Pittsworth State High School

WRITING GUIDE

This *Writing Guide* will assist Pittsworth State High School students in improving their written communication skills across the curriculum. It contains guidelines and annotated examples of writing required across many subjects.
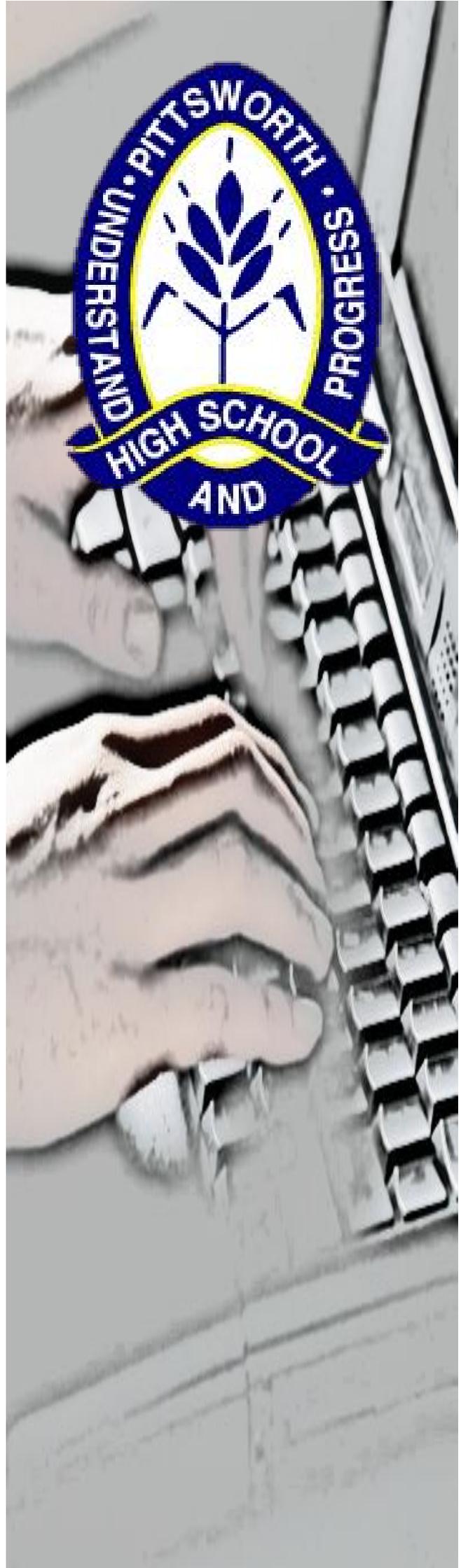
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The Paragraph

Purpose:

To present a single, central point, explained and supported by evidence.
The paragraph forms the cornerstone of all academic genres.

Audience:

May be novices or experts on the topic.

Types:

All paragraphs are based on PEEL structure.

Generic Features
a. Structure and Organisation

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

P	Point	A **topic sentence** that introduces the point or central argument to be made in the paragraph. It may connect with the linking sentence of the previous paragraph.
E	Explanation	In 1-2 sentences in years 8-9 or 2-3 sentences in years 10-12, **explain** in more detail the statement made in the topic sentence. **Clarify** and **expand** on all parts of the topic sentence.
E	Evidence	Use **examples, statistics**, **quotations** and **references** to primary and secondary sources or other evidence to support and or prove each point.
L	Link	Linking sentences perform 2 roles: to link the material of this paragraph back to the point of your paragraph and, in the case of an extended piece of writing, to your thesis or central argument.

*Note that in any paragraph of the body, you may wish to explain and provide evidence more than once. In this way, your sequence could be P **EE EE EE** L rather than just P **E E** L.*

Generic Features
b.   Language features

- Language should be formal and vocabulary specific and appropriate to the subject matter
- Always write in 3rd person
- Tense may vary depending on purpose
- Aim to maintain cohesion throughout. This may be done by linking ideas to:
  - show cause such as *if, then, because*
  - show sequence such as *firstly, finally*
  - indicate addition such as *also, as well as, furthermore, besides*
  - show contrast such as *however, nevertheless, on the other hand*
  - express inference such as *therefore, consequently, accordingly*
  - indicate viewpoints such as *in spite of, with regard to, in view of*

Example of a PARAGRAPH in History

Question: Why was the flooding of the Nile essential to the development of civilisation in Egypt?

The flooding of the Nile was essential to the development of civilisation in Egypt for three main reasons. Firstly, the inundation of the Nile brought with it the black soil necessary for growing crops. This provided the natural fertilizer for the soil, allowing crops to grow in abundance and provide sufficient food for a large population. Additionally, the inundation served as a form of calendar that marked the start of the year. The everyday lives of the Egyptians were based around the seasons. When the Nile flooded, the Egyptians built the pyramids or took a break from their usual job. When the water receded, they re-established their crops. Then, during the periods of very low rainfall, when the Nile was at its lowest point, the Egyptians harvested and stored their crops and held festivals. Finally, the Nile provided a system of transportation for communication. This was important for the unity of a country that was spread along a narrow strip of land lining the river. Thus, the Nile River and its annual flood was a key component necessary for civilisation to develop in Egypt.

Point (topic sentence) – clear central argument expressed.

Evidence explicitly linked to the explanation.
Linking word to move to new explanation.

Sequencing word to begin final sub-argument

Link back to the point of the paragraph.

Example of a PARAGRAPH in Civics/Legal Studies

Question: Is mandatory sentencing for violent offenders the best way to deal with criminal behaviour?

Due to its inability to properly respond to the root causes of crime, mandatory sentencing is not an effective deterrent and may actually make appropriate sentencing more difficult to achieve. The first argument that is often made in favour of mandatory sentencing is that potential criminals will be less likely to commit violent crime if they know that their jail sentence is severe. However, in jurisdictions where mandatory sentencing has been introduced, namely in the Northern Territory and in Western Australia, the violent crime rate has not reduced, it has actually remained stable (NT Govt 2008). Moreover, high profile Judges Moynihan and Edwards (2009: pviii) regarded mandatory sentencing as, …reprehensible, beyond justification, totally disjointed from the root causes of crime in these jurisdictions: poverty, social dislocation and poor service delivery." Significantly, the Australian Council of Social Services (2010) dismissed mandatory sentencing as, ignorant of the reasons why individuals commit crimes." The most persuasive of all the reasons against mandatory sentencing however, is the lack of discretion it gives judges to allow for subtle distinctions in the details of a case, something regarded by The Spectator (2011) as abandoning 800 years of habeus corpus. Mandatory sentencing, despite its popularity, actually works in opposition to the very purpose it sets out to achieve.

Point– clear central argument in response to the question

Signposted first counter-argument

Provides evidence in the form of an example.

Provides further evidence from credible quoted source.

Linking word - argument developed and corroborated by another source.

Final sub-argument introduced

Link back to the question to summarise overall point

Essay

Purpose:
>An essay is a formal piece of writing that aims to explain, persuade, analyse and/or evaluate. In this genre, a point of view, central argument or thesis is supported by logical sub-arguments and evidence.

Audience:
>The essay writer takes the role of an expert writing to a mature audience who have some knowledge and interest on the issue.

