Writing Guide

This Writing Guide has been designed to assist Matthew Flinders Anglican students in improving their written communication skills across the curriculum. As such, it contains guidelines and annotated examples of writing required across many subjects.

Many of the annotated examples featured in the guide have been produced by students. Their work has been selected for its effective structure, clarity and appropriateness of content. Permission has been given by students whose work has been published as examples. It is recommended that students use this Writing Guide in addition to guidance given by teachers and assignment task sheets.

The Paragraph

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

Audience:
May be novices or experts on the topic.

Types:
Most paragraphs are based on PEEL structure.

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

P	Point	A topic sentence that introduces the point or central argument to be made in the paragraph. It may connect with the linking sentence of the previous paragraph.
E	Explanation	In 1-2 sentences in Years 7-9 or 2-3 sentences in Years 10-12, explain in more detail the statement made in the topic sentence. Clarify and expand on all parts of the topic sentence.
E	Evidence	Use examples, statistics, quotations and references to primary and secondary sources or other evidence to support and or prove each point.
L	Link	Linking sentences perform 2 roles; to link the material of this paragraph back to the point of your paragraph and, in the case of an extended piece of writing, to your thesis or central argument.

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

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

Paragraph Exemplars from Departments

DRAMA - Here is a model introductory paragraph which answers the question, *"Does Hayden Cooper's production of "Waiting for Godot" illustrate Beckett's philosophy of the Theory of Existentialism?"*

Theatre Company *Playwright's name* *Director's name* *Hypothesis - note clear opinion words* *Element of Drama: Roles/Relationships* *Element of Drama: Symbolism* *Element of Drama: Movement*	**The Queensland Theatre Company's production of Samuel Beckett's classic play, "Waiting For Godot", directed by Hayden Cooper, portrays the existential angst of two tramps, Vladimir and Estragon, as they try to pass the time in a meaningless and purposeless universe. Presently showing at the Cremorne Theatre at Southbank, Cooper's production brilliantly illustrates Beckett's philosophy of the Theory of Existentialism in an hilarious but ultimately depressing portrayal of the human condition. John Grigor, as Vladimir, and John Andrews, in the role of Estragon, use their exceptional comic skills to entertain the audience with a range of obsessive rituals and their cabaret skills and pole-dancing are second to none; however, they are also able to sensitively portray their characters' despair with their impressive facial expressions. Alex Smith's simple but depressing set, portraying a dead and sterile wasteland, symbolises the despair of the production. The actors successfully convey the codependence of the characters with their use of space and movements. Their use of vocal techniques suggest that the characters have lost the ability to communicate. The director's choice of symbolism in the set and prop strongly indicates the hopelessness of Vladimir and Estragon's predicament. All this clearly reflects the strong influence that the Theory of Existentialism had on Beckett's theatrical development.**	*Title of play* *Present tense verbs* *Storyline / Themes* *Venue* *Element of Drama: Mood* *Summary of the success of the main actors and their acting techniques* *Summary of the success of production elements (the set)* *Main point 1: Use of space and movement* *Main point 2: Use of vocal technique* *Main point 3: Use of symbolism* *Main point 4: the influence of the Theory of Existentialism*

HISTORY - Year 7/8 PEEL Paragraph
Question: In what ways did the Nile River influence the development of civilisation in Egypt?

The Nile River, and in particular its annual flooding, enabled civilisation in ancient Egypt to thrive. Not only did it provide the water necessary for human survival, its annual flooding provided certain natural advantages to encourage greater development beyond survival. There were three main reasons for this. Firstly, the inundation of the Nile brought with it the black soil necessary for growing crops. This provided the natural fertilizer for the soil, allowing crops to grow in abundance and provide sufficient food for a large population. Additionally, this flooding served as a form of annual calendar that marked the start of the year. The everyday lives of the Egyptians were based around the seasons. When the Nile flooded, the Egyptians built pyramids or took a break from their usual job. Then, during periods outside the flood, the Egyptians harvested and stored their crops and held festivals. Finally, the Nile provided a system of transportation and communication. This was important for the unity of a country that was spread along a narrow strip of land lining the river. Thus, the Nile River, and its annual flood, was a key component necessary for civilisation to develop and prosper in Egypt.	Topic sentence: one sentence response to the question. Explanation of the topic sentence. Evidence, with detail. Underlined words: good linking works for cohesion. Concluding sentence that links the evidence of the paragraph back to the point of the paragraph.

Year 9 History PEEL Paragraph
Question: What conclusions can we draw about European views of the suitability of Australia for settlement prior to 1770?

Prior to 1770, the European view of Australia was that it was not suitable for settlement. Before Cook's discovery of the east coast, the only places discovered by Europeans were what is now known as Tasmania and the west coast of the continent, both of which seemed to have challenging natural flaws and territorial barriers. In 1642, Abel Tasman made contact with the south coast of Tasmania. For roughly 12 days, Tasman explored Tasmania and came to the conclusion that it was not suitable for European settlement. His main reasons were: firstly, that the land was too far away for any serious trading with England or the Dutch East Indies; secondly, the environment seemed harsh and inhospitable, for instance the sudden wind changes, high seas and fog; and thirdly, they knew there were some human inhabitants. However, because of the large notches found in the tree, they came to believe these natives were some kind of giants. Because Tasman found no reason to stay and settle, he continued his voyage to New Zealand and parts of Polynesia. As well as this encounter with Tasmania, the English explorer named William Dampier also made contact with parts of the west coast of Australia. Dampier's ship arrived in 'New Holland' (now Western Australia) in 1688. In his journal, he describes the land as 'dry sandy soil, destitute of water.' An infertile land obviously would not be worthwhile for settlement and would have limited possibilities of trade. Apart from this issue, Dampier also came across the native Aborigines, who appeared to be unhappy with foreign presence. This created some fear for the Europeans, as war was not something they would want to waste resources, time and lives on. Just like Tasman, Dampier left this land and continued sailing to parts of Indonesia. Numerous other explorers charted the west coast, some going nearly as far as Adelaide and Darwin; however, only barren and apparently unsustainable land was found. Because the east coast had yet to be discovered, the only useful evidence Europe had regarding the suitability of Australia was from these initial explorations of Tasmania and the west coast. Thus, before Cook's exploration of the east coast in 1770, Europeans believed Australia was not a suitable place for settlement.	Topic sentence: one sentence response to the question. Explanation of the topic sentence. Evidence, with detail. Concluding sentences that link the evidence of the paragraph back to the point of the paragraph.

