



International School Suva

World Class Citizens ~ Lifelong Learners

ISS STYLE GUIDE



International School Suva

Editor's Foreword:

The *ISS Style Guide* has been designed to assist and guide our students to improve their writing skills across a range of different genres and text types. It contains structured guides that explain step-by-step how our students can approach the creation of various text types, along with examples, tips and hints, and planning advice.

It is recommended that this guide be utilised by our students as a resource to help them, along with the guidance of their teachers and mentors.

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PARAGRAPH

Purpose:

The purpose of a paragraph is to present a single idea or point that is explained and supported by evidence. In the case of a longer piece of writing, a paragraph will also be linked back to a main thesis or central argument.

Audience:

A paragraph is intended to be read and understood by anyone, that is, those who may be experts with deep understanding of the topic, or people with little understanding of the subject matter.

Types:

All paragraphs are based on the **TEECL** structure.

Features:

T	Topic Sentence	All paragraphs should begin with a topic sentence. The topic sentence introduces the main point that the paragraph is developing. It may connect with a linking sentence from the paragraph before in a longer piece of writing.
E	Explanation	The explanation sentences should contain more detail and discussion about the central point being made in the paragraph. The explanation is all about clarifying the topic sentence, and should elaborate on the point being made.
E	Evidence	Once an explanation of the main point has been made, then evidence needs to be included to support and reinforce the point made. Evidence may include quotations, statistics and references . Evidence should be drawn from both primary and secondary sources.
C	Conclude	A concluding sentence is needed to summarise the main point and round off the discussion. Concluding sentences should not contain any new information.
L	Link	In a longer piece of writing a concluding sentence should contain a linking portion that links the point of the paragraph back to the main point or central argument being made. It may also contain a link to the next point to be made in a new paragraph.

Language Features:

A paragraph is always written in formal language and in the third person. Vocabulary will change depending on the subject and subject specific terminology should be used where necessary. Depending on the purpose of the paragraph you are constructing the tense may change, however cohesion should be maintained throughout.

Example:

<p>The Templar Knights, also called the Poor Knights of Christ and of the Temple of Solomon, were founded after the successes of the first crusade in 1099. Many pilgrims wanted to travel to visit the now accessible Holy Places, a dangerous undertaking as the pilgrims were often attacked by Saracen and Bedouin bands due to the lack of manpower left by the departure of most of the crusading forces. Hugues de Paynes led a band of 8 or 9 French knights who vowed to devote their existence to the protection of these pilgrims. They were given an area of the Royal Palace and established their religious community based on the Rule of Augustine of Hippo, taking vows of chastity, poverty and obedience. Initially the order had little money and relied on donations to survive, however as their status grew, influenced by the writings of Bernard of Clairvaux, so too did their wealth and power. They were endorsed officially by the Church in 1129 at the council of Troyes and later in 1139 Pope Innocent II's papal bull granted them exemption from local laws. This gave the order the autonomy needed to rise to the powerful organisation that they became.</p>	<p>Topic Sentence</p> <p>Explanation</p> <p>Evidence</p> <p>Further explanation</p> <p>Further Evidence</p> <p>Concluding and linking sentence</p>
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ESSAY

Purpose:

The purpose of an essay is to produce a formal piece of writing that makes a central point or argument. Depending on the type of essay you may be expected to persuade, convince, analyse, evaluate, prove or explain. This then needs to be supported by arguments and evidence.

Audience:

The essay should aim to educate any person who reads it, as an expert explaining a concept to a mature audience with some knowledge of the subject matter.

Types:

Analytical – an essay that examines, explores, analyses or presents an argument about an issue, object, event or circumstance.

Persuasive – an essay that aims to persuade the reader to a particular point of view or side of an argument.

Features:

The basic, general structure of an essay is as follows:

Introduction	Always states the central argument, thesis or main point of the essay. Provides some context or background to the topic and may list the arguments or points the essay intends to cover.
Body Paragraphs	These are the paragraphs that explain the supporting points in more depth and provide evidence to support or prove the central argument or point. Each body paragraph should deal with only one supporting point.
Conclusion	Restates the central argument, thesis or main point of the essay and provides a summary of the supporting points. No new information should be included in a conclusion.

Language Features:

An essay is always written in formal language. Vocabulary will change depending on the type of essay (analytical or persuasive) and subject. Subject specific terminology should be used where necessary.

Planning:

Before you write any essay it is critical that you plan for what you are going to write. This ensures that you will answer the question being asked of you, and that you are selecting your best ideas and eliminating unnecessary commentary and opinion.

Completing an essay plan is particularly important in an exam situation, where it is tempting to simply start writing straight away without a clear idea of how to answer the question. Five to ten minutes of essay planning leads to structure, focus, and a pathway to answering the question that presents relevant and organised ideas to your audience.

A suggested method for essay planning (no more than 5-10 minutes):

- 1. Highlight or underline the key words in your essay question;**
- 2. Check that you understand these key terms. If you don't, is there an alternative question that you feel more comfortable with?**
- 3. Write down a series of planning questions. Basically these are 5W & H type questions (what, who, when, where, why & how);**
- 4. Briefly answer these questions;**
- 5. Begin your essay, remembering to follow proper paragraph structure; and**
- 6. As you write occasionally return to your essay plan to ensure you are staying on topic.**

Examples:

EXAM QUESTION: Analyse how the nature of a character or individual was revealed by their response to events in a film you have studied.

Planning questions:

- **Who** is the character you will write about?
- **What** is the nature of this character?
- **What** are the key events in the film?
- **What** are the character's responses to these events
- **How** is the character's nature revealed by their responses?
- **What** examples and quotes will I use for each idea?

Suggested planning method for essay writing (IB Style)

The International Baccalaureate (IB) style will sometimes differ from other styles and below is another suggested planning method, based on the IB style of essay, utilising the subject of history as an example. It is important to note that this method of planning works for many different subjects and not just history.

How to 'Con' your way to a good essay!

- **Contemplate**... plan your response
- **Convincing**... have a clear point of view
- **Consistent** ... be on track and avoid contradictions
- **Concise** ... get to the point quickly, avoid repetition
- **Converse** ... have your own voice heard, engage with the reader
- **Conclusion**... ensure you have answered the question and restate your main argument

Sample Essay

Question:

“The Great Proletarian Cultural Revolution (1966 - 1976) was a victory for Mao Zedong (Mao Tse Tung), but a disaster for the Chinese people.” To what extent do you agree with this statement?

Content issues

Analytical issues

Plan: Think! What do I have to do?
Identify key issues and reasons.
Draw **mind map** as basis of essay structure.
Link the content and evidence to a line of argument

A concise answer to the question establishing your main argument[s] – emphasise key words of the question not background, no content

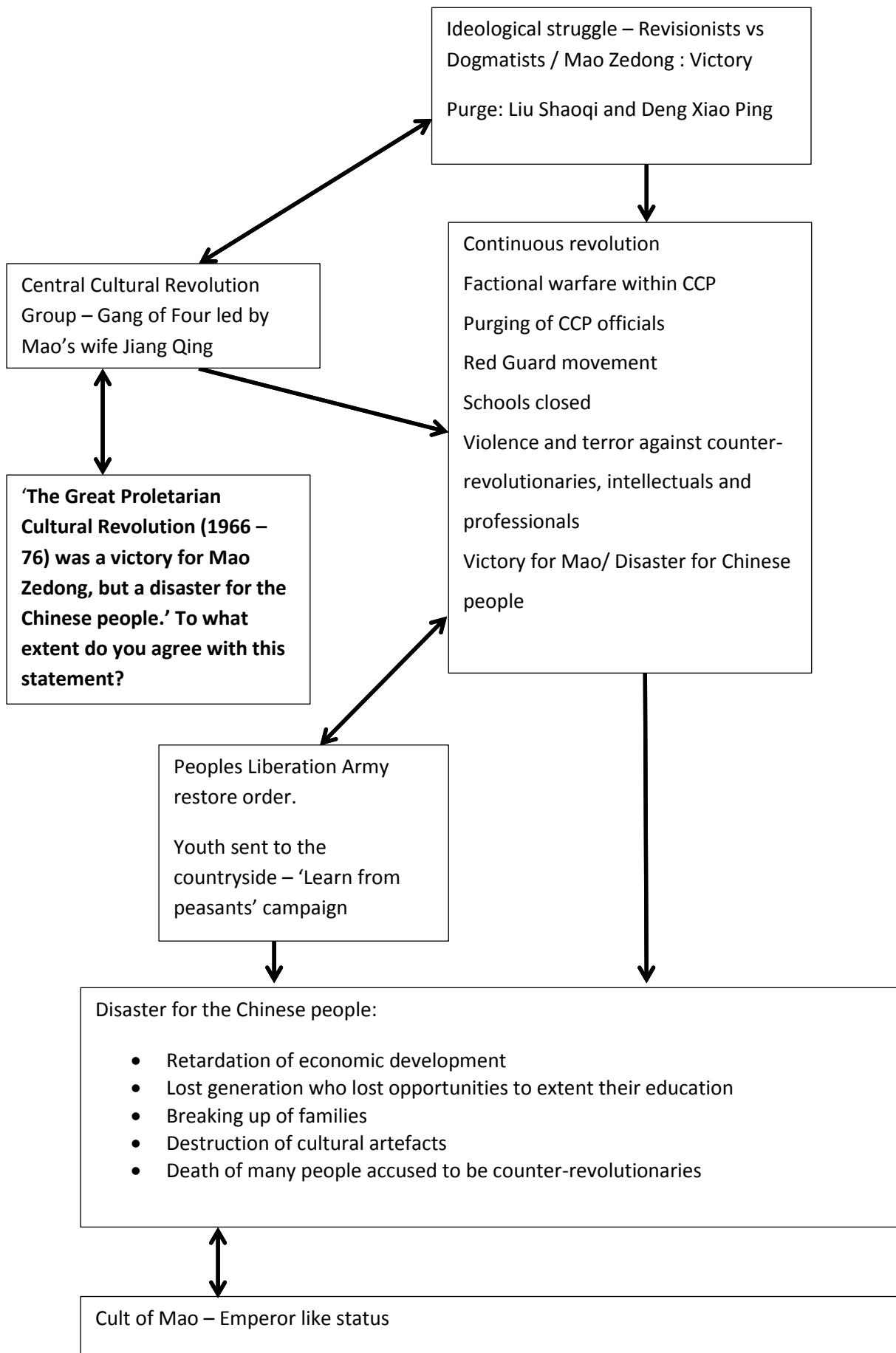
Introduction An example:

The Great Proletarian Cultural Revolution of 1966 – 1976 left the country in disarray as Mao’s call for a ‘cultural revolution’ strengthened his position as the paramount leader, and purged potential rivals and revisionists.

What are its strengths?

What were its weaknesses?

Mind map:



ABSTRACT

Purpose:

An Abstract is an important part of the IB extended essay. In academic terms, an abstract is short summary of the longer work being presented. An abstract provides the scope, purpose and contents of the work in a format that is easy for readers to gain an understanding of the topic. Abstracts are self-contained and should be as direct a statement as possible.

Audience:

Those who may be interested in the larger piece of work in general, or in the case of the IB Diploma, the assessors and so guidelines should be adhered to very closely.

Features:

The following is the extract taken from the IB extended essay guide and describes in detail exactly what is required of the abstract:

An abstract not exceeding 300 words must be included with the essay submitted. It does not serve as an introduction, but presents an overview of the extended essay, and should, therefore, be written last.

The inclusion of an abstract is intended to encourage students to examine closely the development of an argument within the extended essay and the pertinence of any conclusions that are reached. It is also designed to allow readers to understand quickly the contents of the extended essay.

The minimum requirements for the abstract are for it to state clearly:

- the research question being investigated.
- the scope of the investigation.
- the conclusion(s) of the extended essay.

The abstract should be typed or word processed on one side of a sheet of paper, and placed immediately after the title page.

RATIONALE

Purpose:

The purpose of a rationale is to justify the purpose behind a particular task. At ISS this relates specifically to creative tasks and explicitly demonstrates how the creative task is linked to the topics and skills learned in class and the requirements of the assignment.

Audience:

The audience may be presumed to be the marking teacher or an external moderator.

Types:

IB or ACT

Features:IB Rationales

Maximum of 300 words (suggested 250-300)

Must contain the following:

- How the content of the task is linked to a particular part of the course (Parts 1-4);
- How the task is intended to explore particular aspects of the course;
- The nature of the task chosen;
- Information about audience, purpose and the varying contexts in which the task is set; and
- Additionally, links should be made between the formal conventions of the text produced and the aims of the task.

Formal language

1st person perspective

IB Example

<p style="text-align: center;">Rationale*</p> <p>This written task relates to my study of the mass media and, in particular, to our focus on the language and structure of newspaper stories.</p> <p>In addition, my written task is informed by my study of the 'language situation' in Quebec, Canada. In this part of my course, we considered the politics of English, studying a range of situations and contexts where speaking English was either advantageous or disadvantageous. Quebec is a francophone part of Canada. French speakers, I have learned, are often at an advantage in Quebec, whilst speakers of English are sometimes discriminated against.</p> <p>I have learned that 'language matters', and that language cannot be separated from other aspects of social, cultural, and economic life. Accordingly, for this written task, I have written a newspaper story that is intended to be included in The Toronto Star. This is an English language newspaper, Canada's biggest selling 'daily', and is 'left leaning'. I have assumed that the editorial position of the newspaper would support a plurality of languages in Canada. Whilst, I believe, the newspaper would recognize the particular importance of English and French in Canadian life, it would be critical of discriminatory practices based on language.</p> <p>My news story tries to convey this ideology. In the story, I discuss the (imagined) case of a man who claims to have been discriminated against for his refusal to speak French during job interviews.</p> <p>The newspaper story is intended to look and read authentically. Thus, for example, I have included a range of features typical of this text type. It has a headline, a subheading, a byline, and a lead. Paragraphs and sentences are short. Words are simple. Quotations ('accessed voices') are included. 'Naming' is also significant, not least because of the way it tries to 'skew' the story.</p> <p style="text-align: center;">297 words</p> <p style="text-align: center;">*© David McIntyre, InThinking www.englishalanglit-inthinking.co.uk</p>	<p>Heading</p> <p>Link to the specific part(s) of the course is not explicit, but based on the content discussed in the first two paragraphs; it is obvious that it is Part 1 and Part 2 of the Language and Literature course. Marks probably will not be taken off for the lack of direct mention. Aspects of the course, mass media and the language and structure of newspaper articles are mentioned as well as language and discrimination (power).</p> <p>Exploration of the aspects of the course are further discussed here as is the first mention of the nature of the task chosen (a newspaper article).</p> <p>Information about the audience, purpose, and various contexts are discussed here and in the following paragraph.</p> <p>Formal conventions are mentioned and their links to the aims of the task are placed in quotation marks.</p> <p>Word count</p>
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ACT Rationales

Must be between 400-600 words in length

Must contain the following:

- Introductory comments
 - Origin of your ideas (e.g., a reading, discussion, a movie, a personal experience, etc.)
 - Aspect of the original text you are exploring
 - An explanation of how you were influenced by the original text
- Purpose of your piece
 - Themes and issues you are developing in your piece
 - What you are attempting to achieve through your piece (e.g., exploration of theme, a critique of material, a statement of personal philosophy, etc.)
- Justification of format
 - How does your chosen genre/medium develop the themes and overall purpose of your creative response?
 - How does your use of format, techniques, and stylistic devices accomplish what you set out to achieve? Especially discuss and explain the use of symbolism, mood/tone
 - How does each element of your response link to, build on, analyze and/or develop the ideas or aspect chosen of the original text?

Formal language

1st or 3rd person perspective

Essay format

No headings other than "Rationale"

ACT Example:

<p>RATIONALE*</p> <p>I have chosen to do a short story as it best represents my ideas to enhance my interpretation of the text <i>Cat's Cradle</i> and to draw links to real life.</p> <p>Some of the significant creative decisions I made for my story include the names of the characters, the concept of a Divine Deity and religion to control people, and nihilism.</p> <p>Many of the names of the characters in my story are picked very carefully, and all have a significant meaning. The main character, Joseph Adams, is taken from two biblical figures, Saint Joseph and Adam. Saint Joseph is the husband to Mary, and Adam being the first man God created. Joseph Adams is an amalgamation of these characters personalities, as he both tries hard to do good and what god says, but is also slain by God, as Adam was. Kyle Dirk's namesake was chosen because it was very typically American, and the repetitive use of the letter "k" and tall, un-rounded letters gives it a kind of "edge", subconsciously giving the reader the perception of a prickly personality. This is enhanced by the singular syllables of Dirk's name. Kanhvism, a fictional Middle Eastern religion was given its name through the word's "can" and the word "vise" (meaning hold, press, or squeeze). This is symbolic of the fact that in its fictional world, Kanhvist's are a threat to the entire Western world. Abdul Gadderfi's name is taken from the Libyan leader, Muammar Muhammad al-Gaddafi, and the common Arabic prefix Abdul, meaning "servant of". Harold Abbot's name is taken from Tony Abbot's name (who, during his school years, was a white supremacist, anti-homosexuality advocate, and is a member of the prominent Right-wing political party) and also the Abbot, who was the head of Abbey's, or Catholic Monastery. The character of Joe's girlfriend, the love of his life,</p>	<p>Heading</p> <p>Introductory comments (1st bullet point); Purpose of piece (2nd bullet point)</p> <p>Introductory comments (2nd bullet point); Purpose of piece (1st bullet point)</p> <p>Justification of format (2nd and 3rd bullet point) throughout paragraph</p> <p>Symbolism and effects are explained in detail</p> <p>Language is formal and is written if first person perspective. An essay format is used. Use of transition sentences/phrase is absent in this piece, but their presence is recommended overall</p> <p>An explanation of how the author was influenced by the original text is absent from the introductory comments and should have been present</p>
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is not given a name, suggesting to the fact she may just be an illusion, and the entire scene seems implausible and surreal because of how everything seems so perfect.