Types:
- Analytical Essay - aims to describe an issue, object, event or process, to present an argument, to state the solution to a problem or to explain a situation.
- Persuasive Essay - aims to argue or persuade and is intended to convince readers to accept particular perspectives or points of view.

Generic Features
c. **Structure and Organisation**
>• Introduction – provides the context for the topic, states the thesis and previews the main points or arguments to support the thesis

C	Contextualise	Provide some relevant background or context to the question. It could be related material or information that places the question into historical or social context.
A	Arguments	Preview (don't list) the separate arguments in a very brief manner. Try and connect similar arguments
T	Thesis	State the thesis (1 or 2 sentences) in a manner that links to the arguments you previewed. It should have an analytical or evaluative tone and provide a decision/response to the question you have been asked.

>• Body — paragraphs which provide the ideas, arguments and evidence to support the thesis

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See Paragraph structure on previous page.

>• Conclusion — confirms or restates the thesis and key arguments

T	Thesis	Restate the thesis, perhaps in a slightly different form to that used in the introduction
A	Arguments	Make clear the separate arguments that were presented in the essay, including the way each point is interrelated and/or linked
G	General statement	End your essay with a final, summarising statement (try and avoid quotes, they can be very clichéd).

Generic Features
d. **Language features**
- Analytical essay – formal and specialised language relating to the issue
- Persuasive essay – emotive and persuasive language
- Past or present tense, depending on the context
- Aim to maintain cohesion throughout. This may be done by linking ideas to:
    - show cause such as *if, then, because*
    - show sequence such as *firstly, finally*
    - indicate addition such as *also, as well as, furthermore, besides*
    - show contrast such as *however, nevertheless, on the other hand*
    - express inference such as *therefore, consequently, accordingly*
    - indicate viewpoints such as *in spite of, with regard to, in view of*

Example of an INTRODUCTION

Question: How did Sidney Nolan's artwork transform Ned Kelly from a common criminal to an object of legend?

One of Australia's most admired and respected artists is Sidney Nolan (1917-1992), who, throughout the course of his life, produced many series of paintings on the subject of notorious bushranger Ned Kelly (Art Gallery of NSW, 2008). From the 1940s to the 1960s these paintings symbolically manipulated Kelly's armour, developed the iconic black shape associated with the spirit of Kelly and featured the black helmet which heralded the transformation of Kelly into the timeless spirit of the outback. Throughout these series, particularly those of the 1940s, 50s and 60s, it is possible to observe how Nolan transformed Kelly from a common criminal to an object of legend, particularly through the use of the iconic imagery of Kelly's armour.

Context – provides some relevant background or context to the subject or question

Arguments – briefly previewed

Thesis – provides direct response to the question.

Example of a CONCLUSION

Question: How did Sidney Nolan's artwork transform Ned Kelly from a common criminal to an object of legend?

In his series from the 1940s to the 1960s, Sidney Nolan transformed Ned Kelly from a criminal into a mythological creature of Australian folklore. He did this through his manipulation of Kelly's armour as a symbol of Kelly's passing from reality into legend. The black shape of the 1940s became iconic and representative of the spirit of Kelly. The more painterly god-like images of the 1950s changed Kelly into a deity and finally, the return to the black helmet in 1960s heralded the transformation of Kelly into the timeless spirit of the outback, and a permanent part of the Australian landscape. In this way, Sidney Nolan used his skill to make reality mythological and mythology reality.

Thesis - Restated in slightly different form to that used introduction.

Arguments – summary of the separate arguments that were presented in the essay, including the way each point is interrelated and/or linked

General Statement – essay ends with a final, summarising statement

Question:
Through an analysis of your chosen poem, discuss how the poet arouses emotions in relation to their chosen subject and theme.
Through an analysis of your chosen poem, discuss how the poet establishes the character and personality of the speaker or the person being spoken about in their poem.

Poetry is a type of literary art that allows an individual to creatively express their opinions on specific themes and issues through language. Carol Ann Duffy's Havisham, originally written by Charles Dickens in his novel *Great Expectations*, describes an unmarried woman, Havisham, and her struggle to cope with being left alone at the altar on her wedding day. Therefore, the main theme or subject flowing through the text is the effect of a love- hate relationship. This is conveyed through Duffy's use of poetic devices including structure, metaphor and oxymora, in order to influence mood, create emotion and develop character.

Contextualisation of the topic.

Thesis

Duffy has elected to structure her poem in the form of a monologue. This is clear to the reader via her use of first person throughout the text … I haven't…. I open…. I suddenly…. I stabbed…". Furthermore, there is no indication to suggest that the protagonist is conversing with another being, whether that individual is the reader or another character. In addition, the concluding lines of the second and third stanzas finish in a run-on, where the end of a sentence continues on to the next line without the presence of a comma, instead being replaced by a break, …who did this/to me?". Moreover, the last line in the second stanza is broken up through the use of repeated commas. Therefore, the sentence is broken, and is a direct link to …b-b-b-breaks", where the actual term is also breaking. Both the run-ons and the fractured eighth line imply that the character, of the narrator, is disgruntled and frustrated. Therefore, the structural choices develop the poem's rhythm and allow the personality of Havisham to emerge indirectly.

Clear topic sentence introduces overall point of the paragraph.

Use of linking words to move from one explanation to another: Furthermore, In addition, Moreover…

Duffy adopts the use of metaphors in order to communicate negative, hyperbolic emotions creatively. …I've dark green pebbles for eyes…" reveal the dark personality trait of jealousy, …green eyes…" experienced by Havisham, forcing her to go through stages of fear, insecurity, anxiety and denial, …wished him dead… I could strangle (him)…". Furthermore, …dark pebbles…" may indicate that the narrator is stone cold, losing all sense of compassion as a result of her ordeal concerning her failed attempt to sustain a marriage Give me a male

Use of quotes from the poem as evidence to back up the explanation.

corpse for a long slow honeymoon" is another example of a metaphor. A ...honeymoon..." can be viewed as the event before the actual marriage begins, and is a direct reference to ...spinster...". Havisham, an unmarried woman, believes that the only way for her to have a successful marriage is to wed a ...male corpse..." because a dead body is incapable of rejecting her and the union will last forever. This possibly signifies that the protagonist's behavior is becoming desperate. Metaphors served as a method for Duffy to convey the main character's irrationality.

Duffy uses oxymora to further highlight the main theme or subject of love-hate relationships. Beloved sweetheart bastard" indicates the minute value Havisham has for her past husband. This practice of employing oxymora to facilitate the significance of another human, allows the reader to understand how headstrong the speaker's personality is. The above theme of this monologue is directly embedded into the text through this oxymoron, ...love's/hate...". Therefore, the character of Havisham can be viewed as confused as she loves the man, but at the same time, hates him for breaking her heart. Duffy's use of oxymora stimulates the readers knowledge of the speaker and how her personality is not exactly straight-forward and clear.

Explanation and evidence clearly linked.

Poetic devices of structure, metaphor and oxymora aid in developing the speaker's character. The text is structured to reflect Havisham's frustrated behaviour through run-ons and clever use of punctuation. Metaphors connote her irrationality and desperation and oxymora influences the confusion experienced by her memories of the past. Carol Ann Duffy has successfully conveyed the personality of the speaker within sixteen well-written lines.

Conclusion restates thesis and summarises arguments.

Feature Article

Purpose:

To inform, entertain and persuade readers. They are concerned with providing more detail about topical events, people or issues in order to extend or summarise public debate.