HPE

Rowers, participants of an outdoor and summer sport, require targeted protection from the sun because of their constant exposure and the resulting increased risk in sun damage. Many Australians participate in sports with sunshine exposure and thus regularly face dangerous UVA and UVB rays which can damage skin. Due to the nature of rowing as an activity that predominantly requires unsheltered and unprotected day time training and competition, rowers face significant concerns here. **As proven by the** *Cancer Council Australia***, a national organisation aiming to reduce the risks of cancer, there are ways to prevent this exposure while still enjoying the weather, for example,** *Slip* **on some sun-protective clothing,** *Slop* **on some sunscreen,** *Slap* **on a hat,** *Seek* **shade and** *Slide* **on some sunglasses .** A zootie (the tight-fitting rowers outfit) with covered shoulders and arms will protect rowers from the sun and should be adopted by all rowing clubs. Currently zooties have a singlet-like design meaning the shoulders and arms, which are in direct sunlight, will get burned. A new design for the zooties must include long sleeves, and a fabric called '3D dri suntech'. **It is highly breathable, a must for active people, but provides a SPF of 50+. Paired with sunscreen, the risk factors for the rowers will be significantly less and therefore reduces the likelihood of skin damage such as a potentially deadly melanoma. Furthermore, rowers can be protected by limiting what hours they enter the water, this will significantly lower the risks of skin damage in rowers. Already, many rowers start early in the morning to prevent damage to their skin, but professional rowers are required to be in the harmful UV rays for a long period of time, which can be fatal to their health. According to** *SunSmart***, an accredited organisation, UV rays are the most harmful between the hours of 11 and 2 during the summer, meaning that rowers should not be in the water during these hours to ensure full health and reduce risks. They categorise these hours as extreme in terms of the levels of UV radiation.** **If rowers are prevented from entering the water during this dangerous period in the summer, it is likely the number of rowers with UV related illnesses will subside. Queensland holds a duty to protect it's citizens and by enforcing these rules, Queensland rowers will continue to live safely and with less illnesses caused by the sun.**	**Topic sentence: one sentence response to the question.** **Explanation of the topic sentence.** **Evidence, with detail.** **Concluding sentences that link the evidence of the paragraph back to the point of the paragraph.**

Home Economics

Jamie Oliver, a renowned English chef designed the Pass It On Project to empower, educate and inspire people to love and create healthy food. Considering that Australia's obesity rates are the fastest growing in the world, this is a timely project that should be promoted worldwide. Through the application of the Pass It On project, there will be overwhelming health benefits to ensure optimum well being of the Flinders community. A long term health condition, such as obesity, occurs when an individual's input of food is higher than the output of physical activity, thus the body starts to store the excess energy as fat. This has serious mental, social and physical implications and can also lead to other conditions, including depression. To prevent these diseases, more Australians need to participate in physical activity and limit consumption of unhealthy foods. According to Guideline One of the Australian Dietary Guidelines, 'To achieve and maintain a healthy weight, be physically active and choose amounts of nutritious food and drinks to meet your energy needs.' The Pass It On campaign can assist in achieving this goal through educating every child about food and inspiring families to cook at home again. Statistics from Oliver's TED presentation highlight that, 'The adults of the last	**Topic sentence: one sentence response to the question.** **Explanation of the topic sentence** **Evidence, with detail.**

four generations have blessed their children with the destiny of a shorter lifespan, than their own parents.' **If important skills such as cooking aren't taught to the young and upcoming generations, the consequences will be detrimental. Through applying Jamie Oliver's Pass It On campaign, Flinders families can be empowered to cook healthy, nutritious meals at home.**	Concluding sentences that link the evidence of the paragraph back to the point of the paragraph.

Rave: Jesus Human Rights - Examining the Trial of Jesus.

You as an individual are born equal, free and safe, you are entitled to all human rights and no one can take them away. But does everyone? During the time of his trials, Jesus was undermined and denied of his human rights as he was not given the right to a fair and public trial nor was he considered innocent until proved guilty. The system of government failed Jesus in multiple ways. Firstly, Jesus was mocked, tortured and given no freedom of speech during the Jewish Sanhedrin trial. The court accused him of blasphemy, but then sent Jesus to Pilate and Herod, accusing him of treason. Both Roman rulers, could not accuse and find him guilty of anything, however, they washed their hands and let the people decide on his fate. The people wanted Jesus dead, and then Jesus, the most innocent man in the world, was later crucified on the cross. Jesus was undermined and denied of his human rights during the time of trial. It is clearly evident that if the declaration of Human Rights was observed during Jesus' life, the outcomes of the trials would have been significantly different. Jesus would have been proven innocent in a fair trial. Unfortunately, In modern-day not everyone is privileged to their human rights. People's hands are still cut off for theft and women are stoned to death for adultery. **Everyone should have the privilege to human rights, particularly Jesus, the son of God.**	Topic sentence: one sentence response to the question. Explanation of the topic sentence. Evidence, with detail. Concluding sentences that link the evidence of the paragraph back to the point of the paragraph.

Essay

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

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

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

Generic Features
c. Structure and Organisation
- Introduction - provides the context for the topic, states the thesis and previews the main points or arguments to support the thesis
- Body - paragraphs which provide the ideas, arguments and evidence to support the thesis using PEEL structure
- Conclusion - confirms or restates the thesis and key arguments

Structure: The basic structure of the essay is:

Introduction (Note: It is possible / acceptable to reverse the order of 2 and 3)	**1. Contextualise the topic** - provide some relevant background or context to the question. It could be related material or information, or a contemporary parallel / connection that places the question into historical or contemporary social context. **2. State the thesis (or central argument)** in a manner that links to the arguments you previewed. It should have an analytical or evaluative tone and provide a decision/response to the question you have been asked. **3. Preview (don't list)** the separate arguments in a brief manner, making connections or drawing contrasts where possible.
Body Paragraphs	Two or Three PEEL paragraphs constructed to present the separate arguments that support the case presented in thesis.
Conclusion Note: No new information in the conclusion.	Contains three parts: **1. Restatement of thesis** - try to do this in a slightly different form of words to that used in the introduction. **2. Summarise key arguments** - make clear the separate arguments that were presented in the essay, including ways in which points are inter-related or linked. **3. Final Statement** - end the essay with a final summarising statement. Avoid quotes as they tend to be cliched.

