant is the site?**

Consider:

- The **title.**
- The **date.**
- **Is it the appropriate level?** Can this information be easily understood? Much of the information on the Internet is pitched at an academic or specialist level. If you cannot understand the information, do not use it.
How reliable is the site:

Consider:

1. **Author:** Who wrote the article? Scroll to the bottom of the article to see if there is an individual author. If not, what is the authority of the institution or organization which is responsible for the article.

   - Can you tell which institution/department/organization is providing the information? E.g. [http://www.csiro.au/](http://www.csiro.au/) [http://www.greenpeace.org](http://www.greenpeace.org)
   - Can you tell by the address which country the information is coming from? For example, au = Australia. No country designation indicates that the information comes from the USA.
   - Be aware that a commercial site (.com) may be selling something or trying to persuade you to a point of view.

   **These sites should be reliable:**

   - .gov A government site (e.g. Environmental Resources Information Network)
   - .edu Educational sites (e.g. a university or school)
   - .org Public Interest organizations that have a clear ethical charter (e.g. Amnesty International)
   - Well qualified individuals (e.g. university lecturers or respected media correspondents)

2. **Bias:** Does the provider of this information have a vested interest in providing a certain viewpoint? (A statement of intent in *About Us* or *Home* will help you to discern bias.) You may need also to cross-check this information with print material or another Internet site.

   For more information on evaluating Internet sites go to the Loreto Library website: **How good is the information on the Internet?**

3. **Date:** How old is the information? You may need to scroll to the bottom of the page to find a date.

Scan the page for your keyword

When you get to the site, you can do a quick scan for your search term/keyword.

- Click **Edit**.
- Click **Find (on this page)**.
- Type in your keyword or search term. Click **Find Next**.
- Your keyword will be located on that page. Check its context for relevance.
- Once you have found useful information, you will want to take notes.
**RECORDING YOUR INFORMATION**

Start a separate page for each focus questions. Write the question at the top of each page. See the section **Taking Notes**. You can add your own thoughts to these notes.

Do your notes look good?

- Make headings in bold for your points. Your headings could be your key questions.
- Bullet your points.
- Space your notes well.

Now look through your work. Have you recorded all the main points?

### Step 4: Using your Information

How can you best use this information?

- Pause and **think** about your information.
- **Review**: what does the task ask you to do?
- You will want to evaluate and compare information from different sources; evaluate arguments; make inferences and deductions; combine information from different sources and build your argument.
- **Review**: Do you have sufficient and appropriate information?

### Step 5: Creating and Presenting your information

How can you best present your information?

Remember to collect bibliographic details for your **bibliography**.

- You should search the Internet page, especially at the bottom, to locate an author and date of publication. If there is no author, you do a title entry eg. Heart attack: warning....
  - Author's last name, first name.
  - (Date of publication.) Write "No date" if it is not available.
  - Title of the article/document.
  - Address. Copy and paste your Internet address to prevent errors.
  - Date when you accessed it.

**Tip!** Use the software **CiteAce 5** which will format your information.

Step 6: Evaluating your Presentation and Research

How did you go with your research and presentation?

- How did you go - with locating, with selecting and recording information?
- Did you use an appropriate search engine? (e.g. Google Images for pictures
- Did you formulate your search terms in the best way?
- Think about the strengths and weaknesses of your research.
- What skills do you need to learn or practise to do better research?
- Did your notes show that you have really thought about your topic?
  Do not simply print out reams of Internet information.
SECTION E

DEVELOPING A HYPOTHESIS
DEVELOPING A HYPOTHESIS

How to choose a topic

Think about: what topics interest me?
What things intrigue me about this?

Establish existing prior knowledge. (What do I know already?)

You might like to consider some of these questions. Not all will be relevant for every subject:

- I might be interested in this topic but do I care enough about it to sustain me in my investigation?
- I might be interested in this topic but I don’t know a lot about it. Am I keen to investigate this topic as a possibility?
- If more than one topic interests you, try ranking them prior further investigation. Then begin investigating with the one that is of most interest.
- To gather an overall idea of your topic read a general text or an encyclopedia. This will help you narrow your choice.
- Make a list of the positives and negatives of these topics.

Background Reading

The first step in developing a hypothesis is engaging in background reading. Reading widely on your specific topic will help you to develop your own opinion.
Make a list of the important concepts, ideas, people, arguments etc.

Check out the resources available using the library catalogue, external databases, Internet, catalogues of other libraries.

Check the quality of these resources?

- Are there sufficient quality resources?
- Are they current (if this is important)?
- How reliable/relevant are the resources (especially Internet sites)?
- Is the information written at an appropriate level?

You may find it best to create a page for concepts, another page for ideas/arguments.
Create a mental map of your knowledge, not just a random stockpiling of facts.

What new ideas have I found from my background reading?
Refining your topic

What aspect of this topic really interests me? This is where you move from the broad picture to a sharp focus on a particular aspect. The topic that you eventually select must be one that you are passionate/are very interested in to produce a quality piece of work.

Reflect on your reading as you go:

- I didn’t know that
- I agree/disagree
- I wonder that
- Questions I have

Are there a number of different viewpoints on this topic?

- What are these different viewpoints? You may like to create a mind map of them.
- It is important that you clarify these viewpoints before you start.

You should now be in a position to make a firm decision on your topic.

Creating a key question from your topic

- What is the core issue/idea of your topic? Write a question addressing this core issue.
- Is there a defining statement from your reading that you can turn into a key question to investigate?

Creating sub questions for your topic

- Your subject will have specific guidelines to assist the development of these questions eg.
  - In History it is important to refer to the aspects of inquiry: background, motives, causes, change, continuity, effects, interests, arguments.
  - In Geography, you would refer to impacts and consequences of impacts; to evaluation of proposed solutions etc.

Note-taking

Formulate your notes according to your subject-specific requirements.
**Argument analysis/reflection**

What is your main point?

What evidence is there to back this statement?

What counter arguments can be used? What counter evidence is there?

Use a variety of analytical methods (eg. cause/effect; pro/con; error analysis; compare/contrast) to sort, organise and structure ideas.