The concept of an unconventional Divine Deity or religion that uses unconventional manners of control is also very present in *Cat's Cradle*. My story portrays God, Nihilus, as a something closer to the devil or a malicious spirit, the exact opposite to Christian beliefs. Nihilus however draws many comparisons to East-Asian religions and myths such as those from China, Japan and even Aboriginal legends. Many of these mythologies believe that their "Divine Deity" is a spirit that can be malicious, frightening, and unfair but at the same time be the most sacred being in existence. Bokononism specifically states that everything in its texts are "shameless lies", where most other Christian religions reject anything but their own texts as lies. Through this both Nihilus and Bokononism are opposites of Christianity.

One of the ideas I incorporated into my story was nihilism, a point made in *Cat's Cradle*. Most of the point about *Cat's Cradle* is that whatever you do, the nothing matters. This is proven in "Epilogue Part 2" of my story in which Nihilus' prophecy of the future comes true despite Joe doing exactly as he is told, and in "Epilogue" where Joe is struck by lightning and put in a permanent coma, despite doing the will of Nihilus.

*from Canberra College Learner Guide: English/ Creative Responses, pg. 16-17

Purpose of piece (1st bullet point);
Justification of piece (2nd and 3rd
bullet points)

Justification of piece (2nd and 3rd
bullet points)

Purpose of "drawing links to real
life" is mentioned, but not
supported in this rationale

Word count: 545 words

REPORTS

How to write a Science Report for Practical Investigations

Purpose:

Year 9 and 10 Science Report for IGCSE and Year 11 and 12 ACT.

*Note: Each IB Science subject has highly specific requirements that will be thoroughly explained by your teacher and accompanied by supporting documents and exemplars.

Audience:

The intended audience for a scientific report is an informed audience with knowledge on the scientific method of inquiry, investigation and reporting. This will include the science teacher, tutor, peers in the same class who may be interested in the inquiry or another student who may be interested in using your method of investigation for another experiment.

Types:

The Scientific report should be analytical. The language used is formal and objective with science related, vocabulary terms and phrases. The report is written in the past tense if it is a report of an experiment that has already been carried out. However, if it is an outline of an experimental design, it could be in the present tense as a set of instructions.

Features:

A Science Lab report includes the following sections:

Title: **What is the experiment called?** (centered and bold)

Name:

Who are you? Use your real name as it appears on your student registration

Date:

When did you do this experiment?

Aim/Research Question:

What are you trying to do/understand? Be very specific.

(Formulates a focused problem or research question that allows development of a considered and logical approach to the task: maximum points=2marks)

Hypothesis:

What do you think you will learn/discover in the end? Justify your views with reasonable explanation.

(States the hypothesis/prediction that is relevant to the research and is justified with appropriate reasons: maximum points = 2marks)

Introduction:

Contains the summary of your background research closely related to your topic with in-text referencing (citation) provided to acknowledge sources.

Variables Table:

Variable	Identity	Manipulation	
Dependant Variable (DV)	What changes are we measuring?	How are we doing it?	Identifies the relevant independent and dependent Variables:(maximum points= 2 marks)
Independent Variable (IDV)	What are we changing?	How are we doing it?	
Control variables	What are you keeping the same?	How are you doing it?	Designs a method for the effective control of variables: Maximum points= 2 marks

Materials and Apparatus:

What do you need? What instruments and apparatus will be used to conduct the experiment and what chemicals or other materials are needed to conduct this experiment. List them and be specific (eg. "50ml beaker" is better than simple listing "beaker").

Method:

What did you do? How many times did you do it? What was the order you did it in. Be specific. List as instructions to repeat this experiment.

(Develops a method that allows for the collection of sufficient relevant data and safe and effective equipment use: maximum points = 2marks)

Results Table:

IDV (Label and Units)	DV (Label and Units)

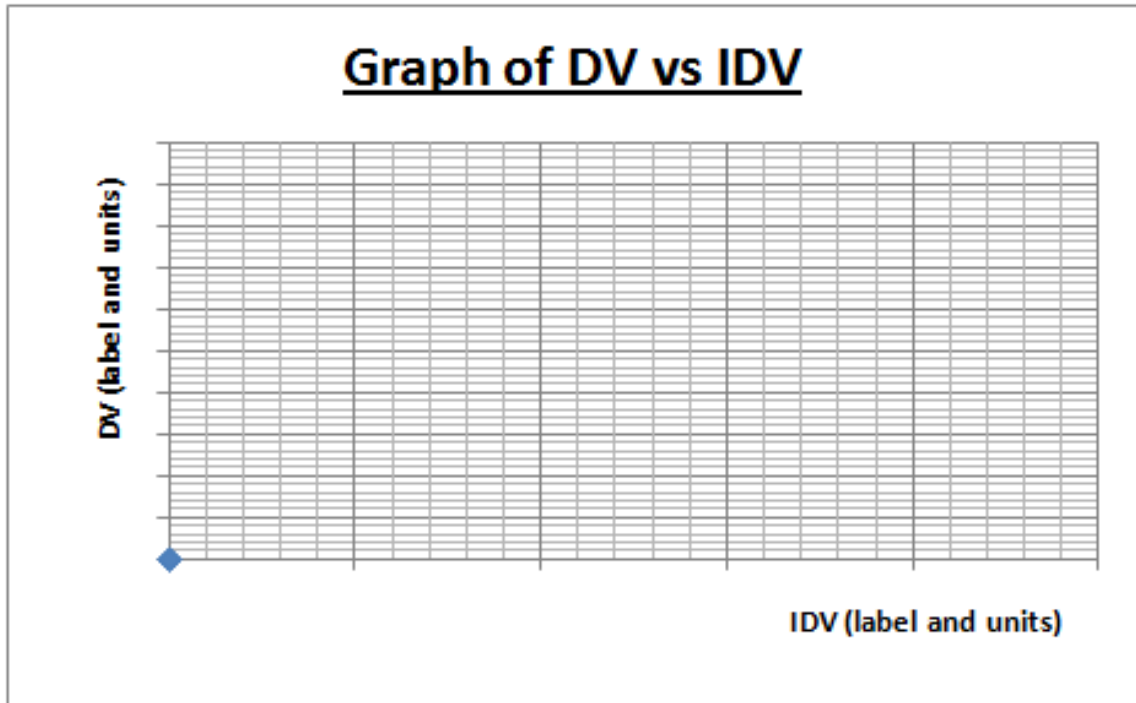
(Records quantitative and associated qualitative data raw data appropriately: maximum points= 2 marks)

Processed Data:

What mathematical manipulation did you carry out on your raw data? Did you find an average? Did you use a formula? In this section you must present the data in a table in its processed form. Further you must give the full formula for each operation and one clear example of you working.

(Processes the quantitative raw data correctly: maximum points = 2 marks)

Results Graph:



(represents processed data appropriately; Maximum points = 2marks)

Conclusion:

What did we find out/learn/discovery? What can we say for sure? Refer to the graph above, what does it tell us? How does this compare with our hypothesis?

(States a conclusion with justification, based on a reasonable interpretation of the data, explains pattern in data, observations and investigation maximum points= 2 marks)

Evaluation:

What was good about the method? What was bad about the method?

(Evaluated weaknesses and limitations. Applies highly evaluative skills making perceptive connections between data and scientific concepts: maximum points= 2 marks)

Improvements:

How can the method be improved? How can you investigate this question further?

(Suggests realistic and appropriate improvements in respect of identified weaknesses and limitations: maximum points= 2 marks)

Reflection and/or Extension Question:

If your task sheet includes an extension question this is the appropriate place to respond. Restate the question and then communicate your answer in a clearly written paragraph. If no extension question has been asked, you are expected to write a clear reflection on the process and skills you used and developed while doing this experiment. What have you learned and what do you still wonder about relating to your starting aim?

(Reflects on the personal attributes and skills used in the practical coherently OR Responds to the higher order thinking question accurately using appropriate terminology with flair: maximum points = 2marks)

References:

Cite alphabetically all sources used in the introduction, design, writing and extension of this practical report. Cite all images used as well. Select scholarly sources where available.