Generic Features
d. Language Features
- Analytical Essay - formal and specialised language relating to the issue

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

Essay Writing Template

Introductory Paragraph (approx 150-200 wds)

Introduction (Note: It is acceptable to reverse the order of 2 and 3)	Contextualise the topic - provide some relevant background or context to the question. It could be related material or information, or a contemporary parallel / connection that places the question into historical or contemporary social context.
	State the thesis (or central argument) in a manner that links to the arguments you previewed. It should have an analytical or evaluative tone and provide a decision/ response to the question you have been asked.
	Preview (don't list) the separate arguments in a brief manner, making connections or drawing contrasts where possible.

Main Idea 1 (refer to the key terms in the thesis – focus on a term per main idea)

P	Point	What is the point or main topic of this paragraph?
E	Explanation /Elaboration	Elaborate further on this main point to ensure it is fully explained and understood. 2-3 sentences
E	Evidence / Evaluation	Use examples, statistics, quotations, and references to primary and secondary sources Use a source as evidence to support your point and explain why.
L	Link	This sentence should link the material in this paragraph back to the point.

Main Idea 2 (refer to the key terms in the thesis – focus on a term per main idea)

P	Point	What is the point or main topic of this paragraph?
E	Explanation /Elaboration	Elaborate further on this main point to ensure it is fully explained and understood. 2-3 sentences
E	Evidence / Evaluation	Use examples, statistics, quotations, and references to primary and secondary sources Use a source as evidence to support your point and explain why.
L	Link	This sentence should link the material in this paragraph back to the point.

Main Idea 3 (refer to the key terms in the thesis – focus on a term per main idea)

P	Point	What is the point or main topic of this paragraph?
E	Explanation/Elaboration	Elaborate further on this main point to ensure it is fully explained and understood. 2-3 sentences
E	Evidence / Evaluation	Use examples, statistics, quotations, and references to primary and secondary sources Use a source as evidence to support your point and explain why.
L	Link	This sentence should link the material in this paragraph back to the point.

Conclusion (approx 150 wds – do not introduce any new terms/topics – conclude)

Conclusion (Note: No new information in the conclusion)	Restatement of thesis - try to do this in a slightly different form of words to that used in the introduction.
	Summarise key arguments - make clear the separate arguments that were presented in the essay, including ways in which points are inter-related or linked.
	Final Statement - end the essay with a final summarising statement. Avoid quotes as they tend to be cliched.

Feature Article

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

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

General Features
a. Structure and Organisation
- **Headline**
    - **are often somewhat cryptic, encouraging the reader to read on.**
    - **short and witty statement, play on words or pun.**
    - **provide an interesting link to the topic of the article**
- **Teaser or Kicker**
    - **captures the reader's interest and links to the article's subject matter and central idea.**
    - **may use ideas or words from the title.**
    - **includes your name.**
- **Introductory or Lead paragraph**
    - **are often thought provoking.**
    - **may link to a contemporary event or issue.**
    - **should provide the context of the article.**
    - **introduces article's central idea in greater depth.**
- **Development / Body**
    - **Most articles usually build towards their main point gradually.**
    - **Paragraphs need to provide arguments and evidence to support your central idea.**
- **Conclusions**
    - **Often re-iterate directly, or through example, the main point.**
    - **May employ rhetorical or real questions.**
    - **May leave food for thought.**
- **Text Boxes**
    - **The main idea or key phrases may be repeated in boxed quotes or as sub-headings throughout the article.**
- **Picture**
    - **Attracts the reader's attention.**
    - **Provides an indication of the article's subject matter.**
    - **May deliberately arouse an emotional or intellectual response from the reader.**

General Features
b. Language features
- **Depending on the context, language may be formal and technical or informal, making use of jargon and slang.**
- **First, second or third person may be appropriate depending on your purpose and audience.**
- **Present tense is used.**
- **Paragraphs should be short and succinct, a maximum of three sentences.**
- **NB: When writing a feature article in test conditions, do not write in columns.**

Example of Feature Article
written as an assignment

Sexism, The Social Network & "the Stanford Girl":
Hollywood's crimes against women

Guest columnist Jamie Goodridge writes.

How often have you been watching a scene from a movie, when suddenly, for no given reason, a female character begins to undress? Why do directors feel it is so necessary for women in cinema to discuss important plot events in the bath? Even since the days of the golden age of cinema, female characters have taken a back seat in their leading of films, given the supporting role; the girlfriend, the sidekick, the buxom blonde you know is only there for eye candy.

But this is more widespread than you'd think. It's not just bargain-bin trash movies that are guilty; take for example the 8-time Academy Award nominated film The Social Network - the story of Mark Zuckerberg's journey from Harvard undergrad to the world's youngest billionaire.

In the first official trailer for the Social Network - though images of the female characters are repeatedly shown, namely a Stanford girl's bum, groupies and go-go dancers in a club - only one word is actually heard voiced by a female character - Erica Albright's "Why?"

Indeed, "why?" is an accurate question here; why is it that Erica Albright, the only intelligent female representation, who is pivotal to the protagonists' underlying motives, only enjoys three minutes of screen time? This phenomenon is only part of a continuing trend; in 2002, 16 percent of protagonists were female, whereas in 2011, 11 percent of protagonists were female.

Women in Hollywood, it appears, are to be seen and not heard. According to a recent study, last year (the year of Frozen, the Hunger Games and Maleficent) only 30% of all speaking roles in feature films belonged to women.

"Media images tell us who matters in society," says Martha M. Lauzeen, representative to the Centre for the Study of Women in Television and Film at San Diego State University. "If certain groups are routinely omitted in those messages, it suggests that people in that group aren't important." The highly acclaimed 2011 film, The Social Network is no exception.

