

Hawkesbury High



Senior Study Guide

Getting the result you want

Welcome to your HSC study guide. The stuff in here is meant to help you..... But you do need to read it and follow some of the advice given.

Best of luck in your HSC!

YOUR TEACHERS AT HAWKESBURY HIGH.

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Preparing to Study

Goal Setting

What have you done well so far this year? What do you need to improve on for the rest of this year? Fill in this page and put it where you can see it everyday.

	Your strengths What are you good at and have you done well so far	Your weaknesses What do you need to work on or improve on	What you will start doing or changing to make improvements in your HSC
Classroom skills Do you listen to your teacher and not talk when you should be focussing? Do you work well in class and make the most of class time? Do you participate and get involved in the lesson? Do you respect other's ideas?			
Homework skills Do you complete the homework that is set by the due date? Do you put the necessary effort into your homework and do it properly? Do you ask your teacher for help if you can't do or can't understand the homework?			
Assignment skills Do you complete all assignments by the due date? Do you start assignments early or leave them to a last minute rush? Do you break your assignments into smaller, more manageable steps?			
Study skills. Do you start studying for tests early? Do you make study notes on a regular basis so they are ready at exam time? Do you do lots of revision questions, asking for help if needed? Do you test yourself on your study notes?			
General skills. Are you on time for school and classes and bring everything needed? Are you able to turn off distractions when working at home? What else could you do to improve your results?			

Your half yearly and Trial HSC

Most people are optimistic. You are. Your teachers are. Whatever they say, when they mark the Half Yearly examinations, they make allowances...(Oh, we haven't quite finished this topic yet....they'll get better when they get closer to the HSC...etc)

Don't think that if you get 62 in the half yearly, you will do better in the real HSC. Every student at the HSC works harder as the year moves on, and your competition will get tougher. The HSC awards marks to you relative to the rest of the HSC candidature.

A pessimistic view is that you will get 10% less than your half Yearly mark at the HSC, and 5% less than your score at the Trial HSC.

To do better than this you have to start NOW, and WORK.

Organising you study

Timetables

Get a study timetable for each week and one for the term. You will need to make one up for the holidays and for the stuvac study period just prior to the HSC. Don't spend all the valuable time just going to the beach and thinking that you will start studying soon.

You will find examples of weekly and term planners later in this document.

HSC timetable and Prac subjects

Certain practical subjects, such as Art, Music, Drama, Textiles, Wood Work, Metal Work, Society and Culture, and Agriculture, all have different submission dates for their practicals, projects and research projects. **Enter all the relevant dates on you term planners.**

Write in all you HSC examinations into you term planners.

Study Habits and a Study Timetable

Apprentices work a 32hour week and study for 8 hours a week. That's four days a week and one day a week on the usual pattern. If they fail Maths or English at TAFE, they have to take an additional four hours a night for two nights, until they catch up.

School students, study for five and a half hours a day at school. Just to keep up with TAFE apprentices they would have to do a minimum of two and a half hours of homework and revision a night. So how do you and your study habits stack up???

Organising your Study Diary

Everyone needs to use a way of organising your homework and study so that each subject and every assessment task and all the revision gets done when appropriate.

Organise it so that you follow a maths based subject (maths, physics, engineering studies etc) is alternated with a language based subject (English, history, geography). That way both sides of your brain get used alternately and fatigue is lessened. Try for about 30 minutes a subject per night initially, moving onto 40 minutes as you move through senior school.

Organising your study space

- 1 Do you have your own place set up for concentration?
Comfortable but not too comfortable?
- 2 Is your desk lighted so that the light is not in your eyes
- 3 Plenty of fresh air?
- 4 Is the chair you sit on comfortable and with good back support?
(Don't lie on the floor for long periods of time)
- 5 Do you have a desk or table, all to yourself?
- 6 Do you have a noticeboard/mirror to stick notes or messages onto?
- 7 Can you shut out noise from the household?
- 8 Do you have your ipod/earphones/radio set to a very quiet volume?

Yes	No	Can improve

What changes can you make to improve your study space?

Study equipment

Circle what you have. Underline what you don't have but can get.

Pens	Pencils	Ruler	Coloured pencils	Separate folders for each subject
Glue	Scissors	Eraser	Post it notes	
Sharpener	Music	Storage for books	Rubbish bin	Computer
Ear plugs	stapler ...	calculator	Dictionary	Subfolders for each text
Clock/watch(not a phone)	Scrap paper for ideas	highlighters	Printer	USB

Study Timetables

Below is a study timetable for a week. Four pages for a month. Get organised.

Month _____

	Test Dates, Assignments Due, Excursions, School Functions	Subject
Monday	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____
Tuesday	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____
Wednesday	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____
Thursday	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____
Friday	_____ _____ _____ _____ _____	_____ _____ _____ _____ _____
Saturday	_____ _____ _____ _____	Sunday _____ _____ _____ _____

Term Planner

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							

When planning, make sure you add in your revision times and topics.

Study folder

Use a folder to store each subject. All your work goes into this folder as you finish each topic or English text. Leave this folder at home and do not loan it outside your home. Friends who wish can visit you to look up bits they have missed.

You can use one ring binder for all your current topics but don't forget to transfer the work to the home folder. Then, barring fires at home, you will have your work always.

When revising. Make up mnemonics or draw up mind maps for each subject topic. Store these with your class notes after you have learned them... To assist you in learning them, paste them to your mirror and revise them when you are brushing your hair.

Study Planning

Enter onto your study timetable your part time job hours, your commitments such as sport, training, music, family etc. for each week. Put a few goals or inspirational sayings up where you can see them.

Then write in all your assessment tasks, in pencil for when you expect them, and when you get notice of them in ink.