(Acknowledges information using referencing conventions: maximum points = 2 marks)

Work Practices:

This is not a written component but assessed on how well you work in the lab. Be safe and precise.

(Organizes time and resources to work in an effective manner independently, evaluates risks and acts highly appropriately throughout the investigation: maximum points= 2 marks)

FEATURE ARTICLES

Purpose:

The primary purpose is always to inform. In the case of a magazine article, a secondary purpose could be to entertain or persuade, depending on what the writing prompt is asking you to do.

Audience:

Usually a general adult audience. But sometimes prompts include a high school newspaper or a magazine catering to a specific market, in which case the audience would be students at a high school or people who are interested in the subject matter in which the magazine specializes.

Types:

Newspaper article or magazine article.

Features:

Newspaper Article

- Written in 3rd person perspective
- Contains a headline and a byline
 - Headlines are often somewhat cryptic, encouraging the reader to read on. Sometimes may be a short and witty statement, play on words or pun. Headlines provide an immediate link to the topic of the article, which captures reader's interest
 - Bylines are a line giving credit to the author(s) of the article
 - Order: headline, byline, article
- Answers the 6 Q's
 - **Who:** Who is involved?
 - **What:** What is the situation/issue?
 - **When:** When did it occur?
 - **Where:** Where did it occur?
 - **How:** How did it come to occur?
 - **Why:** Why is it relevant?
- Quotations from multiple perspectives
 - Witnesses
 - Direct participants
 - Relevant authorities

- Unbiased—author does not express his or her opinion
- Formal language
- Written as a factual reporting of events

Magazine Article

- May be written in 1st or 3rd person perspective
- Contains a headline and a byline
 - Headlines are often somewhat cryptic, encouraging the reader to read on. Sometimes may be a short and witty statement, play on words or pun. Headlines provide an immediate link to the topic of the article, which captures reader's interest
 - Bylines are a line giving credit to the author(s) of the article
 - Order: headline, article, byline
- Answers the 6 Q's
 - **Who:** Who is involved?
 - **What:** What is the situation/issue?
 - **When:** When did it occur?
 - **Where:** Where did it occur?
 - **How:** How did it come to occur? How does it work?
 - **Why:** Why is it relevant?
- Quotations from multiple perspectives
 - Witnesses
 - Direct participants
 - Relevant authorities
- May be biased or unbiased—author may express his or her opinion, depending upon the requirements of the writing prompt
- Usually formal language, but may include slang or the vernacular of the readers of the magazine if required by the prompt
- Written typically as a first hand narrative of an event or an exposé of an issue (or person relevant to an issue)

Other types of articles: writing prompts may also ask one to write an editorial, record an interview with a celebrity, or write a product review, but these follow different rules and have different features from the feature articles presented here.

EXAMPLES

Prompt 1: Write a newspaper article reporting about the death of a local high school student according to the information provided in the test booklet insert.

<p>Tragedy Strikes MVHS</p> <p>By John Smith</p> <p>MURRIETA¹—The students of Murrieta Valley High School were in shock this morning³ when Principal Hilda Jackson² announced that their star quarterback Jacob Lewis² died late last night³ at Mercy Hospital due to injuries he received from a hit-and-run accident just two days before.^{3,4}</p> <p>According to witnesses, Jacob had been walking home late from a party when the driver of a black SUV swerved off the road at high speeds and struck the teenager, knocking him into a ditch. Jacob’s girlfriend, Kate Hong² was with him and immediately called 911. Emergency services quickly arrived and transported Jacob to Mercy Hospital where his family and friends waited by his side and prayed for his recovery.⁵</p> <p>“I just can’t believe he’s dead,” said a teary-eyed Kate Hong. “I was supposed to be the designated driver. If I hadn’t had that beer, we could have driven home and Jacob would still be alive.”⁶</p> <p>Principal Jackson agrees with Kate Hong, but worries about the impact it will have on her students. “Look, Jacob and Kate made the right decision to walk home rather than drink and then attempt to drive. But I fear that students will learn the wrong lesson from this tragedy and use it as an excuse to begin driving while intoxicated.”^{7,8}</p> <p>Police investigators are still searching for the driver of the black SUV that killed Jacob Lewis and are encouraging anyone who has any information about the vehicle or the driver to step forward and inform the proper authorities.⁸</p> <p>A candlelight vigil in honor of Jacob Lewis will be held tonight</p>	<p>Headline</p> <p>Byline</p> <p>Article</p> <ol style="list-style-type: none">1. Where2. Who3. When4. What5. How6. Witness/participant7. Relevant authority8. Why <p>3rd person perspective</p> <p>Language is formal</p> <p>Written as a factual reporting of events</p> <p>Author refrains from making overt opinions or expressing bias</p> <p>The use of detail and stylistic device is spare, using just enough detail to humanize or make interesting the facts, but sticking primarily to the job of</p>
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<p>on the corner of Madison and Florida Avenue, the intersection near where he was struck down. “Tonight we will celebrate the life of a young man who was taken from us too soon,” said Principal Jackson at the morning’s assembly, “and while we and our community mourn the loss of his presence among us, we can still be inspired to live by his example.”⁸</p> <p>Jacob Lewis’s family was unavailable for comment.</p>	<p>informing the audience</p>
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Prompt 2: Write a magazine article exposing the dangers of inhaling rubber cement fumes among the youth of Costa Rica from the perspective of the young *National Geographic* journalist. Use the information provided in the test booklet insert to inform your article.

<p>Sniffing for Trouble: Costa Rica’s Obsession with Rubber Cement</p> <p>SAN JOSÉ¹—I will never forget the phone call I received from my Uncle Luís² last summer.³ “<i>Sabrino mio</i>¹, it’s about Felipe², he’s hurt. <i>Está muy malo</i>.”⁷ And with that mysterious phone call, I was off to Costa Rica.¹</p> <p>When I arrived, I was greeted by my Uncle Luís and several members of my extended Costa Rican family, most of whom were weeping quietly. “What’s happened?” I asked my uncle when I was able to escape all of the kisses and embraces.</p> <p>“Felipe—my son—the doctors say he won’t recover—he was...he was sniffing glue.”^{4,7}</p> <p>Don’t laugh. I had heard that people sometimes sniffed glue to get a high when I was in high school, but I had always thought that it was an urban legend. The only thrill my own experimentation with a bottle of Elmer’s ever gave me was a flush of embarrassment about my sticky nose. But apparently, it is a real thing. My trip to the hospital to visit my cousin proved in horrifying detail just how real it was.</p> <p>When I saw Felipe, I was dismayed. This once, bright and lively young man, who frequently kicked my butt in soccer, was a shell of his former self. His arms trembled as he tried to take my hand in the complex handshake we had developed as children. He</p>	<p>Headline</p> <p>Article</p> <ol style="list-style-type: none"> 1. Where 2. Who 3. When 4. What 5. How 6. Why 7. Witness 8. Relevant authority <p>1st person perspective</p> <p>Language is semi-formal with some slang and use of colloquial speech</p> <p>Written as a narrative</p> <p>Author makes use of some rhetoric in order to persuade</p>
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breathed hoarsely through a breathing apparatus and smiled weakly at me, his skin pale and ghost-like. His eyes were yellowed with jaundice. When I spoke to him, he would often forget where he was and wondered if I still wanted to be a journalist when I graduated from high school.

Uncle Luís told me Felipe needed both a new liver *and* a new heart and that it was impossible for him to get them on time—the wait was at least six months for the liver. The heart was a bit longer. Felipe was estimated to have only three weeks left to live by his doctors. He lasted six.⁵

After the funeral, I was angry and wanted answers. How did this happen? Why was this a problem? How could it be stopped? And so I began investigating Costa Rica’s obsession with sniffing glue.

First, I talked to the doctors who treated my cousin. As it turns out, it can’t be just any glue. It has to be rubber cement, paint thinner, or other petroleum-based products that give off toxic fumes. Elmer’s school glue won’t cut it. Those who inhale the fumes get a slight high similar to consuming alcohol, but can also cause hallucinations. But the effects are devastating and include but are not limited to: muscle weakness; loss of hearing; loss of memory; irreversible damage to the heart, kidneys, liver, lungs, and brain; and death.⁵

After talking to the doctors, I wanted to know how Felipe became involved with sniffing glue and how wide spread this problem really was. And so my investigations led me to talk to Captain Francisco Durante² of the San José Police Department and head of the narcotics division.