Audience:

Depends to a large extent on the publication itself. For example, an article written for *The Bulletin* should be formal and distant in tone whereas an article written for *Dolly* or *Rolling Stone* magazine may be informal and familiar in tone. It is appropriate for the writer's personal opinion to be expressed in a feature article.

Generic Features
a. Structure and Organisation

- **Headline**
    - are often somewhat cryptic, encouraging the reader to read on.
    - short and witty statement, play on words or pun.
    - provide an interesting link to the topic of the article, which captures reader's interest.

- **Teaser or Kicker**
    - captures the reader's interest and links to the article's subject matter and central idea.
    - may use ideas or words from the title.
    - includes your name.

- **Introductory or Lead paragraph**
    - are often thought provoking.
    - may link to a contemporary event or issue.
    - should provide the context of the article.
    - introduces article's central idea in greater depth.

- **Development / Body**
    - Most articles usually build toward their main point gradually.
    - Paragraphs need to provide arguments and evidence to support your central idea.
- **Conclusions**
    - Often re-iterate directly, or through example, the main point.
    - May employ rhetorical or real questions.
    - May leave food for thought.

- **Text Boxes**
    - The main idea or key phrases may be repeated in boxed quotes or as sub-headings throughout the article.

- **Picture**
    - Attracts the reader's attention.
    - Provides an indication of the article's subject matter.
    - May deliberately arouse an emotional or intellectual response from the reader.

Generic Features
b. Language features

- Depending on the context, language may be formal and technical or informal, making use of jargon and slang
- First, second or third person may be appropriate depending on your purpose and audience
- Present tense is used
- Paragraphs should be short and succinct, a maximum of three sentences

EXAMPLE OF A FEATURE ARTICLE
<u>Move over Meyer</u>

Twilight fans should take another look at their revered heroes. Fred Bloggs suggests other literature has more suitable characters for today's troubled youth desperately in need of resilient, courageous role models.

Mythical creatures and tales of forbidden love have always been popular in books and on the big screen. Stephenie Meyer's *Twilight* series is living proof. With a gross income of over two billion U.S. dollars and 10 million love-struck fans across the globe, Meyer has not only become the second female writer to earn more than a billion dollars (after J.K Rowling) but has triggered what has now become a vampire mania.

But more worthy are heroes of the likes of Will Smith's character, Robert Neville in the film adaptation of Richard Matheson's *I am Legend*, who show that there's more to being big name characters than just romantic clichés.

Resilient characters... could be the antidote for the pessimistic and dejected attitude in teens"

Robert Neville, a lieutenant and a virologist in *I am Legend*, struggles to keep sane in an isolated environment. In 2009, when a drug manufactured to cure cancer mutated into a deadly strand of virus killing 90% of the population and turning a further 9% into vicious brutes, Robert perseveres to find the miracle cure to save the very dark-seers trying to kill him. Though Matheson's character seems to be out of context in our society, he is a timely role model for modern teens battling depression and pessimism.

The protagonist of the text seems to share George Bernard Shaw's philosophy, illustrated in his quote: Life is not meant to be easy my child; but take courage: it can be delightful". In a sense, Robert Neville shares this common quality of courage. Robert takes calculated risks in experimenting with the virus and capturing the dark-seers for research. Though exposed to great danger, his hope for a cure prompts perseverance in a bleak and hopeless situation.

As a character he is brave and daring enough to face adversities and show resilience by overcoming them with ingenious solutions to survive. Robert Neville desperately seeks communication with others to maintain his resilience and sanity. He repeatedly tries to establish contact with any other survivors and is reduced to talking to his dog and human-like but lifeless mannequins. His desperation is reflected in his plea: Please talk back to me....Please".

Yet through his weak moments we see Robert's true strength: his ability to withstand the isolation and hopelessness his situation brings. His determination to keep life seemingly normal is a quality few individuals possess. The figure of a hero – Robert Neville (Will Smith) in *I am Legend* shows a sort of resilience which seems to have been lost in modern day literature.

Matheson's protagonist shows extraordinary courage and spirit to fight against the adversities his situation presents and salvage what he deems as delightful'.

His message about resilience of the human spirit is obvious in the portrayal of his character and it becomes all the more powerful coming from individuals in dismal situations. Yet despite hardships, they choose to persevere, displaying more spirit than any of Meyer's vampires. Let's be honest, *Twilight* isn't a novel anyone turns to for inspiration – its characters lack the kind of personality to pull them through tough times.

Maybe teens would benefit greatly by diverting some of their attention away from the *Twilight* heroes and onto such resilient characters as Robert Neville. Though not a celebrity in our society, he could be the antidote for the pessimistic and dejected attitude in teens for which the global spotlight on texts like *Twilight* could very well be responsible.

Headline provides an interesting link to the article.

Teaser captures interest while previewing the subject matter of the article.

Introduction links to contemporary society.

Introduction of the major idea of the article. Note the short paragraphs.

Text boxes draw attention to major ideas or quotes from the body of the article.

Gradual movement towards main point.

Formal article – third person and formal language used throughout.

Use of arguments and evidence to support main ideas.

Each paragraph introduces a new element of the overall argument.

Major ideas of the article summarised in the second last paragraph.

Conclusion links back to the teaser. Should leave the reader with some food for thought.

Report

Purpose:

To inform and/or provide advice based on research undertaken or data gathered on a topic or issue.

Audience:

Specific audience dependent on the type of report. May be a public audience or private audience (such as a board of directors).

Types:

- Informative / Investigative
- Field / Geographic

Generic Features

a. Structure and Organisation

A report is a highly formal and structured piece of writing. As a guideline, reports are usually organised in the following sections:

Title Page – Title of the report, Date, Prepared by statement, Prepared for statement.

Executive Summary (optional) – A summary of the topic of the report, research methods, results and discussion, conclusions and any recommendations.

Table of Contents – Include all major headings and relevant subheadings from the report with corresponding page numbers. Use leaders to guide readers' eye from heading to page number.

List of Figures – Include all maps, graphs, tables and photographs from the report with corresponding page numbers. Use leaders to guide readers' eye from the heading to page number.

Introduction – Provide background, the aims of the report, its scope and any necessary definitions.

Methodology (optional) – Provide an explanation of the research techniques (e.g. observations, surveys, primary data collection, interviews, journal articles) and any difficulties and / or inaccuracies that emerged during the research process.

Body / Statement of Findings – Formal and clear organisation of information in paragraphs, under sub-headings, in the order presented in the executive summary.

Conclusions – A summary of what was presented and discussed in the report. No new information should be included in the conclusion.

Recommendations – This section appears in a report when the results and conclusions indicate that further work needs to be done or when you have considered several ways to resolve a problem or improve a situation and want to determine which one is best.

Appendixes – Include labelled copies of any documents which were too bulky to include in the report but which were referred to within the body of the report.

Reference List – List all sources referred to in the report.