**Turning notes into paragraphs**

For full information on writing an analytical essay, see the section, *Structure and Style of the Assignment*.

Pay attention to the linking words which will create a smooth flowing argument. See *Connecting Ideas* in *Structure and Style of the Assignment*.

**Making a judgment**

Structure your ideas into a coherent, integrated argument.

- develop conclusions
- develop positions
- suggest actions
  - implications
  - solutions
Moving from Fact and Opinion to a Hypothesis: an example for Year 8

**Facts about Loreto College**
- It is a girls’ school
- It is located on Cavendish Rd.
- It is 80 years old

**Opinions about Loreto College**
- The teachers are very friendly
- Year 8B is the best class
- The tuckshop is very good

Take – “The tuckshop is very good.” Is the tuckshop really very good? How can we prove this? What else will we need to find out to prove this?

*Sub-question 1 – How good is the food?*
*Sub-question 2 – What is done with the profits?*

**Tuckshop Hypothesis**

The tuckshop at Loreto College is of great benefit to students due to the way it is run by the Tuckshop Manager.

**Evidence**

This will be proven by analysing the variety of food, the quality of food and by showing the benefits provided to students by tuckshop profits.

Or….this is evident by the healthy choice and variety of food and by the benefits that the tuckshop profits bring to students.

**Body**

**Paragraph 1**

The aim of the Loreto tuckshop is to provide varied and healthy choices of food that the whole school can afford. Tuckshop manager, Mr Bradley (2008) states “there are more than 50 different varieties of food for the students to choose from, with each day bringing different selections.” A popular lunch is the Design a Sandwich in which students can have their choice of bread, salad items and protein - meat, fish or egg. The cost of these sandwiches starts at $2.00, and depends on the filling. Most days there is a vegetable and chicken pita wrap. In addition, each day has a different “Hot Dish of the Day” costing $3.00. This is both healthy and affordable. Furthermore, the variety of food alters according to the seasons. In winter for example, soups such as vegetable soups attract many students. In summer, salads and fruit salad are popular, healthy and cooling. It is clear from their buying choices that Loreto students enjoy healthy and delicious tuckshop food.

**Paragraph 2**

Profits from the Loreto Tuckshop are used in areas of the school that bring benefits to students. Bursar, Mrs Beulah (2008) itemised some of the capital purchases provided by profits from the tuckshop. They include provision of air-conditioning to some classrooms and data projectors. The Loreto rings given to Year 12s on graduation evening are also provided by the profits from the tuckshop. Clearly students gain significantly from the tuckshop profits through the receipt of their graduation rings and air conditioning, to name a few.
LEARNING TO TAKE GOOD NOTES IS IMPORTANT BECAUSE

- It helps you to focus your mind on what information you need.
- It helps you to remember what you have read.
- It helps you to organize your thoughts.

WHAT ARE THE DIFFERENT METHODS OF NOTE-TAKING?

There are two main methods of taking notes:

- Linear notes
- Pattern notes

HOW DO I TAKE LINEAR NOTES?

- Write down your key questions, leaving lots of space (a page) under each question for your notes. Rule a 5cm margin on the left hand side of each page. Here you will record the author’s surname, title of resource and page numbers.
- **Skim** for key words, headings, the first sentence of a paragraph.
- When you locate information about a key question, read the information and then, in your own words, jot down the main ideas and important details. Use just a word or short phrase to express an idea. Miss out most little words.
- Use abbreviations (e.g. = for example)
- Start a new line for each point.
- For your bibliography, write down the details of the sources that you used.
- Now look through your notes and categorise them. Consider scaffolds such as Compare and Contrast.

WHAT ARE PATTERN NOTES?

- Pattern notes are done in a diagram (e.g. like a spider web). Another name for this is **mind mapping**. Doing a mind map can be a useful way of starting to think about your topic.
- When you want to note down more detail, you might then switch to the linear form of note-taking.
- Now look through your notes and categorise them. Consider scaffolds such as Compare and Contrast, Cause and Effect or Mind Maps.
SECTION G

SCAFFOLDS
Scaffolds or graphic organisers are used to structure your thoughts. Common examples of scaffolds or graphic organisers can be found on the Internet. Examples include:

- Compare and Contrast
- Cause and Effect
- Mind Map
- S.C.A.M.P.E.R.
- Drawing Conclusions
- Problem/Solution

Here is an example of a scaffold for Compare and Contrast.

**Topic:** Compare and contrast Loreto College with another school.

<table>
<thead>
<tr>
<th>Differences</th>
<th>Similarities</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Loreto College</strong></td>
<td>• Both on Cavendish Road</td>
<td><strong>Cavendish Road SHS</strong></td>
</tr>
<tr>
<td>1. All girls</td>
<td>• Both high schools</td>
<td>1. Co-ed</td>
</tr>
<tr>
<td>2. Private</td>
<td>• Both follow QSA curriculum</td>
<td>2. Government</td>
</tr>
<tr>
<td>4. 750 students</td>
<td></td>
<td>4. 1000 students</td>
</tr>
</tbody>
</table>

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**MIND MAP SCAFFOLD**
S.C.A.M.P.E.R. SCAFFOLD

When do I use it?

This helps you to be creative when you want to generate ideas to improve an existing process, system or item.

For example, you could use SCAMPER to work out how to improve your Art work, your assignment or a mobile phone.

How do I use it?

Brainstorm all the things that you don’t like about the process, system or item.

Then, work through the SCAMPER acronym, thinking of ways to improve your process, system or item.

Use every letter.

Use your imagination!

Substitute
Combine
Adapt
Modify
Put
Eliminate
Reverse

Victorian Essential Learning Standards
SECTION H

STRUCTURE & STYLE OF THE ASSIGNMENT
STRUCTURE & STYLE OF THE ASSIGNMENT

THE INTRODUCTION

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

You should not attempt to write the introduction before you write the body. How can you introduce something if you do not know what you are introducing?