“Sniffing glue is a huge problem among the youth of Costa Rica,” he said. “Many of these young people are poor and have few opportunities in life. So they turn to cheap and less than savory means of forgetting their troubles.”^{5,8}

Captain Durante explained that the laws in Costa Rica made it very difficult for young people to get a hold of rubber cement, but that it was still a problem because of its proximity to Nicaragua.¹

In exposing issues, it is often important to give the necessary background information for readers to fully comprehend the extent of the problem. In this case, four things are needed:

1. The effects of sniffing glue/how it works
2. The social, emotional, and psychological reasons for sniffing glue
3. How it has become a widespread problem
4. Solutions to the problem

Magazine feature articles tend to give more room for detail and stylistic devices. The purpose is still to inform, but it must be done so in a way that is entertaining or reinforces the interests and ideals of the magazine’s audience

“In Nicaragua, they will sell to anybody. So people cross the border and smuggle in the glue and illegally sell it to minors.”^{5,8}

After this, I went around the neighborhood and got my cousin’s story. Apparently, Felipe started sniffing glue after high school. We do not come from a particularly poor family, but my cousin started using when he became depressed after a misplaced kick to the knee prematurely-ended his soccer scholarship to Columbia University. A former classmate offered the glue to him at a party and he got hooked. My uncle and his family never knew about his problem until the day he collapsed in front of them, unable to breathe.⁵

Unfortunately, my poor cousin’s story is not an isolated event. It is an epidemic among the youth of my home country. The police do all they can to enforce the law, but it is an uphill struggle. “The best thing we can do to stop this problem, is to educate the youth on the dangers of inhalants,” says Captain Durante. “We must spread the word.”^{6,8} And so, I tell my cousin’s story in the hope that someone will hear this message and stop inhaling before it is too late. Or better yet—never start. **J. Pérez.**

1. My nephew. 2. It’s very bad.

Byline

LETTERS

Purpose:

People write letters for various reasons to an audience that they may or may not be familiar with.

Audience:

Varies - you could be writing to anyone.

Types:

There are various different types some of which include complaint letters, apology, acceptance, cover letter etc.

Features:

Letters can be written using a Full Block layout or a semi block layout. The information is generally organised into short, concise paragraphs. Depending on whether the letter is formal or informal, the choice of words also vary.

Usually for **formal letters**, one should be able to address these 3 areas:

1. Reason for writing - needs to be established right at the beginning of the letter.
2. Details - needs to be as concisely written as possible.
3. Expected response - how do you expect the recipient of the letter to respond.

Note: The language used is formal and polite.

Informal letters, on the other hand, usually start with a greeting and establishing some common grounds with the recipient, who is generally known to the writer. It the focuses on the reason for writing and includes details. They can end it many possible ways depending on the context.

Note: The language used can be casual or semi - formal depending on who the recipient is.

INTERVIEW

Purpose:

The purpose of an interview is *to direct a conversation towards topics or issues that you want to learn about.*

Audience:

Could be any person/member of the public whom you are interviewing

Types:

Structured (or a formal interview like a job interview) or unstructured interview (or discovery interview that is like a guided conversation)

	Structured interview	Unstructured interview
Types of question	<p>Uses open ended questions</p> <ul style="list-style-type: none"> -tell me about yourself? - What is your greatest strength? - What is your greatest weakness? <p>Open questions encourages the interviewee to talk more:</p> <p>Q: Tell me about your favorite singer:</p> <p>A: I love Celine Dion. She has a lovely voice. I can spend hours listening to her music. I also like her because she reminds me of ...</p>	<p>Uses a set of questions that are asked in a standard way to everyone being interviewed.</p> <p>Closed questions does not allow for open to discussion:</p> <p>Q: Who's your favorite singer?</p> <p>A: Celine Dion .</p>

Features:

An interview structure is generally questions being asked by someone and responses given by the interviewee or the person interviewed. The features of an interview depend on the type of interview for example in an unstructured interview the interviewer will try to draw out responses in the form of narratives, which could be detailed and descriptive. Often the responses are personal and are based on one's own personal opinion.

The text of your interview should look like this:

Introduction	Introduction Topic, time, venue, interviewer, interviewee
Body : Questions and answers	A : Interviewer B : Interviewee
Ending	Conclusion <i>(by the interviewer)</i>

PRESENTATIONS

Purpose:

The purpose of a presentation is to persuade or inform and capture an audience about a particular topic. Essentially you are expressing ideas that you want others to understand.

Audience:

Wide range. Depending on the context, an audience can be knowledgeable about the topic, or uninformed; they can be mature or younger. The important point is to identify before you begin to plan your presentation just who you are presenting for.

Types:

Persuasive, analytical, informative, entertaining.

Features:

Depending on the subject the features of a presentation or oral may differ. They may be formal or informal, use specific language or jargon, be funny and entertaining or serious and informative. One thing that all speeches have in common is a basic structure.

Introduction	Introduces your topic or thesis. Warms up the audience.
Body	Elaboration of your topic.
Conclusion	Wrap up of your topic and should aim to leave the audience thinking or remembering your presentation.

Seven steps for organizing a speech and a checklist for delivering a successful speech or oral presentation.

A successful speech is well organised and captures your audience's attention. It possesses confident delivery, engaging body language, and ideas that are easy to follow through well-paced and easily heard articulation. Use the following checklist and seven steps to improve the organisation and delivery of your speeches and oral presentations.

Seven Steps for Organizing Your Speech

1. *Open with impact.* In this step you capture your audience's attention.
2. *Focus on your thesis statement.* In this step you draw the audience's attention to the central point of your speech.
3. *Connect with your audience.* In this step you let the audience know what's in it for them.

4. *Preview the body of your speech.* This is where you tell your audience what you are going to tell them in the body of the speech.

5. *Present your main points.* In this step you present the body of your speech. This will constitute the bulk of your presentation.

6. *Summarize your main points.* In this step you tell the audience what you've told them.

7. *Close with impact.* In this step you leave your audience with a lasting impression.

Checklist for Successful Delivery of a Speech or Oral Presentation

Before you complete your speech or oral presentation ensure that you have checked off the following points:

- I have memorised my speech OR,
- I have numbered cue cards that fit easily in my hand with text that is easy to read.
- I have practiced my speech enough to know how long it is (on at least three occasions the length of my speech is the same or within 10 – 15 seconds).
- I have practiced my speech in front of an audience.
- My practice audience heard everything I had to say (i.e. my volume was appropriate).
- My practice audience can tell me what my main points were.
- My practice audience saw my eyes and maybe even saw me smile (I was engaging my audience).
- I have used gestures and body language to help emphasize my main ideas.
- I have varied the pace of my delivery, in particular, slowing down for my main ideas.

For inspiration check out a couple of great speech makers – Barack Obama and Sarah Kay.



How to write a drama script

Purpose:

Playwrights have to visualize what will happen on stage in their plays and to make sure that their suggestions are practical. As well as scripting the dialogue their characters speak, playwrights should provide background information about some of the characters and the setting of the play in the time and the place. They also need to give directions on how the stage should look, stage lighting and costuming, how the characters should say significant lines and, where appropriate, what their stage movements should be.

Audience:

This is relevant to audiences of all middle and high school students

Layout:

Your title page may include:

1. The play title
2. The name of the author(s)
3. The cast

Setting out the script:

Although there are some variations in the conventions used for presenting radio scripts, make sure that you adopt one format and stick to that approach throughout:

- Leave a six centimeter margin on each page;
- If it is a new act (which refers to the composition of actors) you number the acts starting at one then add the scene (which refers to the setting) number. You change the scenes every time there is different setting for the act e.g. Act 1 Scene 4;
- As an introduction into the new Act, you can write a brief paragraph explaining the location of the scene. You may wish to include which characters are currently on the stage leading into the scene;
- Place the characters names in the margin opposite his/her dialogue. In print, the character's name is written in **bold**;
- Leave a line between the dialogue of each character, and between stage directions and dialogue;
- Stage directions are telling us what is happening on stage. They give information to the reader (and the actors) about the setting of the play-in time and place, explain what the set looks like and may indicate what props are being used and what costumes the characters are

wearing. Stage directions are usually printed in *italics*. As the normal conventions for writing in italics, underlining would look cluttered in a drama script;

- When characters names appear in the stage directions, they are written in the same way as they appear in the cast list- not in italics;
- Place all stage directions (except those in the beginning of each scene) in brackets;
- The last word in brackets is not followed by a full stop;
- All the directions for how the dialogue should be spoken should be placed in brackets and written in the same way as sound effects in black. There is no need for a full stop after the directions in the brackets.

DRAMA SCRIPT EXAMPLE

Adapted extract from 'The Outsider' by Joan Ambrose

ACT 1 SCENE 1

Shelley is moving around the kitchen centre stage, preparing a meal for Don. She is enthusiastic and eager to see his reaction to the feast she has prepared. She leans over and opens the oven towards centre stage right.