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

Generic Features

b. Language features

- Language should be formal and vocabulary is often factual and technical
- Always write in 3rd person
- Present tense is used
- Paragraph structure may not be used in all sections, but should be used in longer sections

EXAMPLE OF A HISTORY REPORT

Comparative Report of Ancient Egypt and Maya

Prepared by: John Doe
Prepared for: Mrs Smith
Date: 19 October

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List of figures

1.0 INTRODUCTION

1.1 Background

This report focuses on two ancient civilisations - Ancient Egypt and the Mayans. These civilisations were two of the longest lasting civilisations of the ancient world, however they developed under quite different circumstances. Ancient Egypt developed along the Nile River (see Figure 1), which was essential to the survival of a people surrounded by desert. They had regular contact with other groups. The Mayan civilisation developed in central America (now Mexico, see Figure 2) in an area heavily wooded. They had little contact with other groups and traded amongst themselves.

1.2 Aims

The aim of this report is to compare the two ancient civilisations of Egypt and Maya. A comparative analysis of their social organisation, trade and religion will be undertaken. It is from these findings that a decision will be made in regards to which society would have been the preferable one in which to live. This decision will be made from the perspective of a merchant.

2.0 STATEMENT OF FINDINGS

2.1 Social Organisation

The social organisation of the Egyptian and Mayan societies was similar as they were based on hierarchies (see Figure 3). At the top of the hierarchy in both societies was the king, who was responsible for law and order, war and security and the building of temples and monuments. In Egypt, there was one king for the whole country, whereas the Mayas had a king for every city. Men of noble families helped the king to rule in both the Egyptian and Mayan societies. They provided advice, collected taxes and performed other official duties for the king. Priests were an important part of both Egyptian and Mayan societies. Priests in both civilisations led religious festivals, cared for the temples and attempted to keep the gods happy. Mayan priests were also responsible for writing sacred books and teaching others how to read and write. In Egypt, this was the responsibility of the scribes, a class totally different from the priests. Both societies relied heavily on their merchants, artisans and peasants for survival. Artisans in both societies

were well regarded because they produced specialised goods unable to be readily reproduced in the home" (Oliver, 1999, p8). Peasants were the largest group in each society and did the most difficult work, primarily producing food for the whole community. Both Mayan and Egyptian peasants were required to work on building projects as well.

2.2 Trade

Trade was important in both ancient societies, but was much broader in Egypt. The Egyptians traded with many other nations, selling the surplus food they produced to purchase goods and raw materials that were not available in their desert region, especially wood...

Both societies used trade routes based on water; Egypt using the Nile and the Mayans the sea. Sea routes were preferred by the Mayans to avoid the highly dangerous overland routes where wild animals, starvation or robbers were constant threats (Schwartz and Malone, 2006, p140)...

2.3 Beliefs/Religion

Through an investigation of both ancient societies, it is apparent that religion was a key component in the daily lives of Egyptian and Mayan people. Both societies worshipped many different gods, each responsible for a different aspect of their lives. The sun god was particularly revered in societies as were the gods who brought water (Hapy, God of the Nile and Chac, God of Rain), ensuring good harvests and continued survival.

People in both societies prayed to their gods regularly...

3.0 CONCLUSION AND RECOMMENDATION

After analysing the historical evidence relating to the Ancient Egyptians and Mayans from the perspective of a merchant, it appears that Egypt provided a better quality of life than in a Mayan city or village. While merchants occupied the same social position in both societies, other factors made life more difficult for the Mayans. Firstly, there was much less danger associated with the task of being a merchant in Egypt. The Nile River was safe and easy for transportation of people and goods, but Mayan merchants faced many dangers in trading their goods. Trade routes were dangerous because of wild animals, robbers and wars over control of the routes. Mayan merchants also faced the problem of counterfeit cacao beans, whereas Egypt traded with a barter system, so it was very easy to ensure you received goods of equivalent value when you traded. Both societies relied on their religious beliefs to ensure their safety in carrying out their work, having gods who were patrons of merchants. Thus, on the basis of this evidence, it would be preferable to be a merchant in Egypt than to have been a Mayan merchant.

Conclusion summarises the evidence researched and makes a recommendation.

EXAMPLE OF A GEOGRAPHY REPORT

Coastal Management at Kirra Beach and Palm Beach

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List of Table and Figures

Tables

Figures

1.0 Introduction

1.1 Background

Coastal management is a prominent issue globally and located in a country renowned for its coastal, the Queensland Gold Coast is a prime example of where it truly is crucial. Coastal management protects coastlines from the effects of natural and human activities. It protects infrastructure development around the coast and thus, helps the tourism and residential industries prosper. This is very important in countries such as Australia where over 80% (Department of Foreign Affairs and Trade, 2008) of the population live and play at the coast (refer Figure 1 below).

1.2 Aims

As an advisory document on coastal management, this report will address a number of issues for the Gold Coast City Council. It will focus on Kirra and Palm Beach (refer Figure 2) and will analyse a range of features both physical and human. This report will also evaluate three strategies for security of sand supply at Palm Beach and recommend which of these is most appropriate. A wide variety of data will accompany this report.

2.0 Methods of Research

2.1 Primary Data

To collect primary data, a field study to the research areas was conducted on Friday 10th September 2010. Measurements were taken at Kirra Beach and Palm Beach (refer Table 1 below) as well as numerous photos. A spokesperson from the Griffith University Coastal Management division also supplied primary data (refer Figure 3 below). Other methods of collecting primary data included field sketches and continuous observation. All data was recorded in the Field Study Booklet (see Appendix).

Table 1: How primary data was collected at Kirra Beach and Palm Beach

Measurements taken	Measuring implement used	Actual measurement
Orientation of beach	Compass	Compass points
Width of beach	Measuring instrument (see Figure 4 below for explanation)	Metres
Percolation rates	Stopwatch and observation	Seconds
Wave / Wind direction	Compass	Compass points
Wave height	Estimation	Metres
Wave frequency	Stopwatch	Number per minute
Swash time	Stopwatch and Observation	Seconds
Wave type	Observation	Construction / Destructive

2.2 Secondary Data

For this report, various newspaper articles were used as well as selected textbooks. Also, the internet was used to retrieve maps and other information.

2.3 Analysis of Methodology

There are various changes that could have been made to the methods of research that may have improved the quality and variety of data. Firstly, a wider range of data would have given more accurate results. This data could include research from each location in every season and on days with varying weather conditions....

3.0 Statement of Findings

3.1 Location

Kirra and Palm Beach are both located on the Southern Gold Coast. Kirra Beach is the more southern of the two (see Map, page 4), located less than 1km from the Queensland/New South Wales border. Palm Beach is roughly 5 km from Brisbane (see Figure 6 below).

Despite their close physical proximity to each other, the beaches have numerous differences. Kirra Beach is very wide and has a slow gradual slope with a few fluctuations. However, Palm Beach is a very narrow, eroded beach, with much less sand than Kirra. The material at each beach also varies, with Kirra having pieces of wood and plant matter in the sand and Palm Beach having crushed shell. Although both beaches are developed....

3.2 Natural processes and landforms

3.2.1 Erosion

Erosion is defined as when the Earth's surface is worn away by the action of water and wind (Audioenglish.net-Erosion", 2010). There are numerous different forms of erosion present on the Southern Gold Coast.

At Palm Beach, where houses are built on the fore dunes of the beach, sand erosion is starkly obvious. Destructive waves and wind have gradually eroded the dunes to the point of putting houses in danger (refer Figure 9). By contrast, Point Danger, located south of both beaches on the State border, shows different forms of erosion (refer Table 2).