Add in your timetabled exams, also in pencil and in ink.

Now write in when you will write your assessment tasks (start, research, and complete).

Now you have an idea of how much time is left for revision, and homework.

Pin your study plan for the week to your desk or to your mirror. When you brush your hair you will get a reminder of what to do and what's next.

Study folders



Make your notes memorable

MAKE YOUR NOTES

MEMORABLE

← use call outs

• vary print SIZE

• try a thought bubble

★ use headings HEADINGS
and subheadings SUBHEADINGS

☞ - - • use bullet points

• indent

• use highlights and colour


⇒ use arrows ⇒ use a flowchart for processes

★ underline
and double underline

★ vary the use of CAPITALS and Italics

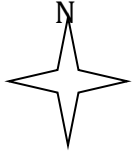
★ use charts  , pictures & diagrams

★ number the points 1, 2, 3, 4.

★ ★ ★  don't use sentences

Memory Tricks

Mnemonics are the best way to remember facts. The material to be remembered is organised into a saying or a word using the initial letters of the facts. When you need to remember some facts, make up a saying and recall will become so much easier. Match the facts to the mnemonics.



Soh - cah - toa

MNEMONICS
& RHYMES

BIMDAS

In 1492 Columbus sailed the ocean blue

30 days hath September,
April, June and November.
All the rest have 31,
Excepting February alone,
Which has 28 days clear,
And 29 in each leap Year.

Richard of York gave battle in
vain.

"Leftie loosie, rightie tightie."



1. Every good boy deserves fruit
2. Face
3. Never eat soggy weetbix
4. My very educated mother just served us nachos
5. Sin:opposite over hypotenuse:cos adjacent over hypotenuse : tan:opposite over adjacent
6. Brackets Indices: Multiply Divide: Add Subtract is the mathematical order of operations
7. The rainbow or the visual spectrum; red, orange, yellow, green, blue indigo, violet.

Your Written Task, English Paper 1, Question 2

Don't start with an introduction – start with some action!

Start your planning by visualising the climax (the most exciting part).....

Keep the same tense and the same person (Write in the third person)

Then the ending, and then the beginning.

Avoid common clichés unless you can add a twist



Use “...” to show elapsed time or change the setting.

Use a line of stars

* * *

to change narrators or change the setting or the plot

Use dialogue to differentiate between different characters

Try for imagery and similes and metaphors to decorate your text.

In a post modernist narrative, it is fashionable to have different narrators to show different points of view of the characters.

Action sequences have shorter sentences.
Description paragraphs are longer, and may have longer sentences

Work some symbolism into the story. Repeated images or a series of images on the same theme will create symbolism if you identify a character with the concept.

You have a limited time frame and limited space in most creative writing examinations. In exam situations you must limit the number of characters and events and settings.

Surviving the HSC

Are you stressed?

Stress is a part of everyone's life. Everyone gets stressed, about work, family, finances or personal relationships. Stress can be a good thing. It gets your blood pumping and your adrenalin flowing.. Your mind can be faster, more focussed and more driven to succeed. Have you ever been stressed? Here is a list of stress indicators. Tick the ones that apply to you.

- ❖ You eat much more than usual, especially junk food.
- ❖ You eat lots and lots of chocolate
- ❖ You lose your appetite and don't feel like eating much
- ❖ You feel really tired, lack energy and sleep much longer than usual
- ❖ You have difficulty in getting to sleep or your sleep is interrupted.
- ❖ Your skin breaks out or you develop cold sores
- ❖ You become irritable and cranky and snap at your family and friends
- ❖ You become moody and easily upset and cry a lot
- ❖ You shut down and don't communicate how you feel to the people closest to you
- ❖ You start to feel physically ill or get butterflies.
- ❖ You indulge in self destructive behaviour
- ❖ You procrastinate

So you're stressed. And what can you do about it?

1. Be Prepared, If you put enough time into your study and note taking and preparing for assessment and exams, this will reduce your stress.
2. Make sure your body is well prepared to handle the stressful situations the HSC puts you into. Healthy eating, a reasonable amount of exercise, enough sleep, and sun and fresh air will enable your body to meet these stresses.
3. Avoid procrastination. One response to stress is to work hard at cleaning your room, etc etc, - you are avoiding making a start on your real task by doing other things that "need" doing.
4. Make a list of the ten things that are bothering you right now. Write it in your diary, journal, tweet it to a friend. If you can express our fears or worries, then you can get it out of your head.
5. Look at that list. Cross off the things that you cannot change. – just accept them. Look at the things you can change. If there are actions you can take to help reduce a stressful situation, make the decision to take them. If you are totally overwhelmed, then make the list referred to in 4.
6. Relax yourself. If you are working too hard, then give yourself permission to take time out for the things that you enjoy. Read a book, take a nap, have a bath, spend time with a friend.
7. Exercise. If you feel tension building up, then do something active. Exercise both prevents and relieves stress. Walk the dog, ride your bike for a few kms, go to the gym, or play some non contact sport.



10 Amazing Benefits of Meditation for Students

1. **Improved Concentration:** Students were able to concentrate better and had more mental focus.
2. **Reduced Blood Pressure:** This reduction in blood pressure was regardless of whether the students were facing a stressful situation, like an examination, or not.
3. **Decreased Absenteeism & Tardiness:** In addition, meditation also reduced behavior problems.
4. **Better Grades:** Students felt they were doing better with their homework and school work as well.
5. **Improved Interpersonal Relationships:** This included relationships at home, such as with siblings and parents.
6. **More Confidence:** One of the most important qualities to develop for children, students and young adults.
7. **Better Sleep:** The importance of proper sleep in being understood more and more in today's hectic sleep deprived world.
8. **Headache Relief:** Always a good thing 😊.
9. **Calmness:** Same as blood pressure above, it helped the students who learned meditation remain calm even during stressful times. This is important in all aspects of life I feel. In sports, interviews, tests and the other challenging situations life inevitably brings forth, remaining calm is the key to success, health and happy living.
10. **Sharper Brains:** I have often alluded to meditation helping the brain function better. This and other research that looks at brain imaging, etc, is now validating this point as well.

