

## 2022 Student Diary

NAME:

ACCESS CLASS:

# Timetables

SEMESTER 1	Period	Monday	Tuesday	Wednesday	Thursday	Friday
	ACCESS 8:30–8:40					
	Session 1 8:40–9:50					
	Session 2 9:50–11:00					
	FIRST BREAK 11:00–11:40					
	Session 3 11:40–12:50					
	SECOND BREAK 12:50–1:20					
	Session 4 1:20–2:30					

SEMESTER 2	Period	Monday	Tuesday	Wednesday	Thursday	Friday
	ACCESS 8:30–8:40					
	Session 1 8:40–9:50					
	Session 2 9:50–11:00					
	FIRST BREAK 11:00–11:40					
	Session 3 11:40–12:50					
	SECOND BREAK 12:50–1:20					
	Session 4 1:20–2:30					



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Website: <https://northernbeachesshs.eq.edu.au>



Student Absence Telephone Line: 07 4751 7111

Office Hours: 8:00am – 4:00pm (Mon-Fri)

Be **Responsible** ♦ Be **Respectful** ♦ Be **Resilient**

## STUDENT INFORMATION

Name: ..... Year Level: .....

Access Class: ..... House: .....

Emergency Contact Name: ..... Relation: .....

Phone (Home): ..... Phone (Business): .....

Any known allergies or medical condition: .....

Doctor: ..... Doctor Telephone: .....

## 2022 TERM DATES

Term 1: Monday 24 January to Friday 1 April

Term 2: Tuesday 19 April to Friday 24 June

Term 3: Monday 11 July to Friday 16 September

Term 4: Tuesday 4 October to Friday 9 December

## Acknowledgement of Country

Northern Beaches State High School acknowledges the Wulgurukaba people as the Traditional Custodians of the land on which our school is located. We pay our respects to their Elders past, present and emerging, for they hold the memories, the traditions, the culture and the hopes of Indigenous Australia. We also acknowledge the Bindal people, whose Country is located to the South of our school. We pay our respects to their Elders past, present and emerging.

# Key Staff

Principal	Ms Robin Sprott
Deputy Principal Years 7 & 12	Mr Deon Stripp
Deputy Principal Years 8 & 9	Mr Simon Boevink
Deputy Principal Years 10 & 11	Mr Joel Muller
Business Manager	Donna Lyon (HR/Facilities), Janet Belgrove (Finance)

HoD SOSE	Ms Lyndell Carvolth
HoD Maths	Ms Sue Stevens
HoD Science	Ms Carissa Marshall
HoD Design & Technology, LOTE	Mr Josh Behrendorff
A/HoD English	Ms Kara Robinson
A/HoD The Arts	Ms Erin Brown
A/HoD Digital Technology, Business	Mr Brendan Turner
HoD Health and PE	Mr Chris Lane
HoD Senior School	Ms Claire Wright
A/HoD Junior School	Ms Melissa Whalley
A/HoD Teaching and Learning	Ms Aimee Pierce
Head of Special Education	Ms Kat Burdette
Guidance Officers	Ms Kate Wallace, Ms Teneille Jorgensen

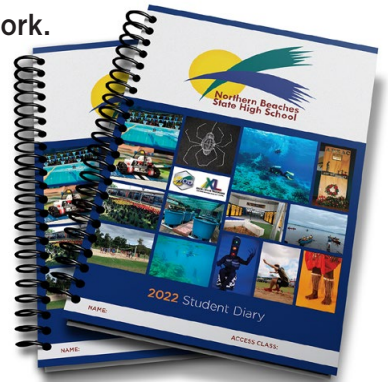
## Student Services

School Based Youth Health Nurse	Maryanne Furst
Community Education Counsellor	Sonya Payard-Lampton
School Based Police Officer	TBA
Youth Support Co-ordinator	Evonne Craven
School Chaplain	Isaac Larkin
Defence Transition Mentor	Samantha Searle
Link & Launch Manager	Kyle Hennig
Transition Pathways Officer	Loretta Muller
Canteen	Maree Lennox, Kristy Wyllie



# How to use this diary

- ✧ Each student should have this diary at each lesson.
- ✧ Take it home each night to complete the set homework. You can also use it to plan your study.
- ✧ Check it each morning to see what you need to bring each day and what may be due.
- ✧ If you need to get teacher permission to leave the classroom, e.g. going to the toilet, the back of your diary must be signed.
- ✧ This diary should be viewed regularly by parents, access teachers and class teachers to check that homework, assignments and other student work is recorded. Parents can also use the diary to communicate with teachers.
- ✧ Term Planners should be used to record due dates for assessment work and school activities.
- ✧ Graffiti and other inappropriate messages have no place in this diary
- ✧ If you lose or damage this diary you will need to purchase another one from the school office.
- ✧ Your diary is also a tool for tracking your academic progress and success.



# What do I need to do to improve?

Subjects	Term 1			Term 2		
	Current LoA and Rung	LoA and Rung Goal	Strategies to Achieve my Goal	Current LoA and Rung	LoA and Rung Goal	Strategies to Achieve my Goal
English						
Maths						

Subjects	Term 3			Term 4		
	Current LoA and Rung	LoA and Rung Goal	Strategies to Achieve my Goal	Current LoA and Rung	LoA and Rung Goal	Strategies to Achieve my Goal
English						
Maths						

# QCE Attainment Tracking

Name:

## Exit Cohort:

Core Subjects	Unit 1 RA	Unit 2 RA	Unit 3 RA	Unit 4 RA	Exit Result	Estimated QCE Points
Preparatory <i>e.g. Cert 1</i>						
Enrichment <i>e.g. Career Development Short course, Ext English</i>						
Advanced <i>e.g. RSA, RSg etc, Uni subjects</i>						

ACS/UTU Class:

Requirement	Met(✓) or Not Met(✗)	Details
Literacy		
Numeracy		
Units of completed core		
Total credit		
QCE Eligibility		

## Total QCE Points

# My Results Ladder

Subject																								
Term	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
A+																								
A																								
A-																								
B+																								
B																								
B-																								
C+																								
C																								
C-																								
D+																								
D																								
D-																								
E+																								
E																								
E-																								