Written, directed, produced and edited completely by men and featuring an all-male cast, the film clearly leans heavily towards male perspectives - and it shows. The opening lines of the film's second trailer, and explanation for Zuckerberg's motivation in creating Facebook in the first place is:

"Erica Albright's a b*tch. Do you think that's because her family changed their

---

Side annotations:

Headline - bold, catchy, often uses a pun or alliteration

Byline - by ..your name

Rhetorical questions are common in feature articles

Use of colloquial language
Dashes and brackets are used to create a conversational and informal tone.

Statistics are used to justify and enhance the perspective you are presenting

Angle of article is presented in first few paragraphs

Paragraphs are short and guide the reader through the article

Quotes are used to validate your opinion/angle on

*name from Albrecht, or do you think it's because all Boston University girls are b*tches? I need to do something to take my mind off her."* This quote only serves to emphasise the "flattening" of the female characters so that they only exist in the film to fulfil a certain role; whether it be "props", "prizes" or liabilities. "Props", obviously, exist solely as placeholders; crowd-filling groupie girls that are there to fill gaps in the setting and for the camera to pan (ogle) over. Conversely, "prizes" exist as objects of the protagonist's pined-over fantasies, there only to create a motivation towards an end goal. "Liabilities" are the psychos these 'prizes' metamorphose into, their sole function being to cause problems for the male characters.	the topic of your article Use a conversational style to discuss the evidence, quotes and statistics that support your argument. Use of editing to emphasis a point Cohesion- ideas are linked from one paragraph to the next

Report

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

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

Types:
- Informative / Investigative
- Field / Geographic
- Scientific

Generic Features
a. Structure and Organisation

A report is a highly structured piece of writing. As a guideline, reports are usually organised in the following sections, with each section starting on a new page.

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

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

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

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

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

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

Bibliography - List of all sources used in the research of the report, sorted alphabetically by author. It is recommended that you refer to the relevant section of the Library Page on MyFlinders.

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

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

Geography Report - Middle School

Purpose:

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

Audience:

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

Types:

● **Informative / Investigative**

● **Field / Geographic**

Generic Features

a. Structure and Organisation

A report is a highly structured piece of writing. As a guideline, reports are usually organised in the following sections, with each section starting on a new page.

Title Page - Title of the report, Date, Your name, Teacher's name, Subject name

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

Introduction - Provide background, the aims of the report (including inquiry questions - Yr 7), its scope and any necessary definitions.

Body / Statement of Findings - Formal and clear organisation of information (including appropriate visual and data representation) in concise text, under subheadings, in a relevant order.

Conclusions - A summary of what was presented and discussed in the report (including the answers to inquiry questions (Yr 7). No new information should be included in the conclusion.

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

Bibliography - List of all sources used in the research of the report, sorted alphabetically by author. It is recommended that you refer to the relevant section of the Library Page on MyFlinders.

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

Generic Features

b. Language features

● **Language should be formal and vocabulary is often factual and technical.**

● **Always write in the 3rd person.**

● **Present tense is used.**

● **PEEL structure may not be used in all sections, but should be used in longer sections.**

Geography Report - Senior School

Purpose:

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

Audience:

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

Types:

- Informative / Investigative
- Field / Geographic

Generic Features

a. Structure and Organisation

Reports can vary in their structure. The following is a suggested format.

Title Page

Table of Contents

1. Introduction

    1.1 Background

    − What was investigated?

    − Why is it an important question?

    1.2 Purpose

    − Outlines the aim and purpose of the report

    − The given context of assessment piece — site and situation of the investigation

    − Possibly define the key terms for the purpose of the investigation

    e.g. The purpose of this study was to ... Three possible strategies were investigated to manage the ...

    1.3 Methodology

    − What data collection techniques were used?

    e.g. traffic survey, water quality testing for pH levels, questionnaire distributed to local residents

    − Where and when was data collected?

    − How effective were the data collection methods?

    − Were there limitations in the design and implementation of the research plan?

2. Statement/Discussion of findings

In this section, primary data (usually raw data collected in the field) will need to be transformed into a format that allows analytical processes to take place. It is not enough to simply describe the phenomena observed or measured. Analysis shows evidence of:

- identifying patterns in the area under study e.g. patterns of weed infestation along a walking track in a national park

- identifying the processes that cause variations to patterns — physical, economic, social and political

- explaining trends e.g. changes over time, maximum and minimum, fluctuations, rates of increase and decrease

- identifying relationships e.g. distance from work and preferred mode of travel to work

- explaining relationships e.g. strong or weak, positive or negative

- explaining cause and effect

- identifying data that does not fit dominant patterns and relationships — anomalies

- explaining impacts — physical, economic, social and political

- explaining the significance of the data to the issue in general.

Students will need to determine the most effective format for presenting data to assist analytical processes.

For example:

- Identifying patterns and processes: maps, flow charts, diagrams, graphic organisers

- Trends over time: line graphs

- Making comparisons: bar graphs, choropleth maps

- Groups in relation to a whole: pie graphs

- Relationships between variables: scatter graphs

- Distributions histograms, tables, maps

- Direct evidence: photographs, field sketches

- Summarising numerical (quantitative) data: tables.

These are integrated into the Statement/Discussion of Findings, are directly referred to in the written analysis and should adhere to geographic conventions. Students should not reiterate each value from a table or figure. Only key results or trends relevant to the analysis should be discussed.

Subsections may be used, for example:

Section 2: Statement of Findings

2.1 Patterns and Processes within the Catchment

2.1.1 Built Environment

Care should be taken not to overuse subsections as this may detract from the flow of analysis.

3. Conclusion

In this section students will need to evaluate the relative effectiveness of alternative proposals in addressing the issues raised in the analysis in Section 2.

- Proposals, plans, solutions and/or strategies should be provided or discussed with the teacher.

- Alternative proposals should be equally valid and feasible.

- There should be a minimum of two and a maximum of three proposals.

- Criteria for evaluation should be provided — three are preferred.

- Criteria should be specific and may be worded as a statement or question.