<http://anmolmehta.com/blog/2008/12/30/benefits-of-meditation-young-people-students/>



Toolkit for the exam room

Remember Mr Bean preparing for his uni exam??? Favourite pen #1, favourite pen #2, etc, teddy bear, etc

Well, you don't need the teddy bear, but you will need stuff for every exam. Here's my list.

- ❖ Last minute revision notes.
- ❖ Two pens in good working order.
- ❖ Your seat number, examination number, time of exam start and finish
- ❖ Watch. (No phones in exam room)
- ❖ Ruler, calculator, for Maths or Physics.
- ❖ Lollies if you want them. (They must be quiet to unwrap)
- ❖ Any particular requirement for your individual subject.



Organising to get your personal exam timetable

If you inform the Board of Studies, they will send to you mobile not just your HSC final results, but also your HSC examination timetable. Have your centre number and candidate number ready for this.

Skills and Tools

A Glossary of Key Words

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

Analysing an essay or assignment question

The first step...

Identify the key **topic words** (words that direct you in what to research).

The second step...

Identify the **focus** of the essay or assignment question.

The third step...

Identify the **task terms** (words that tell how you are to deal with the content the essay will be about).

The fourth step...

Rewrite the question in your own words. This will help you understand the meaning of the question and what is being asked of you. This will also help you to write a **title** for your essay.

Use the following table to help you make sense of your question.

The first step... identify the topic	
The second step... identify the focus	
The third step... identify the task word(s) Refer next page	
The fourth step... anything that limits the assignment focus	
The fifth step... rewrite the question in your own words	

Mr S.T.E.E.L



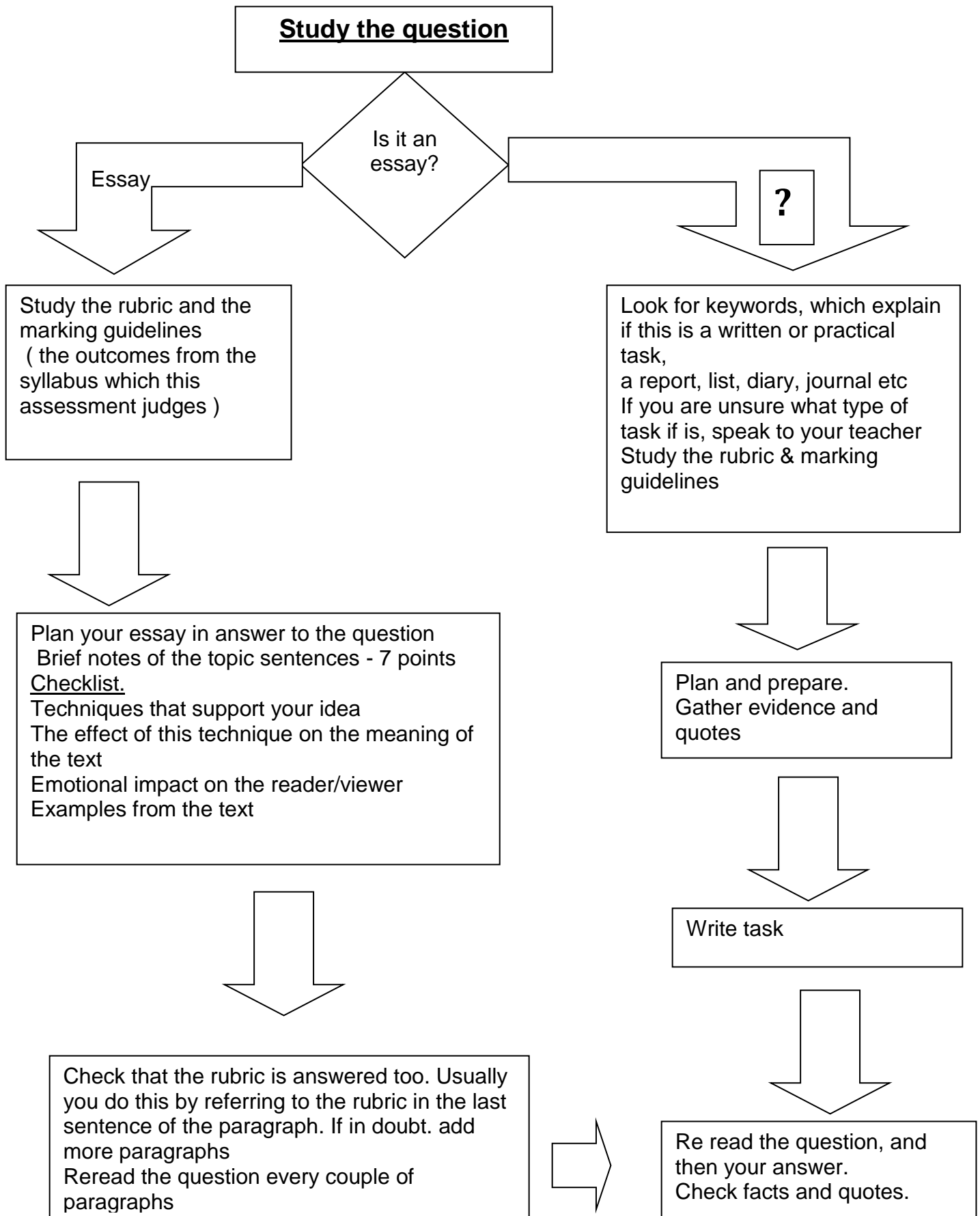
Remember me and I will always be there to help you!