3.2.2 Transportation

3.3 Human Processes

3.3.1 Human Impact

At both Palm and Kirra Beaches, and even Point Danger, multiple examples exist of human impact on the coastal environment. These are outlined in Table 5 below.

3.3.2 Human Management

4.0 Evaluation and Decision Making

4.1 Brief summary of main problems at Palm Beach

Palm Beach faces the main problem of erosion. However, on Palm Beach, this is made more of an issue by the residential beachfront development. Especially after severe storm events, beachfront houses are often placed in danger of falling' into the sea. This is not a new problem either...

4.2 Three alternatives for future management of Palm Beach

To solve these erosion problems....

4.3 Decision making matrix

To decide which alternative would be most suitable for Palm Beach, a decision making matrix that takes into account economic... will be used (see Table 8).

4.4 Evaluation and Recommendation

It is important to evaluate all three options from social, environmental, political and economic perspectives.

Socially, the artificial reef is the best alternative. It will increase recreational activities at Palm Beach and will grant homeowners.....

From the analysis above and the decision making matrix (Table 8), it is clear that ....

5.0 Conclusion

In conclusion, Palm Beach and Kirra Beach on the Southern Gold Coast are two areas that require serious coastal management. Kirra Beach should continue to be managed in the future to ensure excess sand does not continue to be deposited there. This report has analysed data and presented three options that could be initiated to stabilise and widen the severely eroded Palm Beach. A decision making matrix has been applied to these options using knowledge of coastal processes and an artificial reef appears to be the best option for Palm Beach for the numerous social, environmental and political advantages it would bring.

List of References

Appendix

EXAMPLE OF A HEALTH REPORT

Report on Substance Abuse

Prepared by: John Doe
Prepared for: Mrs Smith
Date: 19 October

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SUBSTANCE ABUSE

The abuse of substances such as alcohol, marijuana and cigarettes can affect teenagers and their peer group negatively. It is recognised by staff, parents and students in school communities that school based programs which aim to defeat this problem are not effectively minimising the harm caused by these substances. This report aims to reduce the high rates of students experimenting with drugs and alcohol at Sample State High School by implementing a school based strategy.

1.0   RESEARCH METHODOLOGY

The steps taken to locate the information used in this report were internet researching, searching the Sample State High School library for books, surveying year ten students that attend Sample State High School and attending Health Education classes.
The following research techniques were used to compile the information used in this report: saving internet research in Microsoft Word, compiling survey results and taking notes from books, handouts and classes.

1.1   ANALYSIS OF METHODOLOGY

The information collected from the internet was, although up to date, unreliable to an extent as not many websites had facts and statistics in relation to substance abuse by teenagers in Queensland and Australia. However, the information found in books was accurate and relevant and so were the handouts and notes from class. The surveys conducted contained important information despite the asinine responses in some. Although most websites did not have relevant information, some such as www.qld.gov.au produced up to date statistics and information on policies and laws in place.

2.0   STATEMENT OF FINDINGS

The information used in this section has been compiled from the sources in section 1.0.

2.1 DRUGS AND ALCOHOL

Alcohol, tobacco and marijuana are the most commonly tried drugs by year ten students who attend Sample State High School; as 83 percent have tried alcohol, 22 percent have smoked a cigarette and 10 percent have smoked marijuana, (Staykov, Morozova, and Bramley,

Title page information, including title, date and preparation.

Table of Contents and List of Figures provide page numbers for each section of the report.

Use of numbered sub-headings to divide the report into sections.

Introduction includes the background, aims and scope of the report.

Statement of Findings presents the data collected or researched.

Provides analysis of the information.

Year 10 Drug Survey,2008). The percentages of speed, cocaine, LSD, magic mushrooms, heroine and ecstasy range from 0 percent to 1 percent, (Staykov, Morozova, & Bramley, Year 10 Drug Survey, 2008). Therefore, alcohol, tobacco and marijuana are focused on in this report.

2.1.1 ALCOHOL
Alcohol refers to drinks such as beer, wine, or spirits containing ethyl alcohol - a substance that can cause drunkenness and changes in consciousness, mood, and emotions. It is these intoxicating and psychoactive effects that lead to so many accidents, injuries, diseases and disruptions in the family life of everyday Australians, (Australian Government Department of Health and Ageing, 2006). One in ten Australians who experience problems with alcohol is related to a problem drinker, or is the victim of a drink-driving accident, (McAllister, Moore, & Makkai, 1995). Short term harms caused by alcohol include injuries from violence, accidents, falls, having unprotected sex and alcohol poisoning. The long term effects of alcohol include diseases such as cancer, diabetes and brain damage, (Healey, Alcohol Abuse, 2007). Alcohol has been socially acceptable in most Western countries over a long period of time, and its use has been interwoven with traditions, culture ....

3.0 STRATEGY JUSTIFICATION
The school based strategy consists of posters, brochures and information in the school notices. It targets year ten Sample State High School students; however, the whole student body can also receive the information. Year ten students are focused on because they are mature enough to understand the information provided and relate it to the issues that they have or have heard of. These strategies aim not to shock or scold but rather inform students of the dangers of alcohol, tobacco and marijuana and promote safe use by giving them information such as a standard drinks guide in order the guide them in the right of safe use or abstinence and create a supportive environment...

4.0 EVALUATION
The health promotion strategies were carried out and a resurvey of year ten students at Sample State High School was conducted.

4.1 ADDRESSING THE ISSUE IN RELATION TO THE SOCIAL JUSTICE FRAMEWORK
There are inequalities which exist with the Sample State High School community in relation to the social justice framework, such as no equity as not all year ten students have had drug education and no supportive environment being provided...

5.0 CONCLUSION
Although the campaign was effective to a small degree, it was still effective nonetheless. Students in year ten and other grades have been given information to help guide them make the right decisions in relation to alcohol, marijuana and tobacco use. The strategies in the campaign complied with the Ottawa Charter, Holistic health, Harm Minimisation and the social justice framework. Through these, a difference has been made in relation to teenage drug use, which is just one step of many in improving the health of Australian teenagers...

Conclusion summarises the evidence researched and makes a recommendation.

Writing up a science prac

Purpose:
To inform based on data gathered during scientific experimentation.

Audience:
Informed audience with scientific knowledge.

Generic Features
a. Structure and Organisation

A prac write-up is a highly formal and structured piece of writing. It is organised in the following sections:

Title and Date – Title of the experiment and the date on which it was conducted.

Aim – An explanation of what the experiment requires you to do.

Hypothesis – An explanation of what you believe the outcomes of the experiment will be, with justification for your decision.

Materials – A list of the equipment you are going to use.

Method – A list of instructions in order of how the experiment was completed.

Results – The results of your experiment. This can be provided in a variety of formats such as a graph, table or journal of observations.

Discussion – A critical analysis of the data. This will include a discussion of how the aims of the experiment were fulfilled and an explanation of why your hypothesis was (or was not) correct.

Conclusion – A summary of the experiment conducted. No new information should be included in the conclusion.

Generic Features
b. Language features

- Language should be formal and vocabulary is often factual and technical
- Always write in 3rd person
- Present tense is used
- Bulleted and numbered lists should be used for materials and method
- Procedural statements are used for the aim and method of the experiment
- Paragraph structure may not be used in all sections, but should be used in longer sections, particularly journals of observations and your discussion

Measuring the temperature of a liquid

Aim: To measure the change in temperature of hot and cold water as they contact each other.