The evaluation of alternative proposals needs to be more than just an inclusion of a decision-making

matrix. Students should outline the main conclusions that can be drawn from the matrix and provide a logical argument that shows an understanding of balancing or prioritising decision-making criteria.

4. Recommendations

These are drawn from the conclusions. They outline the specific actions that are required. When detailing the recommendations students may also need to consider:

- Who will take action on the recommendations?
- How they will be measured and what are the timeframes for the recommendations?

The priority that is placed on each recommendation may also be required.

Students will need to justify their decisions, explaining the reasons for and against their recommendations.

Recommendations need to flow logically from the data that is presented in the report.

5. References/Bibliography

Use an accepted referencing system in accordance with school policy e.g. Harvard

6. Appendices

The appendices include related materials, if appropriate. These are not included in the word count. These are optional for the reader, that is, the reader can choose whether they refer to them or not. This would include copies of surveys, interview questions, raw data, extra photographs, diagrams of specialised measuring apparatus.

Generic Features

b. Language features

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

Scientific Report

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

Audience:
Informed audience with scientific knowledge.

Generic Features
a. Structure and Organisation

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

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

>**Aim** – Outline the aim of your investigation.

>**Variables**- Independent, dependent and controlled variables identified.

>**Hypothesis** – A statement that relates the independent and dependent variables justified using scientific ideas and/or previous experience. A prediction may also be included here.

>**Materials** - List of equipment and chemicals required.

>**Safety** - A risk assessment of the investigation, including measures to minimise and manage any risks.

>**Method** – A step by step procedure in third person, in past tense.

>**Diagram** - A labelled diagram/ photograph of the equipment

>**Results** – The collected results should be displayed in forms that are appropriate to your data. Raw data tables, analysed results, graphs and photographs could be included, but data is not limited to these formats.

>**Analysis, Discussion and Interpretation of Data** – This section of a report shows a critical interpretation of the results. In particular, it should consider the relationship between the results obtained and your hypothesis and the theory on which the hypothesis was based. Secondary sources may be used in these discussions. The validity of the results should be discussed and used to evaluate the strength of the conclusion.

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

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

Generic Features
b. Language feature

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

Example of Scientific Report
Extended Experimental Investigation

Title: Burning Fuels: "Which fuel is best?"

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

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

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

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

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

Variables: The independent variable for this investigation was the type of food and the dependent variable was the heat energy gained by the water in the can. To ensure the investigation was fair the volume of water, starting temperature of the water and the distance of the burning food from the bottom of the can needed to be the same for each test.

Hypothesis: If different foods have different energy content then the temperature rises in the heated water will show those differences; foods with the highest energy content should release a greater amount of heat consequently will have larger temperature rises. This is based on the fact that heat is proportional to temperature.

Combustion reactions are exothermic because their energy is released in a chemical reaction called combustion and used to heat the water, although some will be lost to the surroundings.

Materials:

equipment		chemicals	
Soft Drink Can	Crucible	Matches	Aluminium foil
Retort Stand	Measuring Cylinder	Ethanol	Biscuits
Electronic balance	Weet Bix	Corn Chips	Potato chips
Thermometer	Heat Mat		

Safety: The main hazards when conducting this experiment are burning the food fuels and the hot water. To reduce the risk of a burn the investigation should be conducted standing up, any hot food or equipment should be moved using tongs and placed on a heat proof mat to cool. The can should be allowed to cool before moving it. Burns should be run under cold water for 10 minutes and any accident reported to teacher.

Method:

1. A hole was drilled through a drink can and a rod inserted. This was used to attach it to the retort stand.
2. 100mL of water was added to the can.
3. The starting temperature of the water was measured and recorded in the data table.
4. The mass of the food was measured and recorded.
5. The food was lit using the matches and held under the can of water until all of the food had burned.
6. The final temperature rise of the water was measured and recorded on the data table.

7. The method was repeated for the other foods.

Diagram: *Insert labelled photo or scientific diagram of investigation here*

Results:

Amount of water = 100mL

DATA TABLE

fuel	Initial Temperature /oC	Final Temperature /oC	Temperature rise /oC	initial mass /g	final mass /g
ethanol	21	32	11	40.7	38.8
corn chips	21	30	9	25.6	1.7
weetbix	22	30	8	22.7	0.9

Analysis:
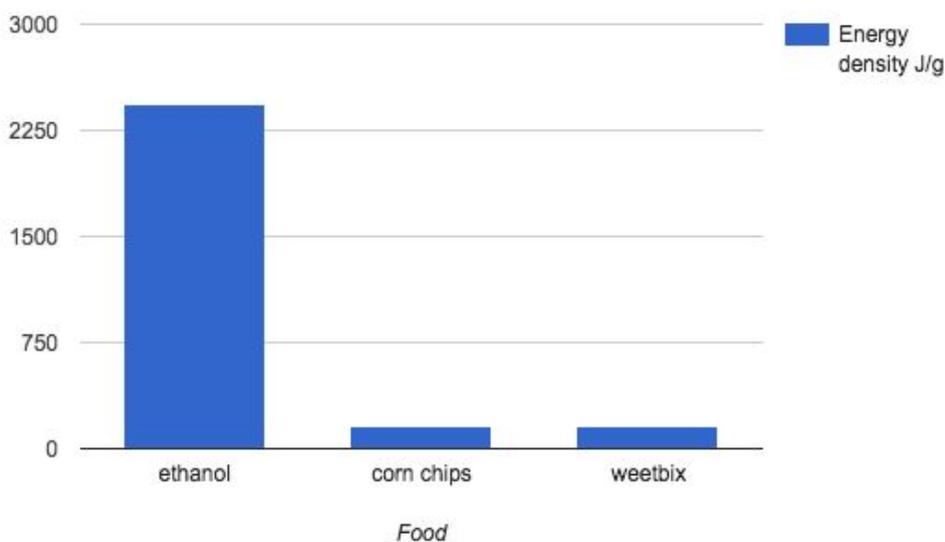Using the formulae:
$$Q=mCT$$

Where
Q= heat (Joules)
m=mass (grams)
T = change in temperature (celsius)

fuel	mass change /g	Temperature rise (T) / oC	Energy Gain (Q) / J	Energy density J/g
ethanol	1.9	11	4620	2431
corn chips	23.9	9	3780	158
weetbix	21.8	8	3360	154

A Graph to Show the Energy Density of Different Fuels

It is possible to estimate the amount of energy each food source contains by looking at the nutritional information provided by the food manufacturer.