To create a paragraph in an English essay that is of high quality, you must include specific features. It is easy to remember these features in the following format:

S	STATE your thesis or topic sentence. Always begin each paragraph with your thesis point or topic sentence.
T	TECHNIQUE – Ensure that you include an important technique that supports your thesis point or topic sentence.
E	EXAMPLE – Always put an example from the text. This might be a quote from your text or you might paraphrase an important part of the text.
E	EFFECT – Always explain the effect of the technique. Discuss how this technique makes an impact on the meaning of the text AND/OR the emotional effect on the reader/viewer.
L	LINK – Finally close your paragraph with a sentence that links directly with your thesis point or topic sentence OR that links with the question OR with the rubric.

Essay and Report Writing

Breaking down a written task



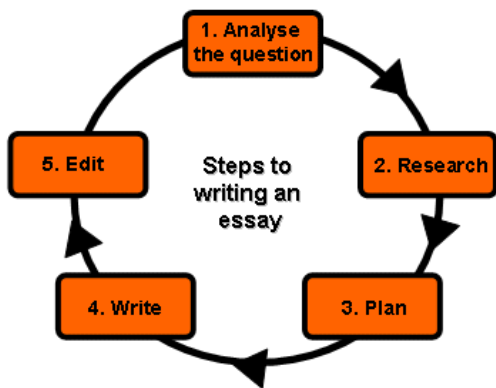
Writing an essay

Introduction

Essays are not just exercises in research; they are also exercises in communication. Essays give you a chance to show what you can do: that you understand the question asked; that you understand the issues involved; and that you have done the appropriate amount of reading. Essays also allow you to demonstrate your analytical thinking and force a deep and powerful type of learning to take place. For these reasons, they are a common form of assessment at university. This form of assessment is frequently used for session assignments and exams. Most students, some more than others, will be required to demonstrate their learning through this genre during their degree.

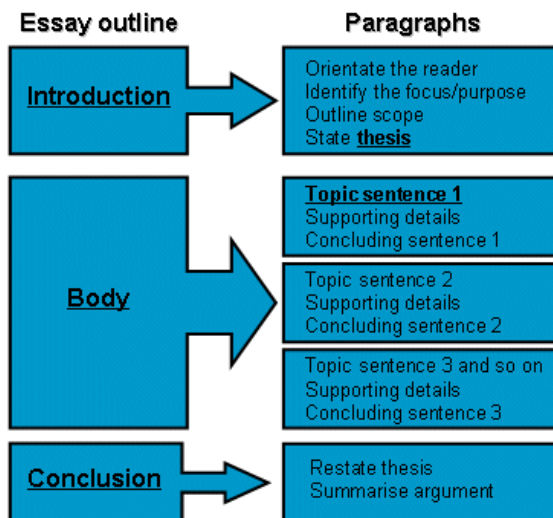
An essay writing process to follow

There are a number of steps students need to work through:



Each step is important. However some students do not pay sufficient attention to the steps of question analysis, planning and editing. Perhaps this reflects insufficient time being allocated to the assignment task as a whole. Poor question analysis may result in a well-written essay but one that doesn't address the question asked or goes off on tangents. A lack of planning often results in a poorly structured essay, which is hard for the reader to follow. Failure to edit an essay results in poorly presented work containing unnecessary errors in spelling, grammar and punctuation.

The basic essay structure



Each section, the introduction, body and conclusion, has a specific purpose, which means the reader will be looking for expected features.

A traditional essay does not include headings. As such it will appear as a series of paragraphs, with each paragraph having a place and purpose which the writer needs to make clear in topic sentences at the beginning of each paragraph.

However, teachers and lecturers are becoming more flexible in their expectations and in some cases are allowing students to use headings in their essays. This has sometimes been referred to as a 'report style essay'. In an exam extended response question, headings may help you structure your response and give it a logical sequence.

Referencing in an essay

You will be required to reference both *within* your essay and *at the end* of your essay in a list of references. You are required to reference every time you use the work of someone else, whether you have changed their words (paraphrased) or used their exact words (direct quoted).

How should I present my work?

Some students mistakenly think that presentation of an essay refers to fancy headings, clever shading and elaborate fonts. It isn't – and the extra time spent won't result in extra marks – in some cases quite the opposite. Professionally presented, clear, easy to read text is the key.

In the absence of any specific directions, the following points are a general guide for presenting assignments.

- ❖ Assignments should be typed
- ❖ Use 1 1/2 spacing. (Some may ask for double spacing.)
- ❖ Use 2.5 cm margins both sides or a 5 cm left margin. Markers need space to be able to include their comments.
- ❖ Use Arial or Times New Roman font 12pt
- ❖ Include a separate title page with your name and assignment question.
- ❖ Number your pages
- ❖ Use a header or footer with your name on each page
- ❖ Always keep a copy of your assignments. Both, a hard copy and an electronic copy.
- ❖ Most importantly, always use your spelling and grammar checker, but remember that this does not pick up all errors. You must still manually and carefully edit your work.

The essay writing process

Step 1: Analyse question

Some questions are written in such a way that the content and structure of the essay is outlined in the essay question. This often occurs in a long question, so don't be put off by the length of the question. However, other questions require that you first analyse the question to determine the direction that is required and the level of analysis needed. When this occurs the following *key word analysis* will help ensure that you answer the question.