Hypothesis: If hot water contacts cold water the temperature of the hot water should decrease and that of the cold water should increase. This is because the heat energy of the hot water should be transferred to the cold.

Backgroun:
Temperature is one of the important quantities in science which is measured by using a device called a thermometer. A thermometer is made of a long glass tube with a bulb at one end which is full of liquid. This liquid moves up or down the glass tube depending on the temperature. The most common unit for measuring temperature is degree Celsius (^{O}C). The temperature readings of hot objects are always higher than those of the cooler ones. The temperature of an object changes as it gains heat or loses heat.

Materials:
- 1 x 500-mL glass beaker
- 1 x 250-mL glass beaker
- 1 x 100-mL measuring cylinder
- 2 x thermometers
- Beaker tongs or one insulated glove
- 1 stopwatch
- 1 electric kettle
- Safety goggles
- Apron

Method:
1. Boil about 500 mL of water in an electric kettle.
2. Measure 100 mL of tap water and pour into a 500 mL beaker.
3. Measure 100 mL of hot water and pour into a 250 mL beaker.
4. Place the 250 mL beaker inside the 500 mL beaker.
5. Place a thermometer in each beaker.
6. Take readings of both hot and tap water samples at the same time every minute for 15 minutes.
7. Record the readings in a table.
8. Plot temperature readings against the time (*x-axis*).

Results:

Table 1 A summary of the temperature readings of the hot and tap water samples.

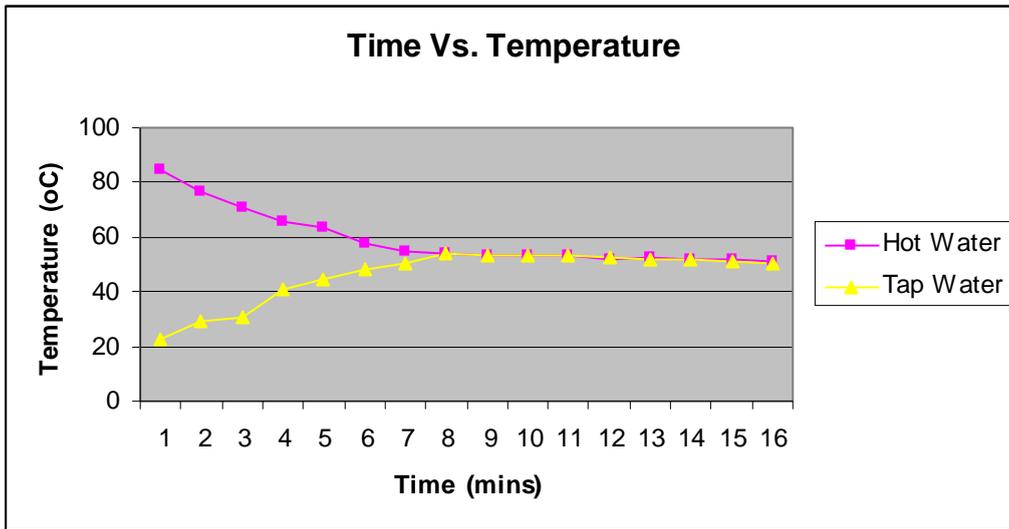| Time (minutes)	Hot water temperature (^{O}C)	Tap Water temperature (^{O}C)
0	85.0	22.5
1	76.5	29.5
2	71.0	31.0
3	66.0	41.0
4	63.5	44.5
5	57.5	48.0
6	55.0	50.5
7	54.0	54.0
8	53.5	53.0
9	53.0	53.5
10	53.5	53.0
11	52.0	52.5
12	52.5	52.0
13	52.0	51.5
14	51.5	51.0
15	51.0	50.5

Time Vs. Temperature

Fig.1 A line graph showing the change of temperature of hot and tap water with time.

Discussion:

The data in Table 1 and the graph in Fig.1 show that the temperature of the hot water decreased gradually with time from 85°C to 53 °C during the first 8 minutes and then remained unchanged. At the same time, the temperature of the tap water increased gradually with time from 23°C to 53°C during the first 8 minutes and then remained unchanged. The data and the graph clearly indicate that the final temperature of both the hot and the tap water samples is almost the same.

Heat is a form of energy that an object, such as water, can have. Hot water has more heat energy than tap water. The data from this experiment suggest that heat energy is transferred from the hot water to the tap water when they contact each other. As a result, the hot water gets cooler and the tap water gets hotter until they reach the same temperature i.e., until they have the same heat energy.

Conclusion:

The temperature of an object is an indication to the amount of heat energy it contains. The higher the temperature reading of an object is, the greater the amount of heat energy it has. Heat energy moves from hot objects to cooler objects when they are in contact with each other.

This section begins with an analysis of the data that was collected during the experiment.

Use of linking phrases to compare results.

Explanation of why the hypothesis was correct.

Summary of the theory contained in the experiment.

Scientific Report

Purpose:
> To inform based on data gathered during scientific experimentation.

Audience:
> Informed audience with scientific knowledge.

Generic Features
a.   Structure and Organisation
A report is a highly formal and structured piece of writing. Scientific reports are organised in the following sections:

Title Page – Title of the report, Date, Prepared by statement, Prepared for statement.

Abstract – A short summary of the project that gives the reader an understanding of the report.

Introduction – Provide an interesting and informative introduction to the topic of your research.

Research question – Outline the research question you devised. This should be posed as a question rather than a statement.

Aim – Outline the aim of your investigation.

Hypothesis – The predicted outcome of your investigation with a justification for your reasoning. This will make reference to sources you have consulted in establishing your investigation.

Theory Review – Provides an overview of the theory on which your investigation is based. It is used to generate interest in the field of study and link to your practical investigation.

Planning and preliminary trials – Shows evidence of planning, testing and refining the methods by which the experiment will be conducted.

Method – An explanation of the design of your experiment.

Results – The collected results should be displayed in forms that are appropriate to your data. Tables, graphs and photographs must be included, but data is not limited to these formats.

Analysis, Discussion and Interpretation of Data – This section of a report shows a critical interpretation of the data. In particular, it should consider the relationship between the results obtained and your hypothesis and the theory on which the hypothesis was based.

Conclusion – A brief statement of the conclusion(s) you have drawn from the experiment. It should satisfy the statement set out in the aim.

Reference List – List all sources referred to in the report.

Journal – Attach a copy as an appendix at the end of your report if requested.

Generic Features
b.   Language features
- Language should be formal and vocabulary is often factual and technical
- Always write in 3rd person
- Present tense is used
- Paragraph structure may not be used in all sections, but should be used in longer sections

EXAMPLE OF A SCIENTIFIC REPORT – Extended Experimental Investigation

Title: Burning Fuels: Which fuel is best?"

Abstract: This investigation aims to determine the best fuel (food) source to take on a six day hiking trip in a Tasmanian national park. A simple method is utilised by this experiment to determine the energy content of different foods. The method is then improved through these of a crude calorimeter which is designed to reduce heat loss. The results of this investigation were very inaccurate; however the apparatus did improve the results to an extent. After analysing the results it was determined that corn chips are the best energy source.