Energy Source	Ethanol	Potato Chips	Biscuits	Weet Bix	Corn Chips
Energy (kj/100g)	2960	2130	1990	1510	2170

Discussion:
This investigation provided a broad overview of calorimetry to determine the energy in food and fuels but unfortunately the results are unreliable since there was only one test done for each food type. To check reliability and improve accuracy repeat readings should have been taken for each fuel and food stuff. Without reliable data any conclusions will be weak.

In the procedure it was obvious that not all of the energy released during combustion was heating the water. There was heat losses to the air and the can from the food and heat losses as water vapour and to the air from the heated water. This would have meant our temperature rises were reduced and the subsequent energy value to small. Heating the water in an enclosed area with the fuel very near the water container or very quickly may be a way to reduce those surrounding heat losses. Using less water would have generated larger and more easily measured temperature changes.

The graph demonstrates how the energy density in the liquid fuel ethanol was much higher than two food substances tested. However the limited range of fuels and food tested means our sample size is too small to make generalisations about all or most foods and fuels. There should be more food substances and fuels tested before patterns can be clearly identified or confirmed.

If we compare the analysed data to the manufacturer's data we can see that there is little agreement with values but the trends in the data…………………

In addition, this experiment has limited practical use as a human body does not only require energy to function efficiently. To function ………………………………

In choosing the best energy source, energy content is not the only requirement that must be considered. For example, as it is a camping trip, hikers must consider cost, portability options, the perishability of the food and the personal preference.

After analysing results it was determined that the corn chips are the best fuel. None of the foods tested will fulfil all dietary requirements, but a hiker requires a large amount of energy to function. Fat has the highest concentration of energy per gram and after analysis of the nutritional panels; it became clear that the corn chips contain more energy and more fat.

Conclusion:
In conclusion the evidence from the experiment supports the hypothesis that different foods and fuels have different energy contents and that calorimetry techniques can find the highest and lowest energy density foods and fuels. However the evidence collected was unreliable and probably inaccurate, the trends although agreeing with published data do not have enough range to make generalisations.

Reference List:

- **Grayshon, M.E. (2015).** *Living Abroad.* **London:Oxford**
- **Spenceley T.(2004).** *Calorimetry for Losers.* **London:Routledge**
- **Troot, B. (2008).** *Energy in Vegetables* **Sydney: Swans**

Agreed Common Language for Science Investigations

hypothesis	A tentative explanation for an observed phenomenon, expressed as a precise and unambiguous statement that can be supported or refuted by experiment. (ACARA, 2015) - **QCAA 2017**
precision	How closely two or more measurements of the same object or phenomena are with each other. (Taylor, 1982) **QCAA 2017**
accuracy	A measurement result is considered accurate if it is judged to be close to the true value. **AQA 2017**
reliability	Reliable <u>measurements</u> are those that are unlikely to contain anomalous values. **AQA 2017**
significance	Important; of consequence; expressing a meaning; indicative; includes all that is important; sufficiently great or important to be worthy of attention; having a particular meaning; indicative of something. **QCAA 2017 (edit)**
reproducibility	A measurement is reproducible if the <u>investigation</u> is repeated by another person, or by using different equipment or techniques, and the same results are obtained. **AQA 2017**
repeatability	How well independent results agree when obtained using the same <u>investigation</u> methodology, materials and conditions. (Taylor, 1982) **QCAA 2017**
valid	How well the experimental or investigation methodology meets the requirements of the experiment or <u>investigation</u> to produce results that address the hypothesis. (ACARA, 2015; Taylor, 1982) **QCAA 2017**
analyse	Dissect to ascertain and examine constituent parts and/or their relationships; break down or examine in order to identify the essential elements, features, components or structure; determine the logic and reasonableness of information; examine or consider something in order to explain and interpret it, for the purpose of finding meaning or relationships and identifying patterns, similarities and differences. **QCAA 2017**
anomaly	These are values in a set of results which are judged <u>not</u> to be part of the variation caused by uncertainty. **AQA 2017**
uncertainty	Uncertainty refers to the <u>measure</u> of doubt associated with the measured result due to imprecision. (Taylor, 1982) **QCAA 2017**

Technical Engineering Report

Purpose:
To report on the application of theoretical knowledge to a practical problem, using a range of engineering and design technology concepts.

Audience:
Informed audience with knowledge of engineering principles and associated technology.

Generic Features
a. Structure and Organisation

A report is a highly formal and structured piece of writing. The report should consist of a compilation of materials, which includes mathematical calculations, annotated graphical and diagrammatic responses, comparisons tables and models.Technical engineering reports are often organised in the following sections:

Title page
Table of contents
Introduction
- Provide an overview of the theory on which your investigation is based
- Generate interest in the field of study and link to your practical investigation

Investigation
- Existing designs
- Investigation of relevant structural or mechanical engineering principles (material properties, statistics and data etc.)
- Analyse and relate to the engineering task

Test critical elements
- A table showing options tested
- All results of testing of key engineering components
- Description of any failures or testing which later proved redundant (giving reasons)
- Testing and modifications made to ensure the technology's success

Design ideas
- Graphic organiser to identify issues to be considered
- Demonstration of the application of engineering knowledge and principles
- Information gathered in the class and individual testing of materials
- Refinement and optimism of the design solution include sketches and notations, ensuring readability

Final solution
- Representation of the solution using appropriate engineering graphics (Inventor CAD)
- A photograph of the final model

Conclusion and Recommendations
- A diagram with notation of the model
- Calculation of the relevant mathematical data eg. magnitude of force
- Performance comparisons with other models, including comment on at least two other designs and explanations of the problems these designs encountered
- Future improvements, including comment on how design could be improved.
- Evaluation of the solution (materials and design) as well as other students' designs based on investigation, data and engineering principles, relate to real-world situations

Reference List
List all sources referred to in the report.