1. Look for the **content words** that determine what you will need to research: that is, what you are expected to write about. Pay attention to words that indicate the:
 - ❖ general *topic* (this often assists you with a good introductory sentence for your introduction) and the
 - ❖ *focus* of the question (this is, what the lecturer wants you to specifically address).
2. Note the **task**, or **directional words**, that will dictate how you are expected to approach the question.

These are sometimes contained within the instructions leading up to the question.

Task words are important because they determine the depth of analysis or thinking required. At tertiary level tasks words such as compare, contrast, analyse, discuss and evaluate are more common and require that you demonstrate your thinking about your research, not just describe what you found. Words such as describe, explain, and outline often accompany short answer questions. More commonly at tertiary level, you will be asked to express your point of view. In other words, you have to argue your case supporting your statements with evidence, discussion and valid reasoning.

You might find the expanded list of task words and their meanings useful.

3. Finally note any limitations, that will guide your reading through time, place and of course word limit. For example, the question might ask that you restrict your answer to the 'Australian context', 'crime in rural Australia' or 'events after 1900'.

Analysis of the following question might look like this:

Question: The UAI (university admissions index) is a reliable predictor of success at university. Discuss this statement.

Topic: Success at university

Focus: Whether the UAI is a reliable predictor of success; not, for example, 'what are the predictors of success?' although this may be part of your answer.

Task: To discuss, that is, investigate and examine by argument giving the reasons for and against. Present a point of view - this will require both description and interpretation. Your opinion must be supported by carefully chosen authoritative evidence.

Limitations: University study. Note you are not limited to time or place. You might assume the lecturer wants you to concentrate on the current Australian context. However, this would be a good question to ask on your subject forum. Word count (not supplied here) will of course impact on how wide you go. For example, 1500 words will significantly restrict you. 5000 words will give you much more room to discuss this question from a number of perspectives. The term UAI is also a guide as it is a relatively recent term replacing the term TER

Step 2: Research

After you have analysed and understood the assignment question you might be able to formulate an initial plan by brainstorming, that is, jotting down your ideas so far. Concept mapping works well when brainstorming. An initial plan will help guide your reading and note-taking.

You will be required to read widely. Reading requirements will also vary between subjects and the topics. Some topics may require a detailed analysis of a small number of texts; yet it is rarely sufficient to read only one or two books on a particular topic. A rule of thumb is to include at least five sources. Another rule of thumb is to choose sources published within the past 5 years. Sources can be books, journals, newspapers, and/or websites. Journals provide more recent information. Start with the textbook to gain an overview of the topic, then move to specifics.

After having found the information you are looking for, your task is to take effective notes. **Do not rewrite the text**, but try to make notes in your own words, and always remember to take the full reference including any page numbers. You will need this information if you decide to use this research in your essay.

Some students seem to get caught on this step, research. They gather more and more research and ultimately find themselves with too many notes, confused and discouraged. If this is you, start your plan, then move to the next step. Once you get something onto paper you are likely to feel you are back in control, can see some progress for your efforts and any further research is likely to be more focused and hence productive.

Step 3: Plan

You are now ready to plan your essay, or if you had an initial plan, return to it and add any new points or delete any that you have now discovered are irrelevant.

Planning however does not simply mean randomly gathering information to support your argument. Planning involves grouping or categorizing information into a series of points and determining a logical order in which to present your points. Your aim is to develop a logical, coherent and transparent structure. The following steps will help you do this:

Formulate your thesis: Did you start your research with a thesis? Has it changed now that you have researched the question further? Or have you developed a thesis now that you have researched your topic? What is your thesis or viewpoint? If you didn't have a viewpoint before you started your research you should have one now to help guide your response to the question. Remember, your thesis will help you structure your essay.

Decide which points you wish to include in support of your viewpoint or thesis Check to see if there is a logical grouping of ideas or points

Decide on an order of presentation. Order could be determined by, for example, level of importance, time in place, the question, geography or personal preference, but it should follow the order indicated in the introduction.

Note if there are any points that refute your viewpoint that you should address.

Delete any points that you now consider irrelevant.

This is when you can start making use of headings. Give each point you are going to include a heading. Now list these in the order in which you will present them in your essay. Does your order make sense? If not, change it.

Essay structure	Number of paragraphs	Content
Introduction	1	Orientate the reader to the general topic Identify the focus or purpose of the essay Outline the scope, that is, the points to be covered, in the body Thesis: The UAI is a reliable predictor of success at university
Body	Maybe 6-8 in this simple essay	What is success? (Academic achievement) What is involved in order to achieve a good UAI? How does this relate to academic success? What does the research say about the correlation between the UAI and success? Studies? Are there any exceptions? Do they provide an effective counter argument?
Conclusion	1	Summary of main points. Re-affirm thesis

Step 4: Write

Follow your plan.

- ❖ Make use of headings if this helps you. Sometimes turning a heading into a question helps students keep to the point. **Remove them from your final draft** if traditional essay format is wanted.
- ❖ Take care if you change terms used in the question. For example, if the term used in your question is 'success' and you substitute this with the term 'achievement', the meaning may be quite different.
- ❖ Remember to pay attention to your topic sentences. Make it clear to the reader what point you are making in each paragraph and why. You know what you mean, but did you tell the reader?
- ❖ Relate the points you are making to the question/your thesis.
- ❖ Do not use first person, such as 'I think..', 'I believe..', 'In my opinion...', unless you are permitted or asked to do so,
- ❖ Do not use any colloquial phrases, informal language or cliches, such as: The union representative was *a thorn in the side* of the manager.
 - Brown (2004) *stuck to* his ideals
 - Smith's (2000) analysis was *spot on*.
- ❖ Use full sentences to communicate your ideas.
- ❖ Always reference other people's ideas whether you paraphrased or directly quoted their work, and remember this is a draft. Come back later and edit out minor errors.