There are several different ways of writing an introduction. Your introduction should do these things:

a) approach the topic in a general way
b) define the topic
c) state your hypothesis, linking it to the previous information
d) limit the scope
e) present the plan of coverage (a preview) – basically a summary of your focus questions reworded.
f) refer to any relevant key words from the topic

THE BODY

A Paragraphing

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

a) As a general rule one idea per paragraph.
b) Paragraphs should be structured as you move from one aspect of the topic to the next.
c) Each new paragraph should clearly indicate the topic or idea being discussed in a topic sentence. This will include the key idea of the focus question.
d) Each paragraph comprises a series of sentences which gives supporting evidence - reasons, statistics, evidence or information about the topic sentence/main idea.
e) The concluding sentence of each paragraph should sum up the main idea of the paragraph or provide a link to the next paragraph.
f) Leave a double space between one paragraph and the next.
B  Using supporting details

You will not earn a good grade if your assignment is full of generalisations. You have to use detailed specific statements to support what you say. There are two possible ways of doing this:

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

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

THE CONCLUSION

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

Your conclusion should:

A. Summarise the main ideas of your assignment.
B. Give depth to the hypothesis (add a new slant, provide a new insight).
C. Restate a point of view which has been proved with evidence in the body paragraphs;
D. Do whichever of the following is appropriate:
   (i) evaluate the material you have presented
   (ii) state your own conclusions
   (iii) forecast the future; and/or
   (iv) make recommendations.

Connecting ideas

Good writers link their ideas by using specific techniques. These are

a) presenting ideas in a logical order
b) using connective words
c) frequent use of topic or key words (found in the main topic and in the topic sentences).
Exploring connectives

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

<table>
<thead>
<tr>
<th>above all</th>
<th>first ... second</th>
<th>instead</th>
<th>one ... two (other)</th>
</tr>
</thead>
<tbody>
<tr>
<td>accordingly</td>
<td>for example</td>
<td>in summary</td>
<td>on the contrary</td>
</tr>
<tr>
<td>admittedly</td>
<td>for instance</td>
<td>later</td>
<td>on the other hand</td>
</tr>
<tr>
<td>afterwards</td>
<td>for this reason</td>
<td>likewise</td>
<td>otherwise</td>
</tr>
<tr>
<td>also</td>
<td>further (more)</td>
<td>meanwhile</td>
<td>rather</td>
</tr>
<tr>
<td>although</td>
<td>hence</td>
<td>moreover</td>
<td>similarly</td>
</tr>
<tr>
<td>as a result</td>
<td>however</td>
<td>more specifically</td>
<td>still</td>
</tr>
<tr>
<td>besides</td>
<td>in addition</td>
<td>nevertheless</td>
<td>then</td>
</tr>
<tr>
<td>certainly</td>
<td>in conclusion</td>
<td>nonetheless</td>
<td>therefore</td>
</tr>
<tr>
<td>clearly</td>
<td>indeed</td>
<td>not only ... but also</td>
<td>though</td>
</tr>
<tr>
<td>consequently</td>
<td>in fact</td>
<td>not surprisingly</td>
<td>thus</td>
</tr>
<tr>
<td>earlier</td>
<td>in particular</td>
<td>obviously</td>
<td>to sum up</td>
</tr>
<tr>
<td>finally</td>
<td>in short</td>
<td>of course</td>
<td>while</td>
</tr>
</tbody>
</table>

Giving opinions

In academic writing you have to be impersonal. Therefore it is unacceptable to use the words ‘I’, ‘me’, ‘my’, e.g. ‘I think that’ or ‘My opinion is’. Here are some acceptable examples of how to express your opinion:

- The expedition seems to have been a complete failure.
- This volume appears to be useful for those planning to undertake research in the area.
- The experiment was successful from every point of view.
- The often-expressed view, that men may soon live on the moon, may be incorrect.

It is most important that everything you write should relate to the topic of the assignment. You must delete everything that does not keep to the main point of your assignment.
SECTION I

ASSIGNMENTS

(EXTRACT FROM LORETO COLLEGE COORPAROO ASSESSMENT POLICY)
Other Assessment Instruments (e.g. Orals, Practical Work, Assignments)

Years 8 – 12
1. All other assessment instruments are shown with relevant dates in the assessment calendar.
2. No other assessment instruments are due in the first two weeks after a term holiday break.
3. No due dates for other assessment instruments (except orals) fall in exam blocks.
4. Folios of practical work are due throughout the term at times determined by the Subject Coordinators.
5. Drafts for orals will be due on the day the oral is to be presented and will be handed to the teacher assessing the oral (not placed in the assignment box).
6. All Year 8 – 10 assignments are to be handed to the appropriate teacher in class on the due date.
7. Only a teacher who is marking an assignment may accept it from a student. Other staff are not able to accept this work.
8. Assignments are written tasks that are based on research which may be set to enhance student’s learning and skills and they may also be used for assessment. They are to be the student’s own work.
9. Students should consult the Assignment Guide to ensure that correct procedures are followed.
10. Technological breakdown (such as computer or printer malfunction, loss of flash drive etc) will not be accepted as a valid reason for failure to submit other assessment instruments on the due date. The student will need to be able to produce their most recent hard copy.
11. Students can email work to their school email address where it will be stored on the school server which is backed up.
12. If a student is not able to work on an assignment for a period of time before the due date an extension should be sought by phone by the parent/guardian and in the case of illness a medical certificate must be provided. All requests for an extension must go through the Subject Coordinator.
13. Assignments which are late due to extension must be placed in the assignment box in the office.