# Report Card – Behaviour, Effort & Homework

Behaviour	A Excellent	B Very Good	C Satisfactory	D Needs Attention	E Unacceptable
<b>Behaviour and Attitude</b>	Excellent behaviour. Positive attitude. Gets along with others and is courteous and respectful	Good behaviour with rare reminders about responsible behaviour. Positive attitude. Gets along with others and is well mannered.	Satisfactory behaviour with minor areas for improvement. Needs occasional prompts to be reminded of acceptable behaviour. Generally courteous.	Behaviour inappropriate at times. Often needs to be reminded acceptable behaviour to star on task. Manners and courtesy needs improvement.	Unsatisfactory behaviour. Often disruptive. Negative attitude. Rude manner. Has little respect for others and their property. Referred to HoD this Term.
<b>Interaction with peers</b>	Positive relationship and interactions with others. Well liked and respected by peers. Exemplary role model for others.	Consistent positive interaction with a range of fellow students. Supportive of others.	Interacts well within his/her peer group. Generally displays appropriate social behaviours and supports others.	Some negative behaviours shown. Minor intervention needed, but student has shown some evidence of self-correction.	Has exhibited negative and antisocial behaviours such as harassment/ bullying.
Effort	A Excellent	B Very Good	C Satisfactory	D Needs Attention	E Unacceptable
<b>Attendance</b>	Rarely misses a class.	Occasional absences only.	Some absences.	Many absences, sporadic attendance.	Rarely attends.
<b>Punctuality</b>	Always arrives to class on time.	Rarely late to class.	Generally arrives to class on time.	Often late to class, lardy.	Rarely gets to class on time.
<b>Preparedness for work</b>	Always has correct materials for class.	Consistently brings correct materials to class.	Usually prepared for class.	Often does not bring correct materials to class.	Rarely brings equipment to class.
<b>Class work ethic</b>	Completion of all set tasks. Motivated and independent worker. Contribute to class discussions. Self-assesses own class work. Attempt difficult/new tasks. Seeks and uses teacher feedback assistance. Remains focused. Aims for mastery/ extension work.	Completion of set tasks to a good standard with a minimum of supervision. Contribute to class discussions. Attempts difficult/ new tasks. Seeks and uses teacher feedback assistance. Remains focused.	Completion of most set tasks to a satisfactory standard. Needs reminders to stay on task. Contribute to class discussions. Attempts difficult/ new tasks Listens to teacher feedback assistance. Remains focused with minor prompting.	Completion of some set tasks but only when supervised. Needs encouragement to stay focused. Little contribution to class discussions needs prompting. Reluctant to try difficult/new tasks. Erratic focus and requires some prompting.	Set tasks are rarely completed. Lacks focus. Needs constant supervision to do any work. No contribution to class discussions. Will not attempt difficult/new tasks. Refuses teacher feedback assistance. Lack of focus.
<b>Progress</b>	Excellent. Working to or above ability level.	Good. Working to general ability level.	Satisfactory. But could extend him/ herself.	Disappointing effort. Below ability level.	Very disappointing. Well below ability level.
Homework	Satisfactory		Unsatisfactory		Not Applicable
<b>Homework and assignments – work ethic outside of class</b>	Always/usually completed Seeks and uses teacher feedback/assistance with homework. Completes all set tasks/asks about tasks they cannot complete.		Homework and assignment work neglected generally. Teacher feedback not used. Issues with due dates.		No Homework or Assignments set for the term.

# Responsible Behaviour – Baseline Expectations

Note: a full copy of the Responsible Behaviour Plan is given to all students upon enrolment. These are the expectations that underpin responsible behavior.

Behaviour	Expectations in Class	Expectations out of Class
Talking	<ul style="list-style-type: none"> <li>✧ Listen when teacher is talking to class</li> <li>✧ Any talking should be on task and kept to a minimum</li> <li>✧ Language should be polite and respectful</li> <li>✧ One person talks at a time</li> <li>✧ Noise should be kept to a “working” level</li> </ul>	<ul style="list-style-type: none"> <li>✧ Language should be polite and respectful</li> <li>✧ Respect the rights and opinions of others</li> </ul>
Learning	<ul style="list-style-type: none"> <li>✧ Allow others to learn</li> <li>✧ Respect the rights of others and their property, <b>but</b> no hats in the classroom</li> <li>✧ Bring correct and necessary equipment to class but <b>no</b> personal technology devices unless directed by the teacher</li> <li>✧ Work to the best of their ability</li> <li>✧ Avoid preventing or disrupting teachers from performing their required duties</li> <li>✧ Students should fill the front of the classroom first</li> </ul>	<ul style="list-style-type: none"> <li>✧ Respect the rights of others and their property</li> <li>✧ Be prompt in presenting homework and assignments</li> </ul>
Safety	<ul style="list-style-type: none"> <li>✧ Use equipment safely and follow all safety rules</li> <li>✧ Keep workplace neat and tidy and leave rooms, neat and tidy</li> <li>✧ Do not interfere with other student’s use of equipment</li> <li>✧ Respect equipment</li> <li>✧ No chewing gum, food, drinks (except for water), lollies, aerosol deodorants</li> <li>✧ No bags in rooms</li> <li>✧ Students should not move class furniture unless directed by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>✧ Keep the school grounds safe and clean</li> <li>✧ Don’t take food or drinks onto the oval</li> <li>✧ Play contact sports only on oval with a teacher coach</li> <li>✧ Report any potentially hazardous situations</li> <li>✧ No spitting</li> <li>✧ Play safe at all times</li> <li>✧ No running in or around the school buildings</li> </ul>
Movement	<ul style="list-style-type: none"> <li>✧ Keep movement in class to a minimum</li> <li>✧ Line up quietly outside classrooms</li> <li>✧ Permission is required before entering and leaving classrooms</li> <li>✧ Movement in and out of classrooms must be orderly</li> <li>✧ Must have a teacher permission in your diary to leave the classroom</li> </ul>	<ul style="list-style-type: none"> <li>✧ Movement around the school must be orderly</li> <li>✧ Be aware of and respect out of bounds areas</li> <li>✧ Movement to outside venues should be orderly and prompt</li> <li>✧ Move promptly between classes</li> </ul>

# Why is Homework necessary?

**There are two types of homework:**

**Set Homework:** This is work that has been set by the class teacher and should be completed for the day or week for which it has been set. Assignments and homework sheets are part of set homework.

**Study:** During this time, work should be revised and learnt. Spelling should be practiced. Preparation should be made for future lessons.

Students are encouraged to develop regular patterns of study, spread over at least four days of the week. This form of revision is essential in any serious study program because:

- ✧ the student can become aware of any work not well understood and approach the teacher for additional explanation;
- ✧ longer periods of time may be required to build a mastery of more difficult subject-matter;
- ✧ retention of learned materials is, for most people, achieved only by learning and reviewing several times.

**The following are suggested hours of study and homework completion:**

Year 9/10	2 hours each night (about 8–10 hours/ week)
Year 11/12	3 hours each night with additional time over the weekend (about 15 hours/week)

## How to Study

1. **Have a plan.** Know when your assignments are due and don't leave them to the last minute.
2. **Study or do homework at times best suited to you.**

Make yourself a timetable and be organised, eg.