Step 5: Edit

This is the final step in the essay writing process and an important one. Failing to edit your work will impact on your marks despite all your hard work. Remember professionally presented, clear and easy to read text is the key. Give yourself time to complete this step. It may mean the difference between a pass and fail or a pass and distinction.

McLaren (1997) refers to two editing steps: micro and macro editing. Micro editing involves checking that your spelling, grammar and punctuation is correct. Always use your spelling and grammar checker, but be aware that this may not pick up all errors. Also check that your referencing is correct and consistent. Inconsistent referencing suggests poor attention to presentation. Macro editing refers to examining the essay as a whole. Check for coherence and logic. In other words, does your essay make sense? Is it reader friendly?

Put your essay aside for a day or two before you edit, otherwise you will be inclined to read what you expect to see, not what you've written. Often the best way to edit your work is to read it aloud or read it to someone. Give your essay to someone else to read.

Scaffold for analyse

Analyse – identify components and the relationship between them; draw out and relate implications.

<p>Topic to be analysed:</p>	<p>Points to note: Statement of topic taken from the question.</p> <p>Preview of components and the relationships.</p> <p>Topic sentence at the beginning of each paragraph followed by explanation and examples to illustrate each component.</p> <p>Use linking words between each point such as <i>therefore, thus, as a result, leading to</i>, in order to illustrate the relationship between each of the components.</p> <p>Identifying and explaining the relationship between the various components is essential in answering these questions.</p> <p>The implications of the relationship (what happens/what effect it has) can be dealt with in each of the paragraphs or as a concluding paragraph.</p>
<p>Component Elaboration and support:</p> <p>Component Elaboration and support:</p>	
<p>Relationship Point: Elaboration and support:</p>	
<p>Component Elaboration and support:</p> <p>Component Elaboration and support:</p>	
<p>Relationship Point: Elaboration and support:</p>	
<p>Implications of the relationship between each of these components:</p>	

Scaffold for assess

Assess – Make a judgement of value, quality, outcomes, results or size.

Issue to be assessed:

Points to note:

Statement of topic to be assessed which reflects your view point or judgement.

Preview of points for and against and concluding judgement.

Topic sentence at the beginning of each paragraph followed by explanation and examples to illustrate point.

Elaboration and support needs to include information about the value, quality or outcomes of the point being discussed. This can also refer to negative criticism about the point.

Use linking words such as: *therefore, because, however, for instance, for example, as a result.*

Information used to make a judgement needs to be explained in your elaboration and then examples given to support it.

Must make a judgement at the end either for OR against the argument based on the value, quality or outcomes of the topic.

Either:

Point for (advantages):
Elaboration and support:

Point for (advantages):
Elaboration and support:

Point for (advantages):
Elaboration and support:

Or:

Point against (disadvantages):
Elaboration and support:

Point against (disadvantages):
Elaboration and support:

Point against (disadvantages):
Elaboration and support:

Conclusion and judgement:

Scaffold for compare

Compare – show how things are similar or different.

Issue to be compared:

Points to note:

Identify the things to be compared from the question.

Preview each point you will raise.

Topic sentence at the beginning of each point followed by explanation and relevant examples to illustrate point.

Use linking words between each point such as: *also, in addition similarly, another similarity is*”.

“For instance”, “This can be seen in”, “An example of this is” and “for example” can be used to start sentences that provide examples for your points.

Must make a judgement related to the similarities and differences in the topic.

Similarities

Point:

Elaboration and support:

Point:

Elaboration and support:

Point:

Elaboration and support:

Differences

Point:

Elaboration and support:

Point:

Elaboration and support:

Point:

Elaboration and support:

Conclusion and judgement:

Scaffold for critically evaluate

Critically evaluate – add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to *evaluate*.

Evaluate - make a judgement based on criteria; determine the value of.

Issue to be critically evaluated:

Points to note:

Statement of topic to be critically evaluated.

Preview of points for and against and concluding judgement.

Point for:
Elaboration and support:

Topic sentence at the beginning of each paragraph followed by explanation and examples to illustrate point.

Point for:
Elaboration and support:

Points could also be advantages and disadvantages instead of for and against.

Point against:
Elaboration and support:

Use linking words (such as: therefore, because, however, for instance, for example, as a result).

Point against:
Elaboration and support:

Criteria used to make a judgement could be used during the points for and against to illustrate unclear reference more clearly.

Criteria used to assess points for and against:

Brief summary of points for and against.

Conclusion and judgement:

Must make a judgement at the end either for OR against the argument and draw conclusions regarding about support for or against issue through the use of a criteria.

Scaffold for critically analyse

Critically analyse – add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to *analyse*.

Analyse – identify components and the relationship between them; draw out and relate implications.

Topic to be analysed:

Points to note:

Statement of topic which reflects how deeply you have thought about the question.

Preview of components and the relationships.

Component
Elaboration and support:

Topic sentence at the beginning of each paragraph followed by explanations and examples to illustrate each component.

Component
Elaboration and support:

Relationship

Point:
Elaboration and support:

Identifying and explaining the relationship between the various components is essential in answering these questions.

Component
Elaboration and support:

Use linking words between each point such as *therefore*, *thus*, *as a result*, *leading to*, in order to illustrate the relationship between each of the components.

Component
Elaboration and support:

Relationship

Point:
Elaboration and support:

Implications of the relationship between each of these components:

The implications of the relationship (what happens, what effect it has) can be dealt with in each of the paragraphs or as a concluding paragraph.

Scaffold for define

Define – state meaning and identify essential qualities.