Shelley: (matter of fact, friendly) Don! Tea's ready (To herself) Blast, I burnt myself

Don: (Casually strolls in the room from centre stage left, removing his coat and placing it on a dining room chair) What is it? It smells good

Shelley: It's a roast

Don: There's nothing better (gets close to the roast sitting on the cook top to smell the beautiful aroma)

How to write a for a radio play script

Purpose:

For the construction and layout of a radio play script

Audience:

This is relevant to audiences of all middle and high school students

Layout:

Your title page may include:

1. The radio play title
2. The name of the author
3. The cast

Setting out the script:

Although there are some variations in the conventions used for presenting radio scripts, make sure that you adopt one format and stick to that approach throughout:

- Leave a six centimeter margin on each page;
- Place the characters names in the margin opposite his/her dialogue. Print it in block capitals followed by a colon;
- Leave a line between the dialogue of each character, and between sound effects and dialogues;
- Sound effects are printed in *italics*. Unlike the normal convention for writing italics, underlining, would clutter a radio script. You could also use a different color font/pen for the sound effects in italics to reinforce that it is in fact a sound effect. This is purely optional;
- All the directions for how the dialogue should be spoken should be placed in brackets and written in the same way as sound effects in black. There is no need for a full stop after the directions in the brackets;
- If the character's name is the first word of the sentence or phrase.

Common Abbreviation:

- It is acceptable to use: SFX in place of sound effects

REFLECTIVE BLOGS

Purpose:

The purpose of a Reflective Blog is to reflect and evaluate on a learned experience and/or activity.

Audience:

The intended audience of a blog is *your teacher, supervisor or activity co-ordinator*

Types: *Reflective Blog*

Features: A Reflective Blog should contain your personal views, opinions and evaluation of a learned experience and/or activity that you participated in. It should also include evidence of your participation; for example, photographs, video footage, planning documents, certificates, etc.

A Reflective blog may be expressed in the form of a paragraph, a dialogue, a poem, a comic strip, a dramatic performance, a letter, a photograph, a dance, or other forms of expression.

Reflection: Students describe what happened, express feelings, generate ideas, and raise questions. Reflection can occur at any time during a learning experience or activity to further understanding, to assist with revising plans, to learn from the experience, and to make explicit connections between their growth, accomplishments, and the learning outcomes for personal awareness. Reflection may lead to new action.

REFLECTION	
<p>Reflection is:</p> <ul style="list-style-type: none"> honest varied done in many different ways sometimes boring difficult sometimes creative building self-awareness necessary for learning surprising sometimes really fun 	<p>Reflection is not :</p> <ul style="list-style-type: none"> only led by teachers forced right or wrong good or bad to be graded difficult copying what someone else said predictable to be judged by others done to please someone else a waste of time only written only discussion

GUIDELINES FOR CREATING YOUR REFLECTIVE BLOG

What happened? Students retell memorable moments, identify what was important or influential, what went well or was difficult, obstacles and successes.

How do I feel? Students articulate emotional responses to their experiences.

Ideas? Notation of any generative possibilities.

Questions? What can be discovered about people, processes or issues?

Evidence of participation? Photographs, video footage, planning documents, certificates, etc.

REFLECTIVE BLOG EXAMPLE

20 July 2016

School Production- Set Design

Today was our second session on Set Design. The Director of the Production (Elodie) gave us the scene layouts at the beginning and then we were left to come up with the design concepts for the 3 main stage settings. One is a school playground, one a cafe interior and the other a boy's teenage bedroom. Our leader had us form small groups of 3, gave us a piece of butchers paper and marker and asked to brainstorm the elements of all three design concepts. At first my group found it difficult as we couldn't decide on what area of school to choose as our location. In the end we decided on the front of school so that the audience would get a clear idea that the scene was at school. The cafe was easy, we all love Wishbone so easily decided on that and then we focused on...

DESCRIPTIVE TEXTS

Purpose:

The purpose of a Descriptive Text is to entertain, to create a scene or to portray an image.

Audience:

The intended audience of a Descriptive Text is anybody who would like to read it.

Types: There are many different types of descriptive texts, it depends on what you have been asked to do or write about.

Features:

There are a number of different features that should be included in a Descriptive writing piece:

Imagery	Describes sight, sound, taste, smell, touch, emotions
Use adjectives	Describes or modifies nouns e.g. <i>beautiful day, cloudy sky, lucky shoes</i>
Use Adverbs	Describes or modifies adjectives and verbs that express a relation of time, place, manner, circumstance, degree. e.g. <i>quietly, quickly, then</i>
Literary Devices	Devices or structures employed by writers to convey messages to readers. e.g. Metaphor, Simile, personification, alliteration, onomatopoeia
Interesting Vocabulary	Slang or colloquial language, interesting verbs
A variety of sentence types	

Structure:

The structure of a descriptive piece is not like a formal essay, however it still contains paragraphs, with each subsequent paragraph describing a scene moving from one aspect to another. For example you could describe moving from outside of a house and then move to inside of the house.

Example:

Climbing Cryb Goch, Wales.

Anxiously I tug on my thick, woolly socks. The sparkling peak of Snowdon looms like an iceberg above me. My skin tingles the air is so cold. Boots next, numb fingers fumble with the laces. Other walkers are getting ready too, chattering animatedly to one another, their voices seem amplified in the breathless, chilly air. Everyone is eagerly anticipating their day, but I'm not so sure.

We set off along the Pyg track, our boots crunching through the snow, while Cryb Goch looms above, an intimidating sight. A shiver of fear runs down my spine and the hair on the back of my neck prickles. Everyone else wants to go this way, but I'd rather take an easier route. Someone fell off last week!

A nerve-jangling scramble and Cryb Goch lies before me, a spiny white lizard's back stretching into the distance. Was it a trick of the light or did I see it twitch, preparing to send me tumbling? A butterfly of panic flutters in my stomach and I struggle to quell it. Slowly I set off on my crawl while my companions trip like mountain goats along the craggy ridge. How do they do it? The next hour is a blur of scraped knees, glimpses of dizzying drops and mumbled prayers.

Ah! The top! Thank God! My prayers have been answered! I deserve a cup of tea. Is it just me, or does lukewarm tea poured from a flask you have lugged all the way up a mountain taste the best? I break off a big chunk of milk chocolate - the rich smell fills my nostrils. Mmmmm! Now, how do we get down?

Taken from:

<http://www.bbc.co.uk/schools/gcsebitesize/english/writing/writingtoinformrev7.shtml>

NARRATIVE TEXTS

Purpose:

The purpose of a Narrative Text is to entertain, to tell a story or to explain an event.

Audience:

The intended audience of a Narrative Text is anybody who would like to read it.

Types: There are many different types of Narrative Texts, it depends on what you have been asked to do or write about.

Features:

There are a number of different features that should be included in a Descriptive writing piece:

Exposition/Orientation	The beginning of the story – where the author introduces the setting, characters, and background information. In a short story(400 to 500 words) you should only use 1 to 3 characters
Complication/Rising Action	As the story continues , the rising action introduces the complications and problems for the main characters- these are the events that occur in the story. These complications or problems create suspense and / or drama
Climax	Where the problem is at its most complicated and the reader is most interested in how the story will end. The suspense is at a peak, but the outcome is not clear yet
Resolution	The final solution to the problem or conflict. This can either be good (denouement) or bad (catastrophe). This part can also include an evaluation – where the characters or narrator discuss the events that occurred, and maybe the lessons learnt

Some other elements a Narrative Text should include are:

A title	Heading
Descriptions of characters and settings	With adjectives, literary devices, and details (characters, names, details, atmosphere, mood)
Dialogue	Character speech, conversations or thought. Speech should always be on a new line for each speaker
Flashbacks	Not always necessary, where the character or narrator recalls past events that influence the story
Paragraphs	Appropriate structured paragraphs to section out the story.
Interesting vocabulary	Use lots of adjectives and interesting verbs. For example instead of 'said', you can use <i>yelled, laughed, questioned, demanded, whispered, asked, suggested, responded...</i>

Useful hints:

You can write either using first person (using 'I') or third person (using 'she', 'he', or 'they').

It is easier to write using past tense of verbs – e.g. "Last Sunday, it was...." Make sure you have used a consistent verb tense.

Example:

CINDERELLA – a narrative

Once upon a time, there was a beautiful girl named Cinderella. She lived with her wicked stepmother and two stepsisters. They treated Cinderella very badly. One day, they were invited for a grand ball in the king's palace. But Cinderella's stepmother would not let her go. Cinderella was made to sew new party gowns for her stepmother and stepsisters, and curl their hair. They then went to the ball, leaving Cinderella alone at home.

Cinderella felt very sad and began to cry. Suddenly, a fairy godmother appeared and said,

“Don't cry, Cinderella! I will send you to the ball!”

But Cinderella was sad. She said,

“I don't have a gown to wear for the ball!”