<b>Monday</b>	4:30 to 5:30	Homework
	5:30 to 7:30	Dinner and free time
	7:30 to 8:30	Study

3. **Study with a purpose.** Study means learning the work covered at school. This requires listening and taking notes. Try the following model:

<b>Survey:</b>	Skim the chapter by reading headings and looking at drawings
<b>Question:</b>	What is the purpose of reading this? Is it to find out answers?
<b>Read:</b>	Read straight through to find the overall content
<b>Reorganise:</b>	Put the information down in a way that makes sense to you – diagrams, notes, cartoons, lists, timelines, and underlining
<b>Remember:</b>	Make notes so that they make sense to you
<b>Review:</b>	Check through your notes regularly. Do they answer the questions? Do they still make sense later?

## The Study Place Environment

<b>NOISE</b>	Move out of the range of TV and radio.
<b>LIGHT</b>	A strong, even, white light from above and behind will help avoid unnecessary tiredness.
<b>FURNITURE</b>	A straight-backed chair and a table of good height help posture.
<b>PRIVACY</b>	This prevents you from being distracted by people moving about.
<b>TIDINESS</b>	A muddled room and table indicates a muddled person.
<b>PLACE</b>	Make a habit of the same room, same table and same chair.

# What to do when...

## **...you arrive at school**

Come straight into the school grounds. Students are not permitted to go to the local shops if dropped off at the school by a parent or bus. Students who need to purchase at the shops before school will need to see the Deputy Principal with a signed permission note from your parent/guardian

## **...you arrive late for school**

Report to the office for a late note. When you are late it is your responsibility to catch up on all missed work/ commitments. Late students who do not have a note from a parent/guardian will be required to attend a lunch detention. Repeated lateness may attract further consequences.

## **...you need to leave early**

Report to the office with a note from your parent/guardian and sign out. If you know you will be leaving early on a certain day try to inform your teachers and find out what work you may be missing that day. They will be happy to help you.

## **...you get sick or suffer an injury at school**

If you are in class, tell your teacher who will send you to the school office with a note. At the office it will be decided whether you can rest in the sick room and then return to class, or if you should go home. Contact with home will be made by the office staff. If it is out of class time, come to the office yourself. In some situations an ambulance may be called to assist.

## **...you miss the bus**

Come directly to the office and your parents will be contacted.

## **...you have lost something**

All lost and confiscated property is handed in to the office. Check there if you have lost something. Items are retained at the Administration Office for a short period of time, and donated to charity at the end of each term.

## **...you wish to see the Guidance Officer/School Nurse/Police Officer/Chaplain/Youth Support Co-ordinator**

Ask one of the office staff for an appointment time with whom it is you wish to see.

## **...you know you will be away from school for some time**

Bring a note of explanation from home to your access teacher. Show this note to all class teachers and obtain work for missed classes. Then, leave the note with the office staff. Often this can be arranged with a phone call from home. In Year 11/12 you may need to see the Guidance Office to apply for Special Consideration for your assessment

# What to do when...

## **...you change your address or telephone number**

Go to the main office and give changes to the office staff who will update the details on the computer.

## **...you are planning to leave school permanently**

Bring a note from home to the school office or get your parent to call. You will be given a leaving form which is to be completed by all teachers. A transfer or refund on Resource Hire will not be possible until all equipment is returned and the form completed.

## **...you drive a car to school**

If you have your parents' permission to drive a car to school you must provide the Year level Co-ordinator or office staff with written advice that you will be driving to school. You are to also advise the registration number of the car and leave car keys in the office for safe keeping. You are not to give friends a lift unless their parents have given written permission to the Principal.

## **...you come to school by bike, skateboard or scooter**

Where a student rides these to school they must be stored in the bike compound. The school will not accept any responsibility if your bike, skateboard or scooter is damaged, lost or stolen.

## **...you are in possession of a mobile phone**

While you are permitted to bring your mobile phone to school, the school will not accept any responsibility if the mobile phone is damaged, lost or stolen. Your mobile phone is to be turned off and out of sight during class, assemblies and all other functions where you are being addressed by students, staff or visitors to the school. This includes SMS and Bluetooth. Where a mobile phone is found to have any inappropriate content (messages, texts, images, voice recordings) they will be handed over to the police for investigation

If students are found with their mobile phone on during a test, any marks for that assessment item will immediately be cancelled. If you have a personal technology device out in class, assemblies or other functions the teacher will confiscate it and hand it in to the front office. Furthermore, students in continuous and/or serious breach of this policy will not be permitted to bring their mobile phones to school. (see policy statement)

## **...you want to change a subject**

Subject changes can only be made at the end of a Semester for the next Semester, and in the first two (2) weeks of a Semester. Collect a 'Change of Subject' form from the office.



# Student Assessment Policy

## ASSESSMENT POLICY

A commitment to work and achievement in all of your subjects is part of your responsibilities as a senior student. Task and time management is an integral part of managing your assessment load and achieving your personal best.

### Submission of Assignments:

1. Students will be issued with a copy of an assessment schedule listing due dates for all assessable assignments early in each semester. Minor assessment items that occur throughout the semester and vary to suit classes, such as routine practical reports, may not be listed.
2. Deadlines for assignments are as follows. For students in Years 10, 11 and 12, assignments must be handed to the relevant teacher by 2.30 pm of the assessment schedule due date.
3. All assignments must have a task sheet attached. It must clearly indicate student's name.
4. Students must complete and submit ALL assessment listed on the assessment schedule to a standard that shows the student has made a reasonable attempt to meet assignment requirements.
5. Where conditions allow, assignments or sections of assignments may be submitted to teachers prior to the due date for comment and feedback. This drafting process will allow students to act upon advice before the final submission and ensure a minimum expectation is met regarding timely submission of assessment. The school recommends drafts are submitted via email where possible. A maximum of two (2) drafts per assessment may be looked at.
6. Students who DO NOT SUBMIT DRAFTS by the due date will be required to complete the assessment item under supervision during a designated time.
7. Any student who has a valid reason for not submitting an assignment on the due date must seek approval for an extension from the relevant HOD prior to the due date. Application for extension should be submitted as soon as the need for the extension becomes obvious. A Variation to Assessment form will be completed and needs to be submitted to your teacher.
8. Should illness prevent submission of the assignment on the due date, the school office must be notified by telephone. The assignment plus a doctor's certificate/Variation to Assessment/Special Provisions documentation are to be handed to the relevant HOD by the negotiated date/as soon as reasonably possible upon return to school.
9. Late Submission: In cases where students do not submit a response to an assessment instrument by the due date, judgments will be made using evidence available on or before the due date. That is, any assignment work submitted after these times will not be included as evidence in student folders. Students may provide evidence of their classroom work and their assignment drafts from before or on the due date.