Objects or items to be defined:

Essential quality
Brief description and example:

Essential quality
Brief description and example:

Essential quality
Brief description and example:

Points to note:

Topic sentence that states the meaning of the team in the question.

May need to include examples to illustrate the essential qualities of the team or object being defined.

This should only be a brief overview of the team no more than one example is needed.

There is no need to include a concluding paragraph.

Scaffold for demonstrate

Demonstrate – show by example; illustrate (in words).

Issue to be demonstrated:

Points to note:

Statement of topic to be demonstrated.

Preview of points and examples.

Topic sentence at the beginning of each paragraph that describes an example, followed by an explanation to illustrate point.

Elaboration and support needs to include explanation about the example and how it links to the question.

Use linking words such as: *therefore, because, however, for instance, for example, as a result.*

Example:
Elaboration and support:

Example:
Elaboration and support:

Example:
Elaboration and support:

Example:
Elaboration and support:

Brief summary of examples and how they link to the topic and the question.

Conclusion:

Scaffold for describe

Describe – provide characteristics and features.

Issue to be described:

Characteristic or feature
Description and example:

Characteristic or feature
Description and example:

Characteristic or feature
Description and example:

Characteristic or feature
Description and example:

Conclusion:

Points to note:
Statement of issue.

Preview of each characteristic or feature.

Topic sentence at the beginning of each paragraph that states characteristic or feature followed by a description and examples to illustrate point.

Use linking words such as: *for instance, for example, including* to introduce your examples.

Brief summary of main characteristics and features. Not necessary if you have given a thorough description in the body of your answer.

Scaffold for discuss

Discuss – identify issues and provide points for and / or against.

Issue to be discussed:

Points to note:

Statement of issue from your point of view (without using “I”) making your preferred side clear.

Preview of each point.

Point for:
Elaboration and support:

Topic sentence at the beginning of each paragraph followed by explanation and examples to illustrate point.

Point for:
Elaboration and support:

Point against:
Elaboration and support:

Use linking words such as: *therefore, because, however, for instance, for example.*

Point against:
Elaboration and support:

Brief summary of points for and against.

Conclusion:

Draw conclusions regarding support for or against issue.

Scaffold for distinguish

Distinguish - recognise or note / indicate as being distinct or different from; to note differences between.

Issue to be discussed:

Differences

Point:

Elaboration and support:

Point:

Elaboration and support:

Point:

Elaboration and support:

Point:

Elaboration and support:

Point:

Elaboration and support:

Point:

Elaboration and support:

Conclusion and judgement:

Points to note:

Statement of issue.

Preview of each point of difference.

Topic sentence at the beginning of each point followed by explanation and examples to illustrate point.

Use linking words between each point such as: *also, in addition, similarly*.

For instance and *for example* can be used to start sentences that provide examples for your points.

Use linking words such as: *on the other hand, whereas, in contrast to, however*.

You can again use *for instance, for example* to start sentences that provide examples for your points.

Scaffold for evaluate

Evaluate - make a judgement based on criteria; determine the value of.

<p>Issue to be evaluated:</p>	<p>Points to note: Statement of topic to be evaluated.</p> <p>Preview of points for and against your judgement (without using "I").</p>
<p>Point for: Elaboration and support:</p> <p>Point for: Elaboration and support:</p> <p>Point against: Elaboration and support:</p> <p>Point against: Elaboration and support:</p>	<p>Topic sentence at the beginning of each paragraph followed by explanation and examples to illustrate point.</p> <p>Points could also be advantages and disadvantages instead of for and against.</p> <p>Use linking words such as: <i>therefore, because, however, for instance, for example, as a result.</i></p>
<p>Criteria used to assess points for and against:</p>	<p>Criteria used to make a judgement could be used during the points for and against the argument to illustrate these more clearly.</p>
<p>Conclusion and judgement:</p>	<p>Brief summary of points for and against.</p> <p>Restate judgement at the end either for OR against the argument.</p>

Scaffold for examine

Examine – Inquire into.

<p>Issue to be examined:</p>	<p>Statement of issue.</p> <p>Preview of each point of inquiry.</p> <p>Topic sentence at the beginning of each paragraph followed by explanation and examples to illustrate point.</p> <p>Use linking words such as: <i>therefore, because, however, for instance, for example.</i></p> <p>Brief summary of points.</p>
<p>Point: Elaboration and support:</p> <p>Point: Elaboration and support:</p> <p>Point: Elaboration and support:</p> <p>Point: Elaboration and support:</p>	<p>May draw conclusions regarding support for the issue.</p>
<p>Conclusion:</p>	

Scaffold for explain

Explain – relate cause and effect; make the relationships between things evident.

Topic to be explained:

Causes and effects

Cause

Elaboration and support:

Effect

Elaboration and support:

Relationship

Point:

Elaboration and support:

Causes and effects

Cause

Elaboration and support:

Effect

Elaboration and support:

Relationship

Point:

Elaboration and support:

Why and / or how causes relate to effects.

Points to note:

Statement of topic.

Preview of causes and effects.

Topic sentence at the beginning of each point on causes followed by explanation and examples to illustrate each cause.

Topic sentence at the beginning of each point on effects followed by explanation and examples to illustrate the link to cause.

Use linking words between each point (such as: therefore, thus, as a result, leading to), to illustrate the relationship.

Topic sentence that shows the direct link between cause and effect. Examples essential to further show the link.

The why and/or how can be illustrated within the previous paragraphs or separately at the end.

Scaffold for identify

Identify – recognise and name.

Objects or aspects to be identified:

Points to note:

Topic sentence that names the objects or aspect as asked in the question.

Aspect or object
Brief description and example:

May need to include examples to illustrate you recognise what each item or object is.