Years 11 and 12 only
1. All assignments must be placed in the assignment box, in the office by 8.30 a.m. on the due date.
2. If any student fails to submit an assignment the opportunity to complete it will be given to the student AT LUNCH TIME ON THE DUE DATE. She will be supervised by a member of the Administration Team in Room 302.
3. Attendance at this lunch time session will be mandatory and exceptions for sporting or other activities at this particular lunch time will not be granted.
4. Whatever is handed in at the end of this lunchtime session will be marked without penalty.
5. No further additions to that assignment will be accepted at any later time.
6. Failure to take advantage of the given opportunity will result in a non-submission of that assignment which may jeopardise the student gaining credit for that semester unit of that subject.
7. The final decision with regard to penalties will be at the discretion of the Deputy Principal Curriculum in consultation with the relevant Subject Co-ordinator.
PLAGIARISM

“This above all, to thine own self be true…”
(William Shakespeare - Hamlet Act 1 Scene Line 78)

Loreto Schools’ mission statement includes the virtue of verity – “to do what we have to do well.” As a Loreto student you are encouraged to search for truth in all that you do and to develop a sense of authenticity and a capacity for commitment that will enrich your life with meaning. (Loreto Schools of Australia Mission Statement). Loreto schools are strongly committed to encouraging their students to develop this sense of authenticity with regards to their own learning. This concept of ‘authenticity’ can be demonstrated in a variety of ways. You will undoubtedly come across this concept in all of your subjects, particularly when it comes to writing and completing assessment tasks. Very often you will be required to draw upon the ideas of others to help inform and support your own understanding. Learning how to appropriately acknowledge the ideas and work of others becomes an essential skill you will need to acquire as a student to help you to become an ‘authentic’ learner.

When a student fails to appropriately acknowledge the work of others, then it is considered to be an act of plagiarism, which is also regarded as a form of stealing. This stealing is of ideas in writing, or indeed any other form of intellectual property such as music or artworks, or scientific and technological discoveries.

Plagiarism is the act of taking and using the words, works, ideas or data of another writer, researcher or creator, as if they were one’s own. It is not good practice. Students cannot directly copy images, designs, compositions, phrases, sentences or paragraphs from any source without acknowledging the original creator. Following correct note taking procedures (techniques taught in Year 8) will prevent plagiarism. Clearly acknowledging sources will also ensure students will never be guilty of plagiarism.

- Where plagiarism occurs in items of assessment contributing to the result of a unit of work within a subject, it will be regarded as, and treated in the same manner as, cheating in an examination.
- The final submission of a piece of work must be clearly derived from the draft or work in progress. If there is a substantial dissimilarity, it will be at the discretion of the subject teacher and subject co-ordinator to discount the submitted piece and grade the draft or work in progress only. In practical subjects like Art and Home Economics, the teacher needs to sight the student working on the task for a significant time to authenticate the work before it is submitted for a final grading.

If you always acknowledge your sources, you will never be guilty of plagiarism. If you are ever in doubt, do what you feel is necessary and appropriate using the information available to you, or else seek advice from your teacher.

You should always remember that the purpose in requiring you to work on assignments is not just to test your knowledge and understanding of the content relating to the topic under examination. It is to help you develop your skills in thinking, creating, designing, composing, evaluating, sorting, organizing, testing, arguing and expressing. You achieve this in language and in the use of other expressive forms that are clear, logical, symbolic, well-structured and communicative and are based on solid and objective evidence leading to justified judgments. Using another person’s work as if it were your own cheats you of the opportunity to develop those vitally important skills. However using, and at the same time
acknowledging, another person’s work as part of the evidence to support your argument or inform your own work is excellent practice in which you will always be encouraged to engage. It will help you ground your own ideas in the field of existing ideas expressed by the writers you are quoting, and will help you sort and evaluate the ideas of other people.

It is exactly the same in other creative domains like composition (music, dance) or visual art. You cannot use another person’s creative work as if it was your own.

**Does that mean you cannot seek help when you are working on an assignment?**

Of course not. Getting help from friends or family members, or even a private tutor is perfectly legitimate. Some research (and common sense) even suggests that students learn as much or more from their peers than they do from their regular teachers. You can ask another person to check your work, or even edit it for you. They can point out sections that seem muddled or unclear and even suggest improvements (such as better wording). However, at the end of the day, it is you who must take responsibility for the final wording, and any sentences borrowed from the work of another must be clearly acknowledged. It is pointless to try and evade this obligation. Your teachers are committed to helping you to develop ‘a sense of authenticity’ and this applies to your designing, creating and writing skills. They understand the level you have reached in your skill development, and are very sensitive to the way you use words and the way you express ideas. When you borrow another person’s words or work, it sticks out a mile. It’s like someone wearing their uniform to a party and wondering why everyone is staring at them!

**Plagiarism**

**So what exactly is plagiarism?** For the purpose of this policy, any of the following acts constitutes plagiarism, unless the work is appropriately acknowledged –

(a) copying the work of another student;
(b) directly copying part of another person’s work;
(c) summarising the work of another person or using your own words to express ideas you have gathered from your references without clearly acknowledging the original source;
(d) using or developing an idea, design or theory/thesis derived from another person’s work;
(e) using experimental results obtained by another person;
(f) claiming as your own, work that has been made, developed or completed by another person on your behalf.

*If you always acknowledge your sources, you will never be guilty of plagiarism.*

Where plagiarism occurs in items of assessment contributing to the result of a unit of work within a subject, it will be regarded as, and treated in the same manner as, cheating in an examination.
Students Please Note:

- Your final submission must be clearly derived from your draft or work in progress. If there is a substantial dissimilarity between the most recently submitted draft or work in progress and the final submission of the assessment piece, then it will be at the discretion of the subject teacher and subject coordinator to discount the submitted piece and grade the draft or work in progress only. In practical subjects like Art and Home Economics, the teacher needs to sight the student working on the task for a significant time to authenticate the work before it is submitted for a final grading.

- A penalty will also incur in the form of criterion being reduced one level, if an assessment piece requires a draft or work in progress and it has not been submitted with the completed assessment.

On your task sheet you will be asked to sign this declaration:

<table>
<thead>
<tr>
<th>STUDENT DECLARATION OF AUTHENTICITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have read and understood the assignment policy.</td>
</tr>
<tr>
<td>I affirm that this assignment/assessment piece is my original work.</td>
</tr>
<tr>
<td>I have not used any material from unacknowledged sources, nor have I included work that another person has substantially edited or developed.</td>
</tr>
</tbody>
</table>

Signature of Student                      Date
SECTION K

DRAFTS FOR ASSIGNMENTS

(EXTRACT FROM LORETO COLLEGE COORPAROO ASSESSMENT POLICY)
Students must become independent learners while timely and constructive feedback from teachers and peers helps students to develop their use of language and encourages them to refine their efforts. The student must proof read and edit their work.