Appendices

Generic Features
b. Language feature

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

Design Brief

Purpose:
To brief a client or customer about the design problem.

Audience:
Informed audience with knowledge of graphic design/architecture/industrial design and associated technology.

Generic Features
a. Structure and Organisation
A design brief is the starting point of the design process across all design areas. It defines and clarifies the actual needs of the client, the target audience and the purpose of the final design.

User-centred Design
An overview of the Design Problem
- Who, what, where, when and how?

A brief description of the Client/Business information and/or specific requirements

Outline the target audience
- Client and/or end-user
- Describe their age, interests, gender, socioeconomic status, location, lifestyle preferences and any other relevant factors
- Cultural and religious considerations

Constraints
- What restrictions or limitations are there on the design?
- Consider time factors, cost factors, location, materials, technologies etc.

Elements and principles of design

- What elements and principles of design influence the design?

Technologies

- What tools, processes and skills are selected according to the graphical representations required.
    Drawing technologies – pencils, pens, paper, markers
    Drawing equipment – set squares, templates
    Digital technologies
    Colour Management – CMYK, RGB
    Printing Technologies – Inkjet/Laser printing, resolution, paper quality, three dimensional printing
    CADD - Computer Aided Drawing Design
    Graphical Conventions

Legal Responsibilities
- What are the relevant legal responsibilities?
    Copyright,
    Intellectual Property
    Australian Standards, Building Codes and Safety
    Image manipulation
    Cultural sensitivities

Design Strategies

- What design strategies will you use to stimulate and encourage the creative idea/design?
  - Brainstorming activiites
  - Work lists
  - Graphic organisers
  - Concept maps

Project Management
- What techniques can be used to ensure effective project management?
  - To-Do-Lists / Scheduling
  - Planning and reviewing
  - Time Management Plan

Sustainability
- What sustainability considerations must be included in the design?
  - Social sustainability
  - Environmental Sustainability
  - Economic Sustainability

Materials
- What materials characteristics are required in the design?
- The visible characteristics of materials influence the presentations of graphical representations.
  - What are the current emerging design and graphical trends?
  - Natural Textures
  - Textiles
  - Metallic and reflective surfaces
  - Plastics
  - Eco Materials
  - Composites
  - Ceramics

Presentation of final solution to client
- DESIGN FOLIO may include:
  - Sketches/Diagrams/Maps
  - Symbols and Logos
  - Exploded Views
  - Assembly Drawings
  - Animations and Simulations
  - Two-dimensional drawings
  - Three-dimensional drawings
  - Digital/Video Presentation
  - 3D printing

Generic Features
b. Language feature
- Language should be formal and vocabulary is often factual and technical.
- Written in 1st and 3rd person.
- Past, present and future tense is used.
- PEEL paragraph structure may not be used in all sections, but should be used in longer sections.

Design Brief - example

Year 11 Graphic Design - 300 Words
Design Factors: User-centred design , Elements and principles of design, Design Strategies,

> **Business / Client Name:** Roxy (Insert Business/Client name here)
> **Client contact:** Mrs Fran Heel (Insert client contact name here)
> **Contact number:** 0411 675 234 (Insert contact number here)
> **Design Area:** Graphic Design (Graphic Design, Architecture, Industrial Design)

Roxy, an international, highly acclaimed fashion franchise, commissioned student Miss Penny Tee to create a unique identity by re-branding their existing logo and marketing material. Research is needed to gather a basic understanding of Roxy's background, which may influence specific elements of the design. Viewing existing logos and observing visuals of oppositions' standing logos will assist during the stages of development.

Roxy, although partnered with Quiksilver, has grown into a strong individual action sporting brand for girls. Roxy feels the standing logo does not embrace the daring, naturally beautiful aspects of Roxy. Therefore, the purpose for a new logo comes down to social aspects, rebranding and modernisation.

The target audience for the company's marketing campaign will be predominantly females aged between four and thirty. As the company wishes to dominate the female fashion industry, middle to high income earners will be targeted.

Whilst designing the new logo, various constraints must be considered. These constraints include: clients' preferences, the company's colours and marketing strategies. Time and cost must also be considered. Ensuring a reproducible logo is designed also maximises flexibility in marketing material.

Elements and principles of design are the key factors contributing to the effectiveness of a logo. This will form a vital role in the decision making of the final logo for Roxy. The main elements that will be critiqued are colour, shape, focal point and text. Design strategies such as media presentations, brainstorming, multiple graphic organisers and concept sketches will be used in the decision making process to help solve the design problem.

Presentation Note:
The completed design will be presented to the client in the form of a design folio. It will include graphical representations in the form of sketches, computer generated designs, and final logo and marketing prototype examples.

Year 11 Architecture - 600 Words
Design Factors: User-centred design , Elements and principles of design, Design Strategies, Technologies, Project Management, Sustainability, Materials, Legal Responsibilities.

Business / Client Name: (Insert Business/Client name here)
Client contact: (Insert client contact name here)
Contact number: (Insert contact number here)
Design Area: Graphic Design/Architecture, Industrial Design

I have been commissioned to design a building on the Sunshine Coast for consideration by client. This building must fit within the block of land purchased by the client, which is 800sqm including outside areas.

The client is a young couple, business owner and financial advisor, who currently do not have any children but plan to raise children at this house in the future. Mr Bell has requested a two storey house design, which will factor in bedrooms for a possible two children, as well a spare bedroom and adequate living facilities surrounding that.

The client has requested that the design incorporates balconies, outdoor spaces, and privacy while still adopting a very open floor plan. This incorporates a mix of high fences and use of glass, with skylights and large windows to promote airflow.

The budget for the house is 1.7 million, which involves landscaping and building itself. The location of the building is waterfront property in Maroochydore, located along Cornmeal Creek. The design will feature both a pool and walkway to the creek with a possibility of a jetty if the client sees it suitable. The client is very passionate about contemporary architecture and interior design, meaning that the design will incorporate these features to adhere to the preferred outcome of the client. This includes a large range of whites and blacks as well as features like stainless steel, wooden finishes, rust finishes and rendering. Along with this, glass will be a primary material used to achieve both an open floor plan and contemporary design. Time Management will also be imperative in order to complete the design folio by the designated time frame of 8 weeks.