Introduction: All living organisms need a supply of energy for growth, maintenance, activity and reproduction. The amount of energy needed depends on the level of activity, general lifestyle and temperature.   Hiking requires large amounts of energy, especially in cold climates in which the body has to keep warm. Humans require carbohydrates, lipids and proteins to live (Spenceley, 2004, p.205). Carbohydrates provides energy for many..............Although in today's society, fats or lipids are viewed negatively due to growing obesity in Australia, they are an essential part of a human's diet. ....Protein is more complex than lipids or carbohydrates and is important for a variety of functions inside the body.

As humans are heterotrophs and cannot make their own energy they must eat other organisms in order to obtain vitamins, amino acids and fatty acids (Spenceley, 2004, p.210). The body digests food...........................A calorie is the amount of energy needed to raise the temperature of 1g of water by 1C (Wilbraham, 2005, p.R108).

Calorimetry refers to the measurement of the amount of heat produced through chemicals or physical changes. A calorimeter is a device used to measure the heat produced through the reaction. Simple calorimeters.......

Today many foods are made specifically to cater for energy needs, particularly sports products including energy drinks and bars. When camping, it is most important to consider portability and perishability as well as nutritional value. As a result many foods are designed specifically for camping. These foods are dried, ...Nevertheless, dried foods need to be rehydrated so it is important to have a convenient water source.

Aim: This investigation aims to determine the best energy source in the form of food to take on a hiking expedition in Tasmania. It also endeavours to design a calorimeter which will improve the results gathered through the initial method involving ethanol.

Apparatus:

Soft Drink can	Crucible	Matches	Thermometer
Retort Stand	Measuring Cylinder	Clectonic balance	Aluminium foil
Potato chips	Weet Bix	Corn chips	Biscuits
Ethanol			

Procedure:
1. Measure 100ml of water into an aluminium soft drink can. Drill a hole through it, insert a rod and attach to retort stands. Measure the original temperature of the water.
2. Weigh..........
3. Light the food using a match.........
4. Repeat with all food sources...............

Improvement
1. Use material to design a clorimeter, incorporating materials known for heat non conductivity. These include polystyrene and cardboard.

Results:

Ethanol

Test	Unimproved Experiment	Improved
Amount of H2O	100ml	100ml
Initial Temperature	21.0 C	22.0C
Final Temperature	32.0 C	55.0 C
Initial Mass	40.72g	36.67g
Final Mass	39.89g	35.86g

Analysis:
Using the formulae:

Q=mCT
Where
Q= heat (Joules) M=mass
(grams)...........
It is possible to estimate the amount of energy each food source contains. Due to the nature of the equipment used it is important to measure the amount of error which may be present in these results. By using the following it is possible to measure the error percentage which compares the results determined from this experiment to that determined by the manufacturer in a laboratory.

Energy source	Ethanol	Potato chips	Biscuits	Weet Bix	Corn Chips
Energy (kJ/100g)	2960	2130	1990	1510	2170

This investigation provided a broad overview of calorimeters but unfortunately the results are very inaccurate and do not have a viable use as more accurate information may be found on the nutritional panel of the packet. This error was attributed to inadequate equipment which could not be used to gather accurate data, resulting in a large error margin. If this experiment was to be improved more sophisticated equipment would be needed...................................The graph titled Energy kJ/g demonstrates how the apparatus reduced heat loss and produced a fractionally more accurate result.

{Insert graph showing energy kJ/g}

In addition, this experiment has limited practical use as a human body does not only require energy to function efficiently. To function ....
In choosing the best energy source, energy content is not the only requirement that must be considered. For example, as it is a camping trip, hikers must consider cost, portability options, the perishability of the food and the personal preference.

Conclusion:
After analysing results it was determined that the corn chips are the best fuel. None of the foods tested will fulfil all dietary requirements, but a hiker requires a large amount of energy to function. Fat has the highest concentration of energy per gram and after analysis of the nutritional panels; it became clear that the corn chips contain more energy and more fat. In conclusion this experiment was very inaccurate, but most importantly the theory behind it is effective as many foods do not burn sufficiently and one food will not sustain a human for a long period of time.... Nevertheless this investigation amply demonstrates the theory involving specific heat capacity and calorimetry.

Reference List:

Journal:

Words that CONNECT ideas

ADDING

- And
- Also
- As well as
- Moreover
- Too

CAUSE AND EFFECT

- Because
- So
- Therefore
- Thus
- Consequently
- As a result of

SEQUENCING

- Next
- Then
- First, second, third …………
- Finally
- Meanwhile
- After

QUALIFYING

- However
- Although
- Unless
- Except
- If
- As long as
- Apart from
- Yet

EMPHASISING

- Above all
- In particular
- Especially
- Significantly
- Indeed
- Notably

ILLUSTRATING

- For example
- Such as
- For instance
- As revealed by
- In the case of

COMPARING

- Equally
- In the same way
- Similarly
- Likewise
- As with
- Like

CONTRASTING

- Whereas
- Instead of
- Alternatively
- Otherwise
- Unlike
- On the other hand

Sentence starters

Avoiding 'I', 'me' or 'my'
(For formal writing, when using 3rd person)

- This means /suggests /indicates that…
- It is evident that…
- This evidence supports the idea that…
- This leads to the conclusion that…

Introducing another point of view

- In spite of / despite this…
- Another interpretation / possibility could be…
- However, another way of examining the problem is…
- While A suggests…, B suggests / places emphasis on….
- More importantly / significantly however…

Verbs instead of 'states'

- describes
- thinks
- infers
- declares
- concludes
- conveys
- testifies
- questions
- summarises
- asserts
- proclaims
- illustrates
- believes
- observes
- protests
- doubts
- exemplifies
- stresses

Analysing a problem

- A is like B in that…
- Of most significance is…
- Of least significance is…
- Some aspects of the problem are more or less significant than others…
- There are several aspects of the problem to be examined…
- There are clear similarities between… and …
- Differences are evident between…

Making recommendations

- It is recommended that…
- After looking at both sides / all the evidence …
- It is, therefore, advisable / logical to propose …
- Evidence overwhelmingly supports the suggestion / notion that…

Stating a point of view

- This means that…
- This would be a good choice because…
- In particular…
- Above all…
- Besides…
- It is significant that…

Reaching conclusions

- As result…
- Thus… / Therefore… / Finally…
- The evidence supports the view / opinion that…
- The following conclusions can be drawn…
- Consequently, it would seem…
- A consideration of all the options/ choices affirms that…

Reference Policy

Pittsworth State High School uses the APA (American Psychological Society) system of referencing.

General

- Failing to properly reference equates to plagiarism.
- When taking notes, ALWAYS write down the details of your source. This saves you back-tracking later.
- Consult a variety of sources.
- An 'author' can also be an organisation, company or government institution.

Reference List Requirements

- APA requires you to compile a reference list, NOT a bibliography.
- A reference list includes ONLY those sources used within the body of your assignment.
- All entries in your reference list must be in alphabetical order.
- Do not number or use bullet points to list your entries. Simply leave a line between items.
- The first line of each entry is left aligned and every line there after indented.

An example of a reference list

Reference List

Cotton, K. (2002). Virtual Violence. *The Bulletin*, 28 May, P. 62.

Dawson, J. & Johnson, K. (2002). *Referencing Made Easy*. Retrieved October 31, 2005 from http://www.studyguide.unsw.edu.au/

Honeywell, N. (1996). Health and Safety in Sport. *Journal of Physical Education*, 12(4), pp. 8-9.