To ensure the increasing independence of the students, it is strongly recommended that the number of drafts of tasks commented upon by the class teacher decreases substantially between semester 1 in Year 11 and semester 4 in Year 12. It is desirable that students develop the ability to independently and critically evaluate their own work.

Student reflection promotes self-assessment in considering how their response meets the task criteria and standards.

Teacher feedback may include:
- reading, viewing listening to, discussion of, student efforts individually or in small peer groups
- sharing of peer group responses with whole class
- teacher response to student drafting of a short section of the task
- whole class or small group teaching to highlight and assist with difficulties demonstrated in student drafts.

Authentication of 'prepared' tasks

The following procedures are recommended as a way of affirming that a response to a task is genuinely that of the student:
- the teacher must be presented with plans and a draft of the student's work
- the student must produce and maintain documentation (including drafts) of the development of the response
- the student must acknowledge all resources used. This will include text and source material and the type of assistance received.
SECTION L

WRITING AN ANALYTICAL ESSAY
There are a number of different types of essays which have particular purposes and features. In an assignment you will frequently be asked to write an essay in response to a given question. This is an analytical essay.

**FEATURES**

- introduces topic of violence
- gives detail of subject matter to be analysed
- topic sentence
- developing sentence, building on topic sentence
- topic sentence
- specific examples and details
- concluding sentence
- linking words
- topic sentence
- examples
- explanation of imagery
- concluding sentence
- concluding paragraph
- restating major points/thesis analysed in the essay

**ANALYTICAL ESSAY ON**

Those of us whose experience of violence is what we view on the television, whilst sitting comfortably and safely in our living rooms, is much different from those who know what it is to be a victim. Bruce Dawe’s poem, “The Victims”, has a sympathetic, yet distanced approach to violence.

In his poem, Dawe expresses sympathy for the victims and horror at the types of deaths they experienced. He considers all types of victims – those stabbed, burned and strangled. The poet shows that he is distanced from the violence that occurs by the line “I do not know any of them”. Dawe would obviously be distressed if he were closer to the violence and this is shown by his saying he would be harrowed forever if he just once looked at the faces of the young girl, the bookmaker and the pensioner – all of whom had horrible deaths at the hands of another.

The mood of the poem expresses Dawe’s attitude to his subject. He uses sad words such as “requiem” and “pitiful”, run-on-lines which make the poem more drawn out and serious and long vowels such as “day” and “lain”. All these factors add to the morbid, elegiac atmosphere of the poem.

Dawe also creates some very powerful images of the violence. One example of this is in the third stanza, where he uses a metaphor by comparing news of the violence to nectar and he sustains or carries on the image with the words “sipped” and “flower”. This describes the way people like to take the fact out of horrible stories of violence and focus on it as if it were something sweet like “nectar” that draws people to watch but not act on the violence. The poet’s true feelings are expressed in the final verse where he says “My heart sounds like feet ..... running”. He is very scared and distressed by the violence around him and he is sympathetic towards the victims of it.

Dawe’s poem is a sensitive response to the issue of violence. He seeks to raise the consciousness of society by drawing attention to the victims of violence. This poem offers a clear warning to a society becoming desensitised to violence because of the way it is presented so often in films, newspapers and on the news.
The following purposes apply to the analytical essay as well as to other formal essays:

- to explain things clearly
- to organise material in a logical order
- to prove something
- to make a point
- to persuade that your point of view is correct
- to keep to the point
- to entertain the reader
- to show your understanding of a text or an idea or a concept

Your first task in planning and writing an essay is to make sure that you understand the question and what is asked of you.

**Checklist for an essay**

- Does the introduction ‘point the way’ for the remainder of the essay?
- Does it state an argument or give a point of view?
- Does it invite the reader to read on?
- Does each paragraph make a point that is relevant to the topic?
- Does each paragraph have a topic sentence?
- Is the sentence construction boring? Do all sentences begin with the subject?
- Do all paragraphs relate to the purpose of the essay?
- Do the body paragraphs of the essay flow in either a chronological (time), spatial (movement) or logical order?
- Have you given too many/not enough detailed examples or explanations?
- Have you left out any important points?
- Are all sentences clearly expressed?
- Does the conclusion ‘sum up’ the argument or point of view?
REPORT WRITING

One particular type of assignment is THE REPORT. This genre has very specific requirements and setting out is important. This section outlines the content, style and structure of the report.

A written report is an analysis, description and evaluation of an experiment, incident, investigation, problem, needs of a group, etc. It usually contains factual information and is written in an impersonal, objective, straightforward style. The tone is formal.

There will be slight variations in subject requirements for a report. For example, most Geography reports are based on field work. A Science report may be based on an experiment. This will require changes to headings and content.

A useful report should contain the following parts:

- a title page
- a table of contents
- a summary
- an introduction
- the body of the report
- conclusions
- recommendations
- an appendix (or, if more than one, appendices)
- a bibliography.

Qualities of a Good Report

These qualities, necessary in a good report, may be called the seven ‘C’s’.

1. **Clarity:** Use only words that will be understood, straightforward sentences and paragraphs that present a single topic at a time.
2. **Correctness:** Ensure that all facts and statistics are correct and verifiable.
3. **Coherence:** Present your information in a logical sequence.
4. **Conciseness:** Ensure that any material that is not directly related to your aim is excluded.
5. **Completeness:** All material that is directly related to the aims of the report should be included.

6. **Consistency:** Be consistently impartial and objective.

7. **Courtesy:** Your tone should be courteous and polite.

### Presentation of a Report

A report is divided into sections, sub-sections and often, sub-subsections. These are indicated by using different fonts, bold typeface and different number types, e.g.

A report on the effectiveness of Loreto’s policy on Sun Safety would have a body set out thus:

A. The wearing of hats  
   (i) Rules  
   (ii) Enforcement of the rules  
   (iii) Penalties

B. Provision of shady environment  
   (i) Tree placement  
   (ii) Erection of sails/pergolas  
   (iii) Placement of seating

C. Teacher role  
   (i) Wearing of hats  
   (ii) Provision of sun-screen
What Comprises a Report?

1. **TITLE PAGE**
   This presents the topic of the report, the writer, the recipient and the date on which the report was completed. It should be set out as attractively as possible.