# Student Assessment Policy

10. Where a non-submit occurs, no standard will be given for the task. Where no assessment piece is submitted, a notation of “N” for non-submit will be recorded on the student’s profile. Parents/guardians will be informed in these circumstances. If assessment requirements are incomplete, the student may not be given credit for that subject on their Senior Statement for the corresponding semester.
11. A Level of Achievement may not be awarded on YOUR Senior Statement if non-submission of tasks means you have not demonstrated sufficient coverage of the subject.

***NB: If you non-submit or submit late,  
and Semester credit is lost or a Level of Achievement is not awarded,  
then your ATAR score and/or QCE may be affected!***

## Completion of In-Class Assessment:

- (a) In class assessment, such as written tests, orals, performances, practical tests, must be completed on the date set.
- (b) Students who are absent for assessment due to illness need to arrange for Special Provisions through the Guidance Officer and negotiate completion of the assessment by another due date if possible. Wherever practical, a medical certificate should be provided on their return to school. A Special Provisions form will be completed and relevant teacher notified.
- (c) Students who know they will be away for assessment must see the relevant HOD before they leave to arrange a time for completion of the assessment. A Variation of Assessment form will be completed.
- (d) Students who cheat on exams will not receive credit for the assessment item and will be required to submit their class notes and homework to demonstrate that they have completed the substantive requirements of the course.

## Student’s Own Work and Cheating

Assessment must be the student’s own work. In situations where assignments have been copied both the student who has copied the assignment and the student who has allowed this to occur will not be awarded a result until the relevant HoD has resolved the issue and determined the outcome appropriate for each student involved. The HoD will notify parents.

# School Dress Code



Northern Beaches State High School is a “uniform school” because the community, during the establishment of the school, decided that school dress requirements are best met through a uniform. The Parents and Citizens Association has formally endorsed our ‘School Dress Code’ as well.

**A full copy of the dress code will be provided to all parents. This is now supported by legislation in the Education General Provisions Act (EGPA) 2006.**

## **The School Uniform is strongly supported because:**

- ✧ it encourages identification with the school and the development of a school spirit
- ✧ it reinforces the concept of “team”
- ✧ it provides an economical way to dress students
- ✧ it meets basic health and safety requirements for work in schools
- ✧ it reduces distractions and competition amongst students

# School Dress Code

- ✧ it enables us to quickly identify unauthorised personnel on school property
- ✧ it reflects, in many cases, the reality of the workplace
- ✧ it is now supported by legislation
- ✧ tax relief is provided for families

## Senior & Junior Uniform

- ✧ NBSHS Senior Shirt (years 10, 11 & 12 only)
- ✧ NBSHS polo shirt (all year levels)
- ✧ Long navy shorts with logo
- ✧ Navy NBSHS skirt with the school logo
- ✧ Fully enclosed neutral tone lace up shoes that are supportive and provide adequate protection
- ✧ Plain white or black short socks
- ✧ Plain navy track pants or tailored long pants if necessary

## Winter Uniform

- ✧ Navy school jacket – purchased from the front office
- ✧ Plain navy track pants or tailored long pants if necessary
- ✧ Senior jersey for year 12 only (purchased through the Coordinator during the year)

Anything other than this will be deemed unacceptable attire and students will be asked to hand the item to the office for collection at the end of the day.



## Jewellery

All jewellery, including bracelets, chains & wrist bands worn, must meet workplace health and safety standards as well as meeting appropriate standards for school wear. As such jewellery should be kept to a minimum with piercings limited to small studs or sleepers without sharp edges. Large earrings and visible face piercings are not permitted, except for a single small stud in the nose. “Spacers” and “spikes” are not permitted as they pose a health risk.

**During all outdoor activities students are required to wear a suitable hat or cap (as per sunsafe policy).**



# Attendance Requirements

## EVERY DAY COUNTS

**All students are responsible for providing explanations for their absences.**

**Parents / caregivers can provide explanation for absences by:**

- ✧ Telephoning the office on 4751 7111.
- ✧ Letter or medical certificate handed in to access teacher or student absence officer (located in the main office).
- ✧ Medical certificates are required for students in Year 11 or 12 where completion of assessment is affected.

Absence is defined as any non-attendance to a class when the normal timetable is in operation.

**Approved absences include:**

- ✧ legitimately ill (supporting evidence required);
- ✧ family supported reasons;
- ✧ on an excursion or camp;
- ✧ on a work experience placement;
- ✧ representing the school at an official function, sporting event;
- ✧ suspension

## Individual Lesson Absences

- ✧ **Class teachers** will keep records of student attendance and investigate student absence, including lateness. Where the absence is found to be unapproved (eg truancy) the class teacher sets appropriate consequences.
- ✧ **The KLA Head of Department** will assist where a student does not comply with the consequences set by the class teacher.
- ✧ **The Year Level Coordinator** will follow up when a student is persistently truanting a particular class. Parent / caregiver will be informed and a consequence given.
- ✧ **The Administration** will follow up when a student is demonstrating a pattern of unapproved absences from a number of different subjects or where persistent unapproved absences from a particular subject have not been rectified. The Year Coordinators will assist where required.



# Bookwork Expectations

1. Paste this evaluation sheet in the inside of your notebook cover.
2. Take care to follow the requirements listed below regarding your notebook work.
3. Take pride in the work that you do.

Student Bookwork Standards	T1	T2	T3	T4
Margin ruled				
Date written in the margin				
Title written and underlined				
Errors rubbed out or neatly crossed out				
Worksheets glued in				
No wasted pages				
Neat and tidy				
Written in pencil, blue/black pen				
Self-editing apparent				