The fairy godmother waved her magic wand and changed Cinderella's old clothes into a beautiful new gown! The fairy godmother then touched Cinderella's feet with the magic wand. And lo! She had beautiful glass slippers! “How will I go to the grand ball?” asked Cinderella. The fairy godmother found six mice playing near a pumpkin, in the kitchen. She touched them with her magic wand and the mice became four shiny black horses and two coachmen and the pumpkin turned into a golden coach. Cinderella was overjoyed and set off for the ball in the coach drawn by the six black horses.

Before leaving, the fairy godmother said, “Cinderella, this magic will only last until midnight! You must reach home by then!”

When Cinderella entered the palace, everybody was struck by her beauty. Nobody, not even Cinderella's stepmother or stepsisters, knew who she really was in her pretty clothes and shoes. The handsome prince also saw her and fell in love with Cinderella.

He went to her and asked, “Do you want to dance?”

And Cinderella said, “Yes!”

The prince danced with her all night and nobody recognized the beautiful dancer. Cinderella was so happy dancing with the prince that she almost forgot what the fairy godmother had said.

At the last moment, Cinderella remembered her fairy godmother's words and she rushed to go home.

“Oh! I must go!”

she cried and ran out of the palace. One of her glass slippers came off but Cinderella did not turn back for it. She reached home just as the clock struck twelve. Her coach turned back into a pumpkin, the horses into mice and her fine ball gown into rags. Her stepmother and stepsisters reached home shortly after that. They were talking about the beautiful lady who had been dancing with the prince.

The prince had fallen in love with Cinderella and wanted to find out who the beautiful girl was, but he did not even know her name. He found the glass slipper that had come off Cinderella's foot as she ran home.

The prince said, "I will find her. The lady whose foot fits this slipper will be the one I marry!"

The next day, the prince and his servants took the glass slipper and went to all the houses in the kingdom. They wanted to find the lady whose feet would fit in the slipper. All the women in the kingdom tried the slipper but it would not fit any of them. Cinderella's stepsisters also tried on the little glass slipper. They tried to squeeze their feet and push hard into the slipper, but the servant was afraid the slipper would break.

Cinderella's stepmother would not let her try the slipper on, but the prince saw her and said, "Let her also try on the slipper!"

The slipper fit her perfectly. The prince recognized her from the ball. He married Cinderella and together they lived

REFERENCING POLICY

In order to be academically honest, you need to acknowledge all of the quotes, statistics and key ideas that you have used in your writing and the sources that they have come from. In order to do that you need to do what is called 'referencing'.

Referencing is the process where, in the course of your writing, you acknowledge your sources. This is not just saying 'my ideas came from this place', but a proper academic process, with particular steps and conventions to follow. There are many different styles of referencing systems; International School Suva uses the *Harvard System*.

The Harvard System of Referencing

The Harvard system of referencing is what is known as an author/date style of referencing. This means that throughout the course of your text, you will insert references to your source in parentheses, brackets (), with the name of the author and the text. These details are further expanded on in your bibliography, which is a list of all the sources and their details provided at the end of your text. Although it is a very simple system, there are different conventions for different types of sources and different ways of including information (direct quotes versus paraphrasing or borrowing ideas). These conventions are laid out in exact detail below. Please be sure to follow the correct conventions for the type of source and the type of information that you are using.

Direct Quotations

After writing a **direct quotation** from a book or secondary source in your assignment, put in brackets the author's name, the date of the book and the page number or numbers from which the passage is quoted.

Examples:

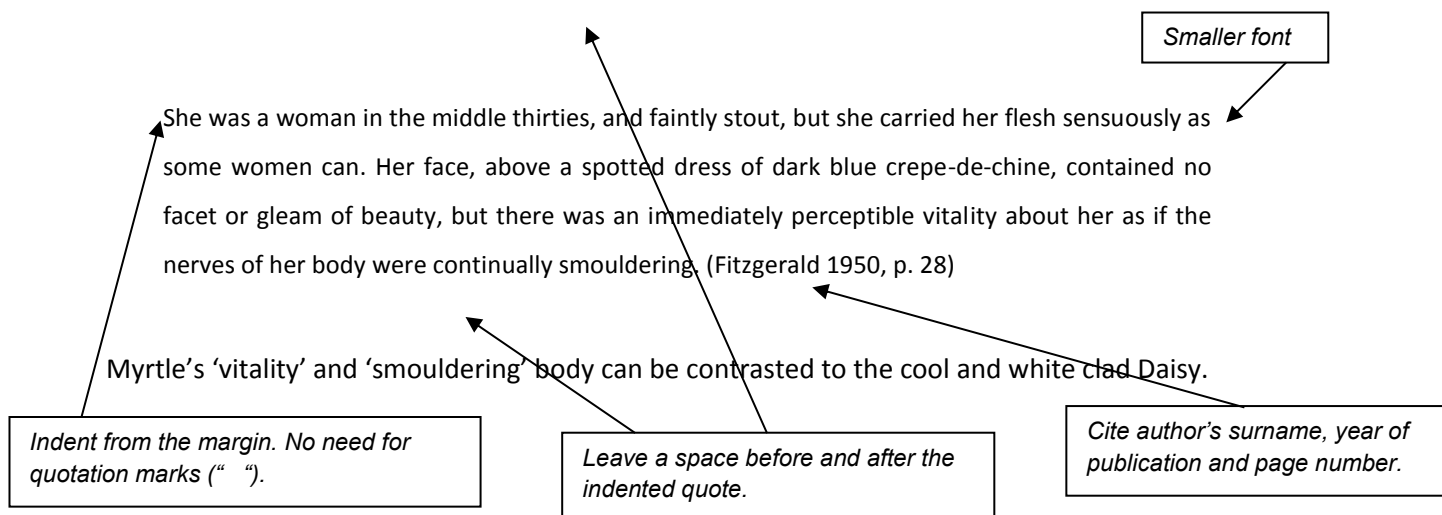
- When the quote is **part of the sentence**:

Full stop after the brackets.

He describes Gatsby as "one who dispensed starlight to casual moths" (Fitzgerald 1950, p. 85).

- When the quotation is **more than two or three sentences**, indent from the margin, leave a line above and below the quote and use a smaller font. Quotation marks are not needed in this instance.

Nick first observes Tom’s girlfriend as a vivacious and confident woman:



Paraphrasing

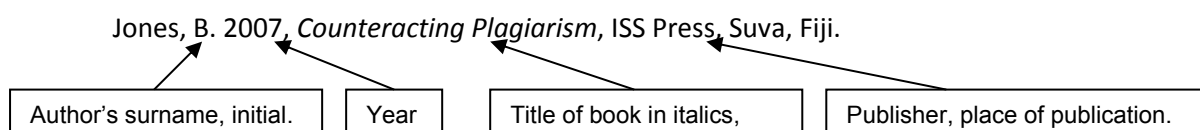
If you are paraphrasing, that is you are using an author’s ideas, but have re-written them in your own words, then you still need to include the authors surname, and the date within your brackets.

It is important to note that the type of source can change the way it is referenced, for both the ‘in-text’ and bibliography. These different ways of referencing are laid out below.

Book – one author

In-Text: (Jones 2007, p.16)

Bibliography:



Book – two or three authors

In-Text: (Jones & Fuller 2007, p. 64)

Bibliography:

Jones, B. & Fuller, J. 2007, *Striving for Success*, ISS Press, Suva .

Book – four or more authors

In-Text: (Jones et al 2007, p. 64)

Bibliography:

Jones, B., Fuller, J., Evans, R. & Jung, C. 2007, *Striving for Success*, ISS Press, Suva .

Edited book

In-Text: e.g. (Carter 1984, p.78)

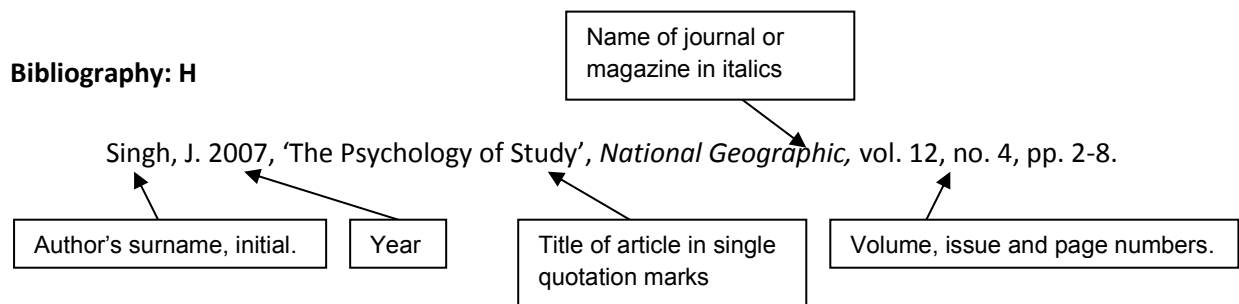
Bibliography:

Carter, J. (ed.) 1984, *Pacific Islands Yearbook*, 15th edn, Pacific Publications, Sydney.