2. **TABLE OF CONTENTS**
   Lists sections, sub-sections etc and may give page numbers.

3. **SUMMARY**
   Briefly outlines the aim and scope of the report and the methods used to obtain information. It should also present, very concisely, the findings, conclusions and recommendations of the report.

4. **INTRODUCTION**
   This is where you can outline the issue or problem which sparked off the writing of the report. You could also gain the interest of the reader by suggesting the value of the report and you should mention the limits. It is better to write the introduction after the draft copy has been completed and you are better able to get an overview.

5. **THE MAIN PART OF THE REPORT**
   The data which comprises your report should be logically presented, in sections, sub-sections, sub-subsections.

6. **CONCLUSIONS**
   This very important part of the report presents your judgements based on the facts of your investigations. From your conclusion the reader should be able to grasp the significance of everything that has gone before.

7. **RECOMMENDATIONS**
   These are linked to your conclusions in that, given the facts, they suggest courses of action that could be considered! Often the recommendations provide solutions to the problems that caused the report to be written.

8. **APPENDIX (OR APPENDICES)**
   Contains items of information (photos, diagrams, tables) which the reader may turn to for supplementary evidence. Appendices are often referred to in the body of the report (e.g. ‘see Appendix B’)

9. **BIBLIOGRAPHY**
   A list of the books and other materials consulted by the author in writing the report. The bibliography will reveal to the reader the range of material consulted for the report.
WHAT COMPRISSES A GEOGRAPHY REPORT

GEOGRAPHIC CONVENTIONS:

REPORT FINDINGS:

- must respond to a specific question rather than a broad issue. For example, a broad issue may be water pollution, a specific report question would be to assess the impact of water pollution on Norman Creek.

- must be predominantly based on primary data, which includes:
  - Measurements
  - Collecting samples
  - Observations
  - Sketches
  - Surveys/questionnaires
  - Professional maps and statistics (can be used when access to the field is difficult)

- are divided into numbered sections. Each section commences with a key heading, written in bold capital letters. Each key heading may be broken into subheadings, written in bold lower case, with the first number being that of the key heading; eg.

  1.0 PHYSICAL FEATURES OF REDLAND BAY
  1.1 Climate
  1.2 Topography
  1.3 Natural vegetation

- A new page is begun for each key heading, not for each sub heading

FIGURES (DIAGRAMS, MAPS, ETC) AND TABLES:

- must appear in the body of the report, as close as possible to the text discussion to which they refer. Reference in the text is made to them eg. Figure 3.1 shows that ....

- must be numbered according to the report key heading in which they appear. Thus, the first figure in key heading 1 would be numbered Fig. 1.1, the second figure in key heading 1 would be numbered Fig. 1.2

- must be captioned.

- Should be hand drawn, or constructed by the student using a computer. Only highly detailed diagrams can be included as a photocopy.

- Must have a border and be drawn in ink or coloured pencil. Only field sketches can remain in lead pencil.

- Should have a citation if they come from another text.

- Could include photographs taken by the student – these are also numbered.

- Must be recorded in a “List of Figures and Tables” following the table of contents.

LIST OF FIGURES AND TABLES

Figure
1.1 Land use of Redland Shire
APPENDICES:

- Must contain only field notes, clean copies of questionnaires or other data gathering mechanisms used in the field work.
- Each new appendix should appear on a new page and should be headed: Appendix 1 – Field Notes; Appendix 2 – Questionnaire; etc.

THE SECTIONS OF THE REPORT INCLUDE:

- Title Page
- Table of contents
- List of figures and tables
- Declaration *
- Acknowledgements *
- Introduction – or – Summary
- Method of Research
- Report findings
- Recommendations
- References
- Appendices

- Page numbering begins with the introduction and continues through to the appendices.

- The full list of key headings and subheadings must appear in the table of contents with their appropriate numbers.

* DECLARATION & ACKNOWLEDGEMENT

- The declaration is a statement from the student declaring that the report is her own work, signed and dated, eg.

  I declare the materials in this report to be the work of my own research.

  Signed ........................................ Date ...........................................

- The acknowledgment is a statement recognising the assistance of a person or organisation.

  I wish to acknowledge the assistance of the Redland Shire Council in providing statistical information for this report. I also wish to acknowledge the assistance of Jane Smith for expert advice on town planning issues.

INCLUDE AN ACKNOWLEDGMENT ONLY IF CIRCUMSTANCES REQUIRE IT.
SECTION N

LETTER WRITING
The main types of letters are:
- personal
- formal

**Personal letters**

These can vary greatly but should contain the following features:
- your address
- the date
- greeting
- a new paragraph for each new idea
- concluding statement
- signature
- use of the first person (I)

**Formal Letters**

These include:
- business letters
- job applications
- letters of complaint
- letters to the Editor
- letters of request
- approaches to particular organisations or institutions
FEATURES OF A FORMAL LETTER:

Even though we may write formal letters for different reasons, the structural features are always the same.