Jacoby, A. (Producer) (2004, September 30). *Enough Rope with Andrew Denton* [Television Broadcast]. Sydney, N.S.W.: ABC.

Smith, R. & Johnson, K. (1997). *Literacy and Language*. New York: Teachers College Press.

In-text Referencing Requirements

- You MUST reference any fact or idea which is not your own!
- Specific ideas and direct quotes unique to a particular section of the source require a page number, e.g. (Smith, 1997, p.33)
- General ideas or themes contained throughout the source only require you to list the author's surname and year of publication, e.g. (Smith, 1997).

Reference Policy: APA Style Guide

BOOKS	Reference List	Example of In-text referencing
Single Author	Caine, A. (1997). *The Theory of Light.* London: Mitchell Beazley.	The theory was first created in 1967 (Caine, 1997, p. 53). **OR** Caine (1997, p. 53) claims that the theory was first created in 1967.
2 Authors	Smith, R. & Johnson, K. (1997). *Literacy and Language.* New York: Teachers College Press.	Being able to understand and therefore use appropriate terms is essential (Smith & Johnson, 1997, p. 17). **OR** Smith and Johnson (1997, p. 17) argue that "using correct
3-5 Authors	Guerin, W.L., Labor, E., Morgan, L., Reesman, J.C. & Willingham, J. R. (2003). *A Handbook of Critical Approaches to Literature.* New York: Oxford University Press.	Guerin, Labor, Morgan, Reesman and Willingham (2003, p. 4) found….. **Cite all authors in the first citation in-text.** Guerin et al. (2003, p. 4) found….. **Use 'et al' for all subsequent citations in-text.**
6 or more Authors	Rodgers, A., Smith, B., Roche, K.L., Mewing, J., Johnson, P. & Underway, L. (1998). *Putting It All Together: Education in Action.* New York: Longman.	(Rodgers et al., 1998, p. 2)
No Author	*On The Road to Success: A Guide to Understanding the Australian Job Market.* (2000). Carlton, Vic: Australian Multicultural Foundation.	(On The Road to Success, 2000) **Use a short title instead of author's surname. If shortening the title, there is no need for placing it in inverted commas.**
Editor	Roche, F. (Ed.). (1993). *Encyclopedia of Animals.* Phoenix: Oryx Press.	(Roche, 1993, p. 204)
Article or Chapter in a Book - *with an author*	Baxter, M. (1999). Social Class and Health Inequalities. In C. Carter & B. Johnson (Eds.), *Equalities and Inequalities in Health* (pp. 101-126). London: Open University Press.	As suggested by Baxter (1999)….
Article or Chapter in a Book - *no Author*	The Y2K Problem. (1999). In P. Boyd (Ed.), *Technology Today and Tomorrow* (p. 35). Buckingham: Open University Press.	("The Y2K Problem", 1999) **Use inverted commas if NOT shortening the title.**
Multiple Works By Same Author	Brown, T. (1991). *Coral in Northern Queensland.* Rockhampton: Central Queensland University. Brown, T. (2003). *Coral Bleaching.* Rockhampton: Central Queensland University.	University research suggests…..(Brown, 1991, 2003).

INTERNET SOURCES	Reference List	Example of in-text referencing
Document on World Wide Web **An organisation/company can also be an author.**	Dawson, J. & Johnson, K. (2002). *Referencing Made Easy*. Retrieved October 31, 2005 from http://www.studyguide.unsw.edu.au/	"It is essential you learn how to reference properly" (Dawson & Johnson, 2002).
Document on World Wide Web – *no author*	*Plagiarism*. (2001). Retrieved November 10, 2005 from http://www.researching/writing.qld.edu.au	("Plagiarism", 2001) **Inverted commas used if NOT needing to shorten title.**
PERIODICALS		
Print Journal Article	Honeywell, N. (1996). Health and Safety in Sport. *Journal of Physical Education*, 12(4), pp. 8-9.	As illustrated by Honeywell (1996)...... **OR** ".....when high jumping..." (Honeywell, 1996, p. 8).
Article – no author	Anorexia Nervosa. (1996). *British Medical Journal*, 1, pp. 529-533.	Anorexia is a growing problem in the United Kingdom ("Anorexia Nervosa", 1996).
Electronic Journal		
Full Text from an Electronic Database **Print out in PDF style to ensure properly paginated.**	Madden, B. (2003). Australia's Relationship With The United States [Electronic Version]. *Australian Journal of Political Science*, 78, pp. 343-358.	Madden (2003) states..... **OR** (Madden, 2003)
Print Newspaper/Magazine Article		
With author	Sweet, M. (1994). Computer Games Are Ruining The Lives of Children. *Sydney Morning Herald*, 10 October, p. 8.	According to Sweet (1994)
No author	Computer Games Are Ruining The Lives Of Children. (1994). *Sydney Morning Herald*, 10 October, p. 8.	(Computer Games, 1994)
Electronic Newspaper/ Magazine Article		
With author	Cotton, K. (2002). Virtual Violence. *The Bulletin*, 28 May, p. 62. Retrieved 1 July, 2005 from Australia/New Zealand Reference Centre.	Homework is ruining the eyesight of American children (Cotton, 2002).
No author	Virtual Violence. (2002). *The Bulletin*, 28 May, p. 62. Retrieved 1 July, 2005 from Australia/New Zealand Reference Centre.	(Homework Should Be Banned, 1999)

ENCYCLOPEDIA		
Print Copy	*Dictionary of Computing* (3rd ed.). (1991). Oxford, England: Oxford	("Dictionary of Computing", 1991)
PRIMARY INFO FROM SECONDARY SOURCES		
Book		
	Reynolds, G. (1999). *The German Experience*. New York: Open University Press.	Hitler (as quoted in Reynolds, 1999, p. 5) stated "……..". **OR** "We need to increase army members in order to win" (Hitler, as quoted in Reynolds, 1999, p. 5)
Journal Article		
	Smith, H. (2005). Australia's America. *Australian Journal of Political Science*, 7(3), 2-10.	Bush (as cited in Smith, 2005) argues that Australia is the 51st state of America. **OR** "……Australia has extremely close ties with America" (Bush, as cited in Smith, 2005, p.8).
GOVERNMENT PUBLICATIONS		
Report		
	Resource Assessment Commission. (1991). *Forest and Timber Inquiry: Draft Report* (No.1). Canberra: Australian Government Publishing Service.	(Resource Assessment Commission, 1991)
MISCELLANEOUS		
Pamphlet		
	Adams, A. (1984). *Dealing With Depression* [pamphlet]. Qld: Kids Help Line.	(Adams, 1984) **OR** Adams (1984, p. 2) argues that ……
Australian Bureau of Statistics - Bulletin		
	Australian Bureau of Statistics. (1999). *Disability, Ageing and Carers: Summary of Findings* (No. 4430.0). Canberra: ABS.	(Australian Bureau of Statistics, 1999)
Australian Bureau of Statistics – AusStats (online		
	Australian Bureau of Statistics. (1999). *Disability, Ageing and Carers:Summary of Findings* (No. 4430.0). Canberra: ABS. Retrieved May 4, 2005, from AusStats Database.	(Virtual Violence, 2002)