



Good Writing Guide

Year 11

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Guidelines to help improve the quality of your writing

Spelling

Accurate spelling is important as misspelt words distract the reader from fully appreciating the ideas you are trying to get across.

It is important to be an accurate speller. To improve your spelling you should read widely and practise spelling key words for your topics as well as words that you find difficult.

Ask your teacher for a glossary of key terms for each topic that you study so you can practise them and make sure you know how to spell those terms.

Commonly misspelt words.

a lot
always
colour
honour
behaviour

These are words that are often confused. Check that you know how to use each correctly.

Accept and except

Accept is to take up an invitation. Except is to exclude something.

Affect and effect

Affect is a verb, effect is a noun. Affect means to influence or change. Effect means a result. The effect of her loud music was hearing loss. She was affected by her hearing loss. You can substitute effect and result to check it makes sense, and affect and change(d) to check this usage.

Practise and practice

Practise is a verb and practice is a noun. You practise your writing skills and attend cricket