The following is an example:

<table>
<thead>
<tr>
<th>Structure</th>
<th>Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Heading:</strong></td>
<td>Samantha Jones</td>
</tr>
<tr>
<td>name and address of sender</td>
<td>13 Rose Street</td>
</tr>
<tr>
<td></td>
<td>MANLY NSW 2413</td>
</tr>
<tr>
<td><strong>Date:</strong></td>
<td>14 January 1999</td>
</tr>
<tr>
<td><strong>Inside address:</strong></td>
<td>The Manager</td>
</tr>
<tr>
<td>name and address of receiver</td>
<td>Hat Salon</td>
</tr>
<tr>
<td></td>
<td>PO Box 263</td>
</tr>
<tr>
<td></td>
<td>BRISBANE QLD 4001</td>
</tr>
<tr>
<td><strong>Salutation:</strong></td>
<td>Dear Sir</td>
</tr>
<tr>
<td>name if known, otherwise Sir or Madam</td>
<td>Last week I had cause to enter your store to purchase a hat for my daughter which she needed for school.</td>
</tr>
<tr>
<td></td>
<td>I was assured by the sales assistant that the hat was made from quality products. She also assured me that the colour would hold and it would not fade under any circumstances.</td>
</tr>
<tr>
<td></td>
<td>Unfortunately, the hat and the hat band were wet as my daughter was returning from school. The colours ran and the hat has discoloured badly.</td>
</tr>
<tr>
<td></td>
<td>Given the guarantee that I was given, I feel I should be able to exchange the hat.</td>
</tr>
<tr>
<td></td>
<td>I await your reply.</td>
</tr>
<tr>
<td></td>
<td>Yours faithfully</td>
</tr>
<tr>
<td><strong>Complimentary close:</strong></td>
<td>S Jones</td>
</tr>
<tr>
<td>use ‘Yours sincerely’ if the receiver is named; ‘Yours faithfully’ if not</td>
<td>Samantha Jones</td>
</tr>
</tbody>
</table>
SECTION O

ACKNOWLEDGING SOURCES
ACKNOWLEDGING SOURCES

When should I acknowledge sources?

The basic reason for acknowledging sources is so that you set your ideas in the context of those expressed by others. You must identify and acknowledge all quotations, ideas, paraphrased comments which are not your own.

In all societies, stealing is considered wrong. In western countries, the idea of stealing is also applied to ideas in writing. It is considered wrong to steal another writer's ideas, even if you put them down in your own words. Every time you use ideas, quotations or paraphrased comments from another writer, you must state clearly the source of that information.

If you do not acknowledge your sources, it is called **PLAGIARISM** and it is a serious offence.

How do I acknowledge sources?

The method that is used is called the **Harvard method**. This acknowledges the author, date of publication and page number, **in the text**, with full details of the work provided in the bibliography at the end of the essay.

How do I use a quotation from someone else in my assignment?

You must acknowledge the source of a direct quotation, an idea, an opinion or statistical data. If you do not acknowledge your sources, you risk **plagiarism**. This could lead to your assignment not receiving a mark.
**ACKNOWLEDGING WORDS:**

**Paraphrasing Ideas**

You acknowledge the ideas of a source by paraphrasing.

**Vary** the way you acknowledge your sources. For example:

United Nations (2006) states that ....

According to the United Nations (2006) ...

...... (United Nations, 2006)

This method of varying how you acknowledge your sources also applies to direct quotes.

**Short quote (1-3 lines)**

- Simpson (1997, p.27) states that ‘lack of exercise is our most serious health problem.’
  
  *(Note that the verb “states” is present tense.)*

- ‘Lack of exercise is our most serious health problem’. (Simpson 1997, p.2)

- ‘I hope they (North Vietnamese) try something…. We are looking for a fight.’ (Gitlin 1990, p.150). *(If you want to make clear about whom you are talking, sometimes you have to add your own words in brackets, to a quote. In the example above, the quotation was referring to the North Vietnamese but not by name. So it was necessary to insert the words, ”North Vietnamese” inside a bracket in the appropriate place to convey meaning.)*

  *You will also notice that there are four dots after the word ”something”. Three dots indicate that the whole quotation has not been used. The fourth dot marks the end of the sentence.)*

  *In the following example, you will notice that only three dots have been used because the text left out falls within a sentence.*

- ‘The South Vietnamese are through … they have had it.’ (Westmoreland 1968, p.73)

- Jennings, West and Foster (2007, pp. 56-58) argue that ‘diet is important to health’.
  
  *(Three authors)*

- Simpson (2006a, p. 88) argues for the inclusion of papaw in our diet.
  
  *(Reference to more than one work in a year)*

- John Washington (in Owen 2005, p. 115) concludes that ‘meat is beneficial for healthy eating’.
  
  *(One author quoted in the work of another)*

- ‘Eating fruit helps to prevent heart disease.’ *(The Courier Mail, 2008, p. 7).*
  
  *(Newspaper article with no author)*
Acknowledging material from the Internet

No definite standards are yet available for citing Internet material. Therefore, follow the rules for print by citing the organisation or author’s surname and the date of publication.

You may need to scroll to the bottom of the article to find the date.

Indicate page numbers by using, for example, page 3 of 4.

To find the page numbers of an Internet article, click on File then Print Preview while in Internet Explorer.

Example:

Jones (2005, p.3 of 4) states that ‘heart attacks may be caused by a lack of exercise’.
United Nations (2008) states that ‘diet is important to health’.

If there is no author, editor or sponsoring organisation use the URL (address) of the document, followed by the date of publication and page numbers.

Example:


Long quotes (4 lines or longer) require indentation:

In his novel Dusty, Frank Davison (1946, p.67) depicts the dog as a symbol of rebellion:

Back in the days of his legend when he had gone from the scene, he loomed large in men's minds when their yarns turned towards sheep killing dogs...He did in fact represent something which men adore.

Acknowledging ideas:

- It has been claimed that there is a great revival of interest in religion. (Reid, 1996, pp.54-55)
- Rogers and Phillips (1998) make a strong plea for the outlawing of nuclear weapons. (Reference to ideas in a whole article - no page numbers required.)

When quoting poetry and drama scripts:

- Put title of poem in inverted commas, e.g. “Homecoming” and underline or italicize title of book it is taken from e.g. Sometimes Gladness or Sometimes Gladness.
- If quoting a word or phrase or less than a line, include the quotation as part of your sentence, e.g. Dawe says, ‘they’re bringing them home’ in his poem -----
- If quoting an entire line or more than one line, quote according to the structure of the poem, indent quotation from margin and separate from the rest of your essay, e.g. Dawe uses repetition when he says, ‘all day, day after day, they’re bringing them home, they’re picking them up, those they …’
- If quoting selective phrases, use dots to show words/lines have been missed out, e.g. Dawe uses repetition in ‘they’re picking them up ... they’re bringing them in ...."
SECTION P

THE BIBLIOGRAPHY
There are two ways of listing resources: a Bibliography and a List of References.
A bibliography lists works for background or for further reading. These may be books which you read as part of your research, but which were not actually used.
A List of References lists specific works that you used in your work.
Unless otherwise advised by your teacher, you should compile a Bibliography.