# Effective Readers

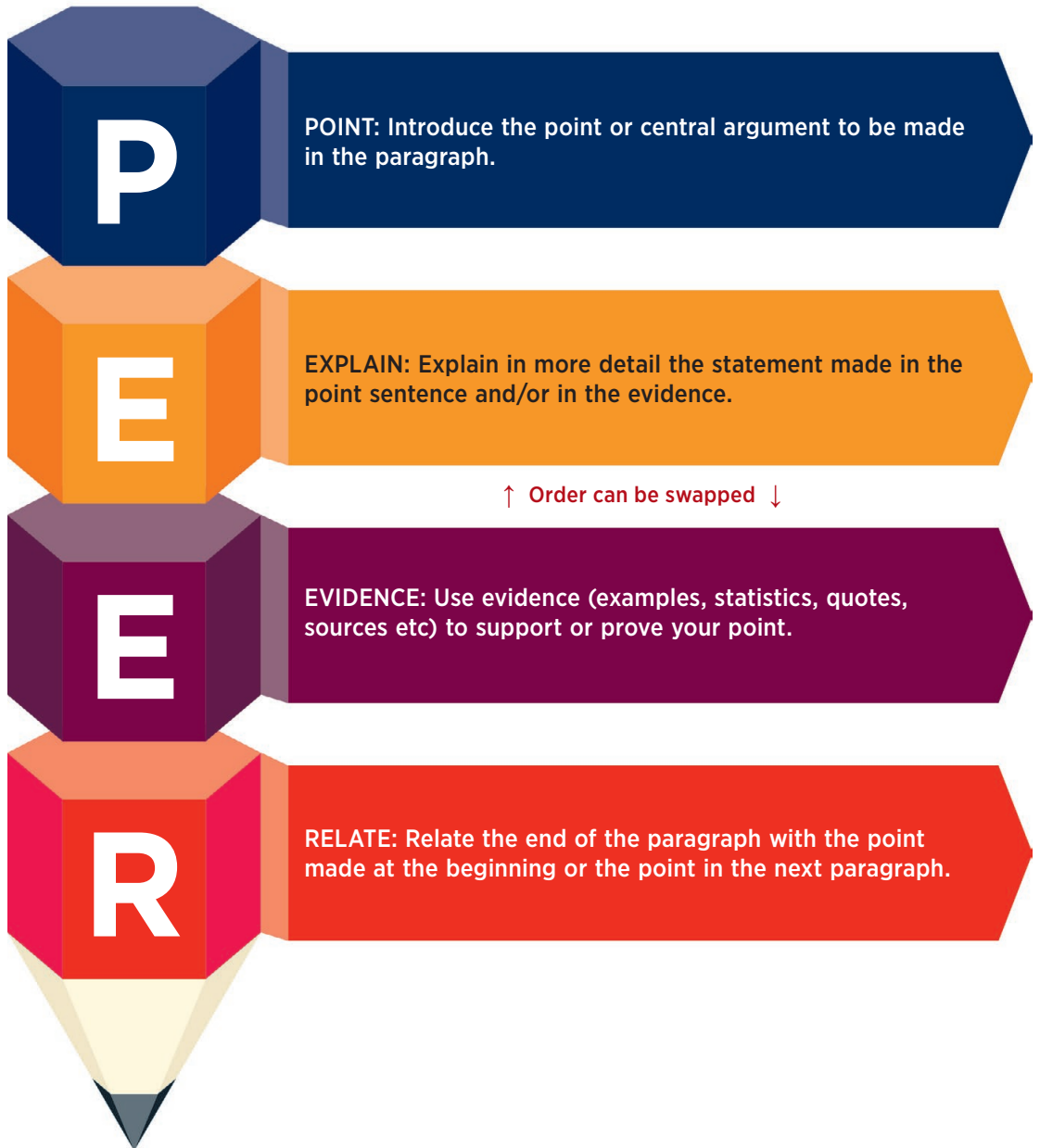


# General Essay Structure

An essay is a 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 evidence and explanation.



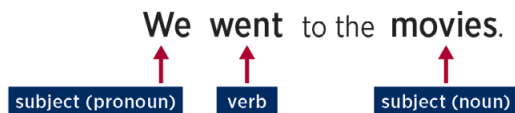
# Structure of Body Paragraphs



# Types of Sentences

## SIMPLE SENTENCES

A simple sentence is one that has a single **main clause** (*group of words containing a subject and a verb*) and makes complete sense on its own.



**Adjectives** (*describing words*) may be added to the sentence, however the sentence should only contain one **verb** (*doing word*) for it to be considered simple.

## COMPOUND SENTENCES

In a compound sentences there are two or more main clauses which are linked but make sense on their own. Clauses in compound sentences are usually joined by **conjunctions** (*connecting words*) such as: and, but, or, so, for, yet, then, etc.



## COMPLEX SENTENCES

A complex sentence contains a main clause and one or more **subordinate clauses** (*clauses in a sentence which add to or complete the information given in the main clause*). The secondary idea is contained in the subordinate clause which has a subject and a verb but does not make sense without the main clause to which it is attached. Subordinate clauses are usually joined by conjunctions such as; because, although, however, where, which, with, until, while etc.





# Have you checked your writing?

## Paragraphing

0	no correct use of paragraphing
1	writing is organised into paragraphs that are mainly focused on one idea or set of like ideas to assist the reader to digest chunks of text (contains at least one correct paragraph break)
2	all paragraphs are focused on one idea or set of like ideas: at least one paragraph is logically constructed and contains a topic sentence and supporting detail (paragraphs are mostly correct)
3	paragraphing supports argument (paragraphs are ordered and cumulatively build argument across text)

## Sentence Structure

0	no evidence of sentences
1	some correct formation of sentences (some meaning can be construed)
2	correct sentences are mostly simple and/or compound sentences (meaning predominantly clear)
3	most simple and compound sentences are correct AND some complex sentences are correct (meaning is predominantly clear)
4	most simple, compound and complex sentences are correct OR all simple, compound and complex sentences are correct but do not demonstrate variety (meaning is clear)
5	sentences are correct (occasional error in more sophisticated structures); demonstrates variety (meaning is clear and sentences enhance meaning)
6	all sentences are correct (occasional slip, e.g. a missing word); (writing contains controlled and well-developed sentences that express precise meaning and are consistently effective)

## Vocabulary

0	symbols or drawings
1	very short script
2	mostly simple words; may include two or three precise words or word groups
3	four or more precise words or word groups
4	sustained and consistent use of precise words and word groups that enhance the meaning (may be some inappropriate or inaccurate word choices)
5	a range of precise and effective words and word groups used in a fluent and articulate manner (language choice is well matched to style of argument)

## TO COMPARE OR CONTRAST

in contrast	conversely	however	but
despite this	nonetheless	in comparison	alternatively
nevertheless	similarly	equally	although
likewise	on the other hand	also	

## TO PUT IDEAS IN ORDER

firstly	initially	secondly
next	then	meanwhile
afterwards	most importantly	later
lastly	finally	

## TO ADD TO IDEAS

Additionally	In addition	similarly
also	moreover	further evidence of
likewise	furthermore	

## TO EXPLAIN IDEAS

namely	such as	as already started
for instance	for example	

## TO SHOW CAUSE AND EFFECT

because	consequently	thus
as a result	in order that	for
so that	for that reason	therefore

## TO CONCLUDE

therefore	hence all this evidence indicates	
finally	thus	so
consequently	as a result	in conclusion