To design this home, research is required. This will include looking at the design factors along with current and emerging trends, Building Codes and Australian Standards, Legal responsibilities, sustainability consideration and what materials are appropriate to meet the client's design criteria.

Elements and principles of design in relation to architecture - notably line, colour, form, space, scale and proportion, texture and value, and their influence on the final effect seen in the building will be paramount. It is essential that these design factors are taken into account in the design of the solution produced, in order to fulfil the needs of the client.

A range of design technologies will be utilised to ensure effective communication methods are used to showcase the design stages to the client. This will include drawing technologies and equipment, digital technologies as the programs Autodesk Revit will be used for final graphical representation. Throughout the use of these technologies Legal responsibilities must also be considered throughout the design to ensure no copyright or breach to Building Standards.

Multiple design strategies will be demonstrated through brainstorming techniques, tables, mind maps and graphic organisers. This will also be demonstrated through careful project time management where a schedule table will created to carefully plan and prepare each week's plan. This will also ensure that the deadline is met and the design folio is submitted by the due date.

Both economic and environmental sustainability will be researched to ensure all design criteria by the client is met. Consideration in minimising energy usage is of paramount importance. Solar power with respect to sun direction, shade, wind, landscaping and materials must be considered in the design process. Materials will also be carefully chosen for the location of the building.

Presentation note:
The design solution produced will be presented in two formats for the client; the first being the creation of a 3D model to digitally depict the form of the new home and create a more real life visual. The second being the creation of a portfolio, which will be used to present the architectural decisions made throughout the design brief including research, sketches, graphical organisers and final justification of the design choices made.

Multi-media (Multi-modal) presentation

Purpose
Can be persuasive, informative or engaging or a combination of a number of purposes. Check specifics of each task.

Audience
Dependent on task.

Types
Multimedia or multi-modal tasks can take a variety of forms but will require the presentation to include visuals and audio. Some of the common forms are: video, keynote, google presentation or powerpoint combined with a speech, this may be delivered either in person or video.

Generic Features
- **Organisation Tips for preparing a Keynote or Visual Presentation**
  - **Clear introductory slide outlining topic of presentation**
  - **Use the same font and colour throughout your presentation for all headings and subheadings**
  - **Use the same background colour**
  - **Limit the amount of text on each slide, use dot points, not full sentences**
  - **Ensure the text can be read - dark text on light coloured background, light text on dark background**
  - **Don't overuse transitions - select one or two transitions which you use throughout. NEVER use appear be each letter**

- **Image**
  - **Focus on presentation should be on visuals which support the spoken presentation; image, graph, video**
  - **Crop images to remove distractions**
  - **Use quality images that do not have a watermark (ie copyright written across them)**
  - **Reference images using correct referencing conventions**

- **Language Features**
  - **The language will vary depending on purpose and audience**
  - **Ensure correct spelling and punctuation**

Words that CONNECT ideas

ADDING
- And
- Also
- As well as
- Moreover
- Too
- Furthermore
- Additionally
- Moreover
- Finally

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

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

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

CAUSE AND EFFECT
- Because
- So
- Therefore
- Thus
- Consequently
- As a result of

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

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

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

Sentence Starters

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

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

Verbs instead of 'states' or 'says'
- describes
- thinks
- infers
- declares
- concludes
- conveys
- testifies
- questions
- summarises
- asserts
- proclaims
- illustrates
- believes
- observes
- protests
- doubts
- exemplifies
- stresses

Stating a point of view
- This means that...
- This would be a good choice because...
- In particular...
- Above all...
- Besides...
- It is significant that...

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

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

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

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

Ways to link paragraphs

Warning: Beware the absolute nature of words like 'of course, definitely, always, never, totally, everyone". There are not many definite ideas in the world. These words can be a danger to the validity of your argument because one exception in the entire universe renders your argument incorrect or invalid.

Above all	More specifically	Nonetheless	In particular
Firstly... secondly... etc.	Obviously	Not surprisingly	Indeed
Instead	Rather	Furthermore	Even if
Only then	Still	Similarly	Moreover
Accordingly	Therefore	Surprisingly	Not only ..., but also
In summary	To sum up	Whether	Not until then
Following this	On the contrary	Admittedly	In addition
Otherwise	It might be	On the other hand	In fact
Likewise	Though	Later	In fact
Afterwards	For example	Although	In short
As a result	Also	Besides	Hence
Certainly	Provided	Curiously enough	Many a case like this
Consequently	At the same time	While this is so	Nevertheless
Even though	Clearly	Even if	Then
For this reason	Earlier	For instance	In order that
However	Finally	Besides	Meanwhile
In conclusion	Since this is so		

Proficiency in PEEL

Level	P (Point)	E (Elaboration / Explanation)	E (Evidence)	L (Link)
I've got it, and I could teach it to someone else or apply it in new ways beyond what we have done in class.	Green + The sentence is stated clearly and cleverly to effectively alert the reader to the argument to be made in the paragraph.	Green + The explanation clarifies and expands on all parts of the topic sentence. The elaboration makes mention of specific sub-points to be used to support the topic sentence.	Green + The evidence presents balanced, persuasive and academic support for the claims made.	Green + The link also summarises the main arguments in the paragraph.
I've got it!	There is a topic sentence that states the point or central argument to be made in the paragraph.	There is at least one sentence after the topic sentence that explains in more detail the statement made in the topic sentence.	At least two or three sources are used as evidence to support the argument and the sub-points made. The evidence is linked to the argument with clear and reasonable explanations.	The final sentence links the material in the paragraph back to the point of the paragraph.
I kind of get it. I need a little help.	The first sentence in the paragraph mentions something of relevance to the topic.	Some attempt is made to link the topic sentence with the evidence but the effect is confusing.	Some reference is made to sources connected with the argument.	The final sentence attempts to conclude the paragraph but it does not link back to the topic sentence.
I'm trying to get it. I need help.	The first sentence in the paragraph is unrelated to the point of the paragraph.	The paragraph moves straight to evidence.	No sources are used, or those used are irrelevant to the argument.	There is no attempt to summarise the paragraph or to link back to the point. Usually finishes on evidence.