What information is needed in my bibliography?

Having quoted from another source in your essay, you must give full bibliographic details in your bibliography.

Here are samples of the detail that you need for different sources, using the Harvard method.

The basic information needed is:

- Surname of author
- Given name or initials of author
- Year of publication
- Title of text (book, periodical, CD Rom, newspaper, etc.) in italics (typed); underlined (if handwritten)
- Number of the edition if it is not the first
- Place of publication
- Publisher
How to cite various sources

1. **Book: one author.**
   *(Note: In the title of a book capitalise all key words.)*
   *In CiteAce 5, click Book)*

2. **Book: two authors.**

3. **Book: More than two authors.**

4. **Book: editor.**

5. **Book: no author or editor known.**

6. **Internet: World Wide Web.**


   - You should search the Internet page, especially at the bottom, to locate an author and date of publication. If there is no author, you do a title entry eg. *Heart attack: warning....
   - In the title of an Internet site capitalise in sentence case ie. Capitalise only the first word, proper nouns and the first word after a colon.)
   - The date that you accessed it is necessary because Internet sites change.
   - Always cut and paste Internet addresses to ensure accuracy.)

7. **Internet: E-mail message.**
   General format: Author (Year, month, day). Subject line of message. [e-mail], Available: Sender's e-mail address. This is often the address of a Listserv. For personal e-mail listings, the address may be omitted.
   Thomson, Ben. 1998 *Virtual reality*, [E-mail], Available: bthomson@mail.uq.net.au (2002, January 5)
   *(CiteAce 5 does not cover email. You will need to format it yourself in your final Word document)*

8. **Encyclopedia article: online**
   *(In CiteAce 5, for an electronic encyclopedia click ONLINE WWW SITE.)*

9. **Encyclopedia article: no author.**
   'Sulfur' 1995, *Science and Technology Illustrated*, vol. S, Encyclopædia Britannica, Chicago,
10. **Periodical article.**
Carpenter, Kristin 1997, 'Training and fitness', *Women's Sport and Fitness*, October, pp. 75-78.

*(In CiteAce 5, click JOURNAL / MAGAZINE. Note: the title of the periodical is italicised and key words are capitalised. The title of the article is in sentence case ie. Capitalise only the first word, proper nouns and the first word after a colon.)*

11. **Periodical article obtained from electronic database.**

*(In CiteAce 5, for an electronic periodical click ONLINE WWW SITE. Give the online address for the external electronic database ANZ Reference Library – the address when you first click on the database.)*

12. **Newspaper article: with author.**

13. **Newspaper article: no author.**

14. **Corporate authorship: authorship by a government department, society, institution**

*(In CiteAce 5, click REPORT.)*

15. **DVD.**
*John Marsden* [DVD] 1995, Insight Profile, Crow's Nest, NSW.

16. **Sound recordings.**
**Recording of a single work.**

**Recording of a number of works.**
Debussy, Claudio (composer) 1987, [Performed by Beroff, Michael]. *Children's Corner* [cassette tape]. EMI 7478972, n.p.

*(Note: recordings that contain a number of works often list various dates. If the publication date is not obvious, use the most recent realistic copyright date available preceded by “c” (meaning “circa” or approximately) eg. c1998)*

17. **Quoting from a secondary source.**

In CiteAce 5, click SECONDARY / INDIRECT.
In what order are the entries in my bibliography?

- Arrange all entries **alphabetically**, regardless of whether they are print or non-print.

- The second line is indented to emphasize the alphabetical order of the entry. CiteAce 5 will indent for you. Otherwise, to present your bibliography in a properly indented style: using Word, Select All the bibliography and press Control T.

**Notes:**

- Double space each reference for ease of reading.
- Use italics to distinguish the title.
- *CiteAce 5* will double space and italicise for you automatically.

---

**Sample Bibliography**


Carpenter, Kristin 1997, 'Training and fitness', *Women's Sport and Fitness*, October, pp. 75-78.


Debussy, Claudio (composer) 1987, [Performed by Beroff, Michael]. *Children's Corner* [cassette tape]. EMI 7478972, n.p.


*John Marsden* [video recording] 1995, Insight Profile, Crow's Nest, NSW.

### ANNOTATED BIBLIOGRAPHY

An annotated bibliography provides a brief account of the available research on a given topic. It is a list of research sources that includes concise descriptions and evaluations of each source.

As well as basic bibliographic information, this can include the basic argument of the source, its usefulness for your research, the opinion that the author presents, perhaps corroborating sources and an assessment of reliability.

Each annotation should be concise. You need only mention significant and relevant details. An annotated bibliography may be in point format.

### EXAMPLES:

#### Paragraph

Black, Roman 1964, *Old and New Australian Aboriginal Art*, Angus & Robertson, Sydney. I found this book ideal for general information and illustrations. The sections I found most applicable to my topic were on traditional Aboriginal art as contrasted with contemporary Aboriginal art (designs, painting), religious background, art in regions of Australia, engravings and painting as sacred and ceremonial. This information was all interesting, however it was focused more toward art than history; and the analysis of art was too extensive for the purpose of this essay.
Point Form


- Good source to begin reading / research
- 2005 publishing date meant the information was current’ making it is a useful text for a general overview of the Roman Republic
- Reliable author of numerous history texts on the ancient world
- Detailed reliable information on Caesar – Chapter 6
- Uses ancient and modern historians to support commentary
- Representative of the period of study of all aspects of Caesar’s life and career
- Corroborates evidence found in Iselin, Garland, Grabsky, Gruen, Kamm, Koutsoukis, Lawless, Scullard and Williams
- Useful for assisting in the creation of my initial hypothesis and argument
- His thesis is that Caesar did not destroy the Roman Republic but was one of many contributors
- He details Caesar’s role as a manipulator and idealist believing his assassination was due to Caesar’s preoccupation with finding a ‘quick result’ and his autocratic beliefs