# Persuasive Devices for Writing

**P**

PERSONAL PRONOUNS

**E**

EMOTIVE LANGUAGE

**R**

RHETORICAL QUESTIONS

**S**

STATISTICS AND FACTS

**U**

USE OF AUTHORITY FIGURE

**A**

ALLITERATION AND ANECDOTES

**D**

DESCRIPTION AND IMAGERY

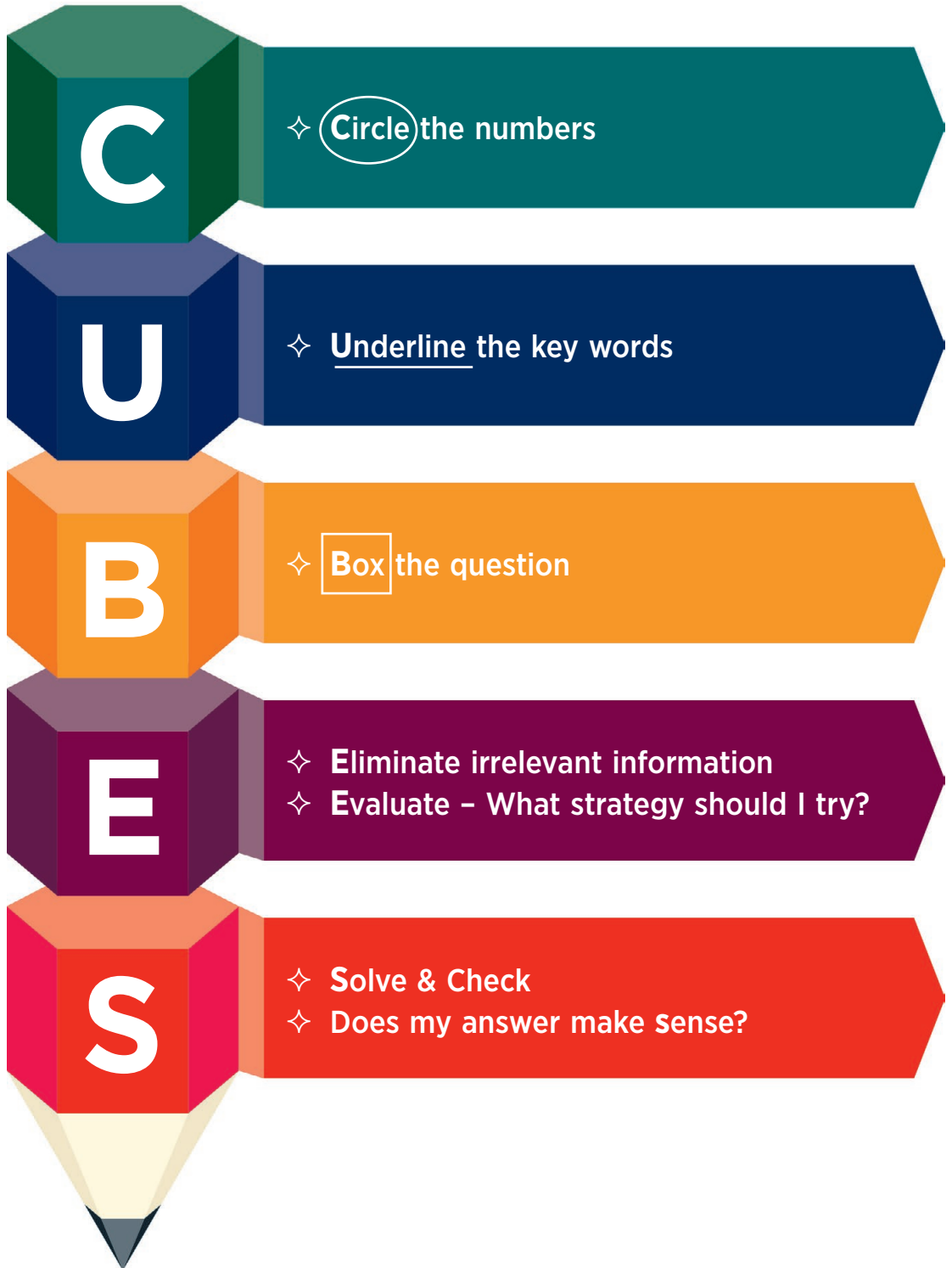
**E**

EXAGGERATION

**R**

REPETITION AND GROUP OF 3

# Unpacking a numeracy question



# Tools to help you achieve your best!

## WHAT IS REFERENCING?

- ✧ Referencing is a way of acknowledging or showing the sources of any information that you have cited or used in any assignments you present.

Referencing in written assignments has two aspects: in-text citations and a reference list.

## WHEN DO I USE IT?

- ✧ In-text citations are used within your assignments whenever you use information from a source.
- ✧ A reference list is usually the last page of your written assignment and is a list of the sources you have researched and cited or used in your assignment. Generally, you are required to include a reference list, rather than a bibliography in your written assignments.

## REFERENCING

### How to Cite 'In-Text'

Citations may be placed at the end of a sentence (before the concluding punctuation) in brackets:

*The theory was first developed by Browne (Gibbs 1981).*

Another way of including a reference in your text is to integrate the author's surname into your sentence, followed by the year of publication and page number, in parentheses:

*Gibbs (1981, p. 89) states that Browne was the first to develop the theory of...*

### To cite a direct quotation

Write the text word for word and place quotation marks at the beginning and end of the quotation. The author, date and page number must be included.

*"Australia is a settler society" (Hudson & Bolton 1997, p. 9).*

### To cite a paraphrase or a short summary of an author's words or ideas

Restate the original words/ idea in your own words. The author, date and page number(s) must be included.

*Wartime textile rationing was imposed through a coupon system, which meant garments now had two costs: their value in monetary units and in coupons (McKernan 1995, p. 152).*

### To reference the overall content of a work

You do not need to include page numbers because it is the entire work you are referring to:

*Larsen and Greene (1989) studied the effects of pollution in three major cities.*

### Images, figures and tables

Figure captions should be directly under the image and then followed by an in-text citation.

*Figure 1: Consumer confidence, concerns, spending and attitudes to recession: a global Nielsen consumer report (AC Nielsen 2008, p. 1)*



# Tools to help you achieve your best!

Table captions should be above the table. There must also be an in-text citation if reproducing or adapting data.

## Two or three authors

*(Jones & Hackett 1991)*

*Jones and Hackett (1991) theorized that...*

*(Boyd, Smith & Eberle 1985)*

*Boyd, Smith and Eberle (1985) found...*

## More than three authors

Use the first author only followed by 'et al.'

For example, a work by Carter, Morton, Duncan-Kemp and Redding becomes:

*Carter et al. (1989) discussed library search methods.*

*A range of search methods (Carter et al. 1989) were discussed.*

**Note:** Names of all the authors must be given in the list of references.

## Two authors, same surname

Initials are included to distinguish.