Article in a journal or magazine

In-text: e.g. (Singh 2007, p. 65)

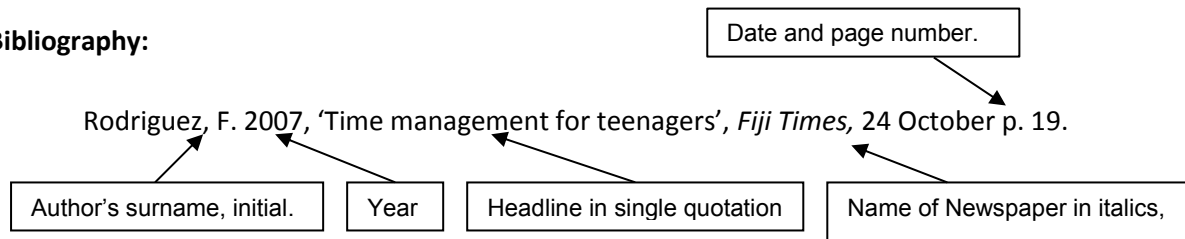
Bibliography: H



Newspaper Article (with author)

In-text: (*Fiji Times* 24 October 2007, p. 19)

Bibliography:



Newspaper Article (without author)

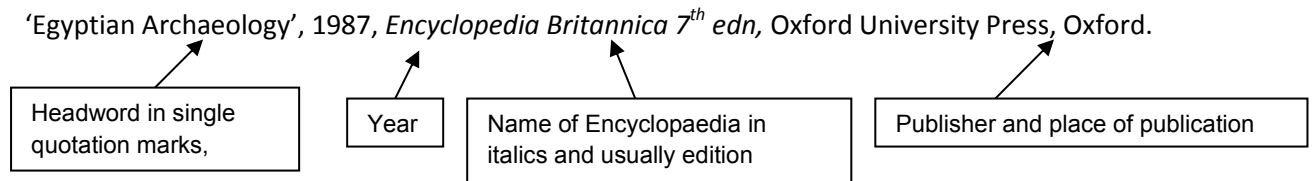
In-text: ('Time management for teenagers', *Fiji Times*, 24 October 2007, p. 19.)

Bibliography: All the details are given in the in-text citation. There is no need to add to the Reference list.

Encyclopedia Article

In-text: (*Encyclopedia Britannica* 7th edn 1987)

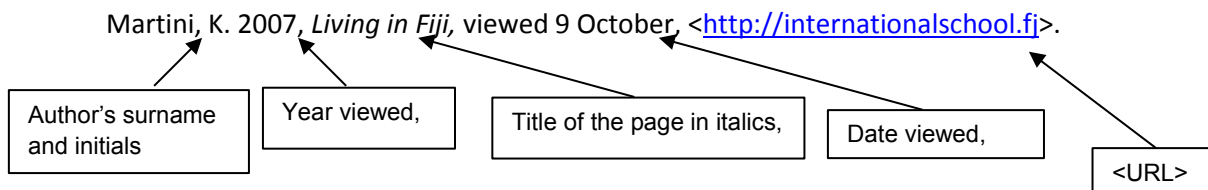
Bibliography:



Website (with author)

In-text: (Martini 2007)

Bibliography:



Web Site (without author)

In-text: (*Living in Fiji* 2007)

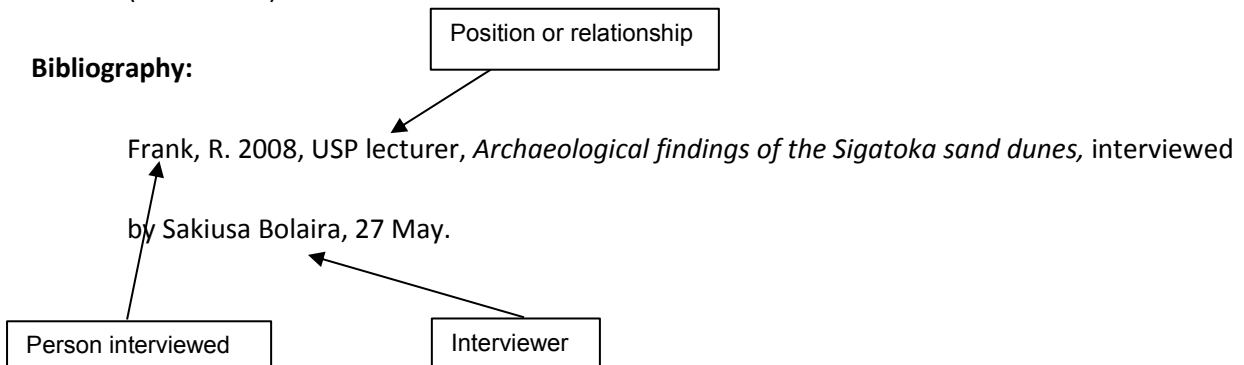
Bibliography:

Living in Fiji, 2007, viewed 9 October, <<http://internationalschool.fj>>.

Interview

In-text: (Frank 2008)

Bibliography:



Some referencing tips:

- Avoid ending a paragraph with a quote. Use a proper concluding sentence in your own words.
- Use quotes as evidence to support/illustrate your point/argument.

Where do you go if you are stuck?

- Your subject teacher
- The library
- Common2008\academic honesty

CONNECTIVES

Connectives are words and terms that you can use in writing to convey meaning in a more sophisticated and academic way.

Words you can use to... Cause and Effect

- Therefore
- Consequently
- As a result
- This results in
- Thus
- Because
- So

Words you can use to... Exemplify

- For example
- For instance
- In other words
- Such as
- An instance
- To show that

Words you can use to... Compare

- Similarly
- Equally
- In comparison
- Likewise
- Alternatively
- As with

Words you can use to... Emphasise

- In particular
- Notably
- Above all
- Specifically
- Importantly
- Indeed
- Especially
- significantly

Words you can use to... Add to

- Moreover
- Furthermore
- In addition
- Also
- And
- too

Words you can use to... Contrast and/or Oppose

- However
- Nevertheless
- Alternatively
- Despite this
- On the contrary
- Yet
- Whereas
- Except
- On the other hand
- In Contrast

Words that you can use to... Sequence

- Initially
- Firstly
- Secondly
- Then
- Next
- Afterwards
- Finally
- Subsequently
- Previously
- eventually

COMMAND TERMS

Command terms are words or *verbs* that you come across in assessment tasks that ask you, or tell you, what you need to do to complete the assignment. Below are some of the common command terms you may encounter along with definitions that explain exactly what those terms are asking you to do.

Command term	Definition	Related words
Define	To provide a definition of something is to explain to a reader what that thing is.	Recall, Remember, Find, Match, Memorise, Label, Quote, Repeat
Comprehend	To comprehend something is to demonstrate that you understand a concept. Not just to recall it, but to be able to explain it.	Explain, Understand, Interpret, Summarise, Translate
Calculate	To calculate something is to demonstrate that you can take previously learned knowledge and apply it to come up with an answer.	Determine, Figure, Work out,
Describe	To describe something is to demonstrate that you can give an account of something in words i.e a picture or situation, event or process, to name a few	Outline, Detail, Characterise, Portray, Express, Illustrate.
Analyse	To analyse something is to study the elements (things) that make it up and make a judgement, or draw conclusions about it.	Investigate, Interpret, Consider,
Justify	To justify something is to prove that a point you are making or a conclusion you are drawing is true by using logic and evidence	Rationalise, Validate, Prove, Support, Argue, Debate.
Compare and Contrast	To compare something is to look for similarities; to contrast is to look for differences. To compare and contrast is to	Look for Similarities and Differences, Juxtapose, Correlate, Measure, Match,

	look for similarities and difference between things and to draw conclusions from it.	Disparity, Differentiate.
Explain	To explain something is to give a detailed account of it, including providing examples.	Clarify, Reveal, Make clear, Spell out, Put into words, Illustrate, Simplify.
Evaluate	To evaluate something is to assess it and make judgements about the ideas, results, methods, and works taking place.	Judge, Examine, Assess, Gauge, Appraise.
Interpret	To interpret something is to explain or translate the meaning of information, words, pictures or actions. It may also require conclusions to be drawn from information given.	Translate, Clarify, Decipher, Annotate, Decode, Depict.
Summarise	To summarise something is to take out the key points and rewrite them into a brief statement.	Outline, Abridge, Condense, Make a summary of, Give a Synopsis
Discuss	To discuss something is to talk about it from all viewpoints and perspectives. You might consider all arguments on a particular topic or the range of conclusions that can be drawn from data.	Debate, Converse, Talk, deliberate, consider,