Aspect or object
Brief description and example:

This should only be a brief overview of the topic no more than one example per item.

There is no need to include a concluding paragraph.

Aspect or object
Brief description and example:

Scaffold for investigate

Investigate – plan, inquire into and draw conclusions about.

Issue to be investigated:

Points to note:

Statement of issue.

Preview of plan of inquiry and conclusions.

Point:
Elaboration and support:

Topic sentence at the beginning of each paragraph that describes the point you are investigating followed by explanation and examples to illustrate point.

Point:
Elaboration and support:

Use linking words such as: *therefore, because, however, for instance, for example.*

Point:
Elaboration and support:

Link each paragraph using words such as: *also, secondly, finally, etc.*

Point:
Elaboration and support:

Brief summary of points that were investigated and the conclusions drawn on each point.

Conclusion:

Must draw conclusions at the end from the information you have gathered in your investigation.

Scaffold for justify

Justify – support an argument, opinion or conclusion.

Argument or point of view:

Points to note:

Statement of argument showing your opinion on it.

Preview of each point of argument.

Point for:
Elaboration and support:

Topic sentence at the beginning of each paragraph followed by explanation and examples to illustrate point.

Point for:
Elaboration and support:

Point for:
Elaboration and support:

Use linking words such as: *therefore, because, however, for instance, for example* to build your argument and clearly link examples to points.

Point for:
Elaboration and support:

Conclusion:

Brief summary of points of argument and a concluding statement to restate your point of view.

Scaffold for outline

Outline – state in general terms; indicate the main features.

Issue to be outlined:

Points to note:

Statement of issue in the question.

Preview of each characteristic or feature.

Characteristic or feature
Brief description and example:

Topic sentence at the beginning of each paragraph that states main features followed by a description and examples to illustrate point.

Characteristic or feature
Brief description and example:

Use linking words such as: *for instance, for example, including, and such as* to introduce your examples.

Characteristic or feature
Brief description and example:

This should only be a brief overview of the topic no more than two sentences per feature.

Characteristic or feature
Brief description and example:

There is no need to include a concluding paragraph.

The Short Answer Question

Some short-answer questions will test your memory (factual questions), while others will test your ability to apply learnt concepts (interpretive questions). Your answer may require one word, a phrase, a sentence or a paragraph. What is required is usually indicated by the amount of space allowed for your answer and the number of marks (weighting) of the question.

Preparation for short-answer questions

Short-answer questions require concise answers. To prepare for short-answer questions, review your notes and text(s), make a list of important terms, and practice questions related to each of those terms. Obtain past exam papers to practice your short-answer technique.

The mark allocated for each question should be indicated on the exam paper. The number of marks indicates the 'weighting'. If the question requires three key points, the number of marks might be '3' or '6' depending on the weighting of that question. Hence, you should **NOT** include irrelevant material or try to write an essay when the marks for questions are relatively low.

To cope with short-answer questions, you first need to identify what you are being asked. In general, there are two types of short-answer questions: factual (i.e. testing memory work) and interpretive (i.e. testing your ability to apply learnt concepts).

Factual short-answer questions

The function of factual questions is to describe or define the way things are. Factual questions do not require an explanation, but it is often an advantage to give one because it shows the examiner that you have a good understanding of the subject matter. Factual questions often use the following instruction words:

Define	Give	Identify	List
Name	Outline	Provide	State

Examples:

- Define radial and bilateral symmetry as found in the body plans of certain invertebrates.
- Define the following terms: (a) prepaid expense; and (b) unearned revenue.
- Identify the three major reasons for salination of the Murray River.
- List two characteristics that distinguish fungi from plants.
- What is a comproportionation reaction?
- What is a contra account?
- What is the Hardy-Weinberg principle?
- What is zygotic meiosis?

Interpretive short-answer questions

Interpretive questions test your ability to apply your knowledge. Summarise questions in your own words to see whether you understand what is being asked. If a short-answer question requires several sentences, planning is essential. Interpretive questions often use the following instruction words:

Account for ... Consider ...	Comment on ... Contrast ...	Compare ... Describe ...
Discuss ...	Distinguish ...	Elaborate on ...
Explain ...	Give reasons for ...	How is ... different
Illustrate ...	Support your answer...	What do you understand by ...

Examples:

- Describe the normal clinical appearance of the oral mucosa covering the floor of the mouth.
- Describe the structure and functions of the 'water vascular system' as found in a long-armed seastar.
- Explain how some animals can digest cellulose without themselves producing digestive cellulases.
- Explain what is meant by the word 'ltd' when it is included in a company's name.
- How would you distinguish a young monocot stem from a young dicot stem?
- Some zoologists believe that limitations imposed by the water vascular system may explain why echinoderms do not live in fresh water or on dry land. Do you agree? Why?
- Suggest a reason for the pronounced colour difference between the biomolecules oxyhaemoglobin and deoxyhaemoglobin.

Combined questions

Some short-answer exams may use a combination of 'factual' and 'interpretive' questions. Oftentimes, the first part of the question will be factual and the second part interpretive.

Examples:

- List the three subphyla of the Phylum Chordata. What features permit us to place them all within the same phylum?
- What benefits does territorial behaviour provide? Why do many animals display territorial behaviour?

Useful websites

Board of Studies

<http://boardofstudies.nsw.edu.au>

Available at this website

Syllabuses

Past papers

Markers' guides

Bored of Studies

<http://www.boredofstudies.org>

HSC Online

<http://hsc.csu.edu.au>

State Library

<http://www.sl.nsw.gov.au>

When at the State Library site go to Research Guide then to HSC, when the menu drops down choose your subject.

A series of horizontal dotted lines for writing, spanning the width of the page.