*The theory was propounded by AE Smith (1981), but has been refuted since (Smith, BR 1985).*

## Newspapers

If authors are given, use the principles already stated above and provide an entry in the reference list. If there is no author, provide all the details in the in-text citation. Examples:

*(Weekend Australian 24-25 Jan. 1987, p. 19)*

*... in the Sydney Morning Herald (24 January 2000, p. 12).*

*(Financial Review 18 January 2000, editorial)*

There is then no need for an entry in the reference list. If a work contains frequent references to newspaper material, it may be best to abbreviate the newspaper titles. SMH, for example, could replace Sydney Morning Herald. The abbreviation, like the full title, is italicised.

**Please note:** Newspaper articles on the WWW and in electronic databases do require entries in the reference list.

## Motion pictures, videos, DVDs, CD-ROMs, television and radio programs

In-text references should contain the title (in italics) and date of production.

*Strictly Ballroom (1992)*

*(Understanding the GNP 1982)*

# Tools to help you achieve your best!

## Legislation

The titles of pieces of legislation should be cited exactly. Neither spelling or capitalisation should be altered to suit the referencing style. Articles (a, an or the) should not be omitted.

Most Acts and Ordinances have a short, formal title that can be used for citation purposes. First references should always cite this short, formal title in italics (exactly and in full) and subsequent references can be shown in roman script (not italics) with the date omitted.

... *the Environment Protection (Impact of Proposals) Act 1974* ...

... *the Environment Protection (Impact of Proposals) Act* ...

There are two ways of clarifying jurisdiction. For works referred to infrequently, make it obvious in the text.

*Victoria's Equal Opportunity Act 1995 prohibits* ...

Otherwise, place information in parentheses and in roman script after the date.

... *the Copyright Act 1968* (Cwlth) ...

... *the Anti-Discrimination Act 1991* (Qld) ...

Acts of the parliaments of other nations should be presented in roman script.

... *The Sale of Foods Act 2000* (UK) ...

Bills are presented in roman type because they are, in effect, 'unpublished' at that stage.

... *the Regulation of Genetic Material Bill 2000* ...

## Legal authorities

The following details are necessary for the full in-text citation of legal authorities:

- ✧ the name of the case (italicised and containing the first-mentioned party on each side). It is sufficient to provide the family name of a person. Corporation names are given in full (but abbreviations can be used)

*McDonald's Corporation v. Joburgers Drive-Inn Restaurant (Pty) Ltd* (1996) 36 IPR 11 at 20  
*Carey v. Price* (2005) 132 ALR 255

*R v. Australian Broadcasting Tribunal* (1980) 144 CLR 13

However, if the Crown is the respondent in a criminal appeal, the order is reversed and The Queen given in full.

*Pearce v. The Queen* (1998) 194 CLR 610

On first mention, the authority should always be cited in full. If there is a commonly known abbreviated form or name for the case, this can be given in parentheses and used in subsequent citations.

*Mabo v. The State of Queensland* (1992) 175 CLR 1 (*the Aboriginal Land Rights Case*)

A decision at law can appear in more than one report series.

*The Commonwealth v. The State of Tasmania* (1983) 158 CLR 1; (1983) 57 ALJR 450;  
(1983) 46 ALR 625 (*the Tasmanian Dam Case*)

In the citation of criminal cases in which the Crown is the prosecutor, "R" is used.

# Tools to help you achieve your best!

## Website

To cite a Website within the text of an assignment, use the name of the person or organisation responsible for the site (author) and the date of the site's creation or most recent update.

Example:

*The Bodyshop (2003)*

Web addresses can be given directly in the text using angle brackets(< >) to isolate them from any sentence punctuation. Example:

*Details are available from the department's Website <<http://www.finance.gov.au>>.*

## Web document (author known)

To cite a document from a Website within the text of an assignment, editor or compiler and the date on which the document was created or last revised.

Examples:

*Klintworth (2000)*

*International Narcotics Control Board (1999)*

As with Websites, the full address of a document within a Website can be provided in the text. It is sufficient, however, to provide only the address of the Website.

Example:

*Details are available from the Attorney-Generals Department <[http://www.law.gov.au/aghome/legal/pol/cld/aia/part\\_1.htm](http://www.law.gov.au/aghome/legal/pol/cld/aia/part_1.htm)>.*

## Web document (no author)

To cite a document from a Website within the text of an assignment, where the author is unknown, give the title of the document followed by the date of creation or most recent revision.

Example:

*Educating America for the 21st century: developing a strategic plan for educational leadership by Columbia University 1993-2000 (initial workshop draft) (1994).*

# Sample Bibliography

Author	Date	Title	Publisher	Place of Publication
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## A sample bibliography using the Harvard Referencing System

### ✧ Book with one author

Elvin, Ian 1993, Sport and physical recreation, Longman, Harlow, Essex

### ✧ Book with two or more authors

Pitts, Brenda G. and Stotlar, David K. 1996, Fundamentals of sport marketing, Fitness Information Technology, Morgantown, West Virginia

### ✧ Book with more than three authors

Mullin, Bernard J. et al 1993, Sport marketing, Human Kinetics, Champaign, Illinois

### ✧ Book with editor, not author

Meaney, Peter H. ed. 1996, Teaching swimming and water safety, 3rd ed., Austswim, Hartwell, Vic.

### ✧ Book without author

Guinness book of records 1998, 1997, Australian ed., Guinness, Enfield, Middlesex

### ✧ Chapter within a book

Easson, Michael 1991, "Sunbeams, cucumbers and industry policy", in Australian industry: what policy? Michael Costa and Michael Easson (eds.), Pluto Press, Leichhardt, NSW, pp.123-150

### ✧ Video recording

On the juice: can the Olympics be drug free? [video recording] 1998, Video Education Australasia, Bendigo, Victoria 27 mins.

### ✧ Newspaper article

"What you should know about the Sydney Olympic Stadium" 1999, Weekend Australian, January 30-31, p. 62

### ✧ Journal article

Gambetta, Vern 1998, "Fundamental fun". Sports Coach, Vol. 21, No.1, pp. 25-27.

### ✧ Unpublished Material i.e. lecture notes or overheads

teacher/author, 2003/undated, document or lecture title, Yeronga Institute of TAFE, Brisbane.

### ✧ Article in an electronic journal eg. from an internet website

Knight, Will (2005) "Computer crime boom costs UK billions". [NewScientist.com](http://www.newscientist.com) News Service [WWW], 05 April 2005. Available from: [www.newscientist.com/home.ns](http://www.newscientist.com/home.ns) [Accessed 06 April 2005]

### ✧ Full text journal article from electronic database

author, 'article title', magazine title, [Electronic] Vol. 90, issue 3, p.38, Available: Electric Library [2003, January 15]

### ✧ Email

Smith, F. ([smithie@powerup.com.au](mailto:smithie@powerup.com.au)) 1999, Coaching the junior hockey player, [Email] personal email to Stendrup ([Stendrup@eisa.com.au](mailto:Stendrup@eisa.com.au)) [17 July 1999]

### ✧ Website

Human Anatomy Online, 2000, Intellimed International Corporation: Inner Learning Online [WWW] [www.innerbody.com/html/body.html](http://www.innerbody.com/html/body.html) [Accessed 05 January 2003]

# Editing Checklist

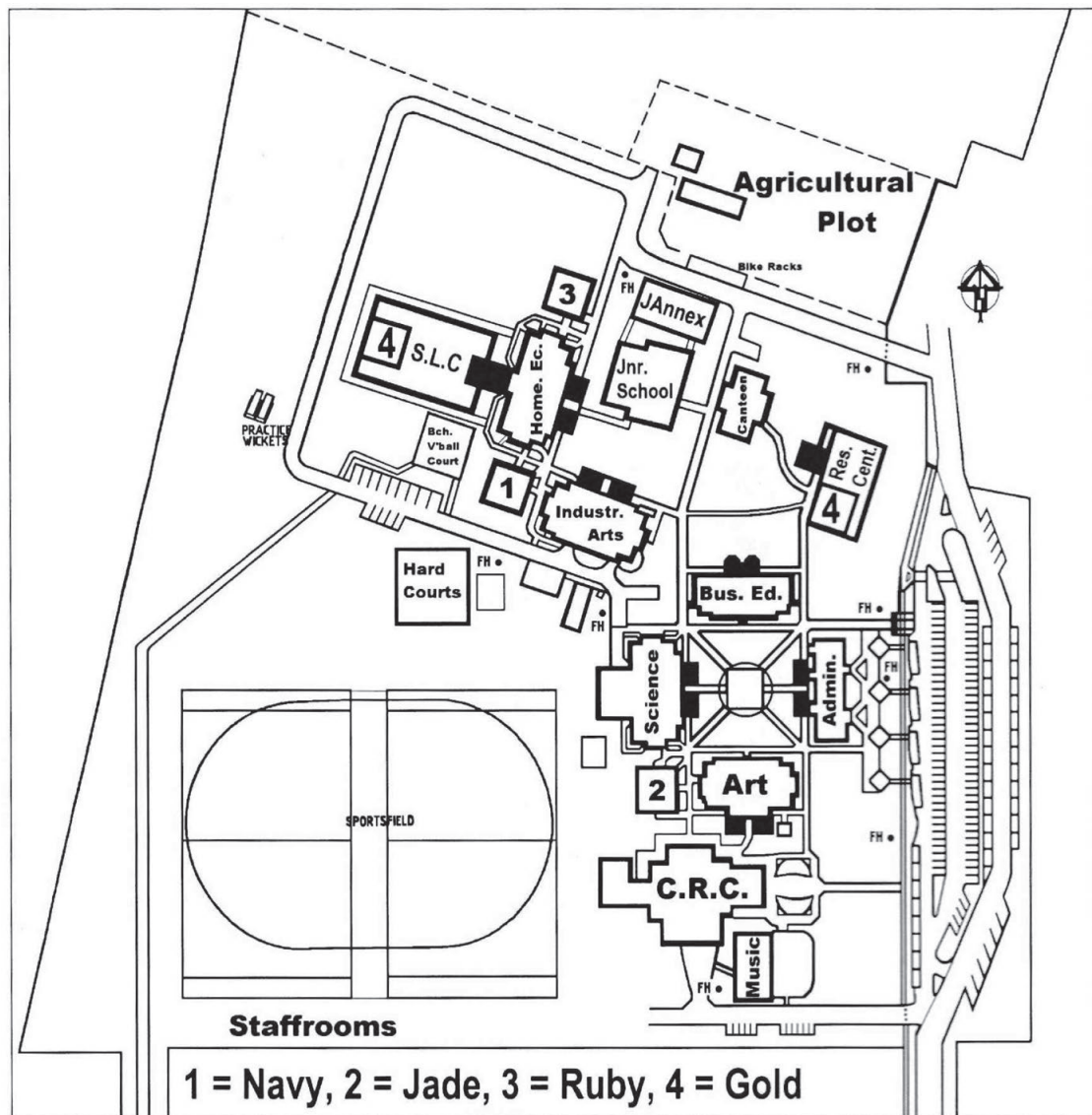
Effective editing is a vital part of the writing process! Before you commence editing any of your work whether it be an assignment or written essay in class, it is simply more time efficient to have an already memorised list of things you are going to consider. This results in high standard editing and thus higher grades. Below is the commencement of a list. You should adapt it, change it and make it your own. You should always be considering how to improve it. This can be by comparing your list with your friends' or getting input from your teachers and peers. It should be an evolving process. Know your number of editing tips before you go in. Below are ten to get you started.

1. Have you spelt everything right? When you casually read work you may misspell the words. Reading backwards can help you to focus on each word and its spelling. Make sure you know the different spelling of especially tricky words like 'your' and 'you're' and 'there', 'their', and 'they're'
2. Is all of your grammar and tense correct? Try reading your work out loud because this will help you to see if something makes sense or not.
3. Remember to use imagery such as similes, metaphors and personification.
4. Does your punctuation make sense? Have you put full stops and commas in the right places and have you used capital letters correctly?
5. Have you used a variety of punctuation skills? What's your number out of 10?  
**1 ?      2 ,      3 .      4 -      5 "      6 ;      7 :      8 !      9 '      10 /**
6. Have you varied the words at the beginning of sentences? Remember: New idea – New Paragraph!
7. Have you used interesting vocabulary that is precise in purpose and is it appropriate for your purpose, audience and genre of the written response?
8. Do your sentences have different structures and lengths? Short sentences for impact and creating tension, long sentences for description or giving of facts.
9. Is your first sentence interesting enough to lure your reader in and have you used 'impressive' words – not boring?
10. If you've used speech, have you used inverted commas "speech marks" and have you used the five rules for punctuating direct speech?
11. Does your writing flow logically and is easy for the reader to understand what you are trying to get across whether it be description, narrative or argument.

**Now it is your job to adapt this list, add things to it and change it in order to make it your own effective editing checklist to improve your writing. As you come across great editing ideas, add them to this list and own your learning.**

# Study Notes

# NBSHS Map



MyDiary / MyEDiary — Phone: 07 5444 8790 \* 1800 236 712  
 Print Diaries: [www.MyDiary.com.au](http://www.MyDiary.com.au) \* [sales@MyDiary.com.au](mailto:sales@MyDiary.com.au)  
 Electronic Diaries: [www.MyEDiary.com.au](http://www.MyEDiary.com.au) \* [sales@MyEDiary.com.au](mailto:sales@MyEDiary.com.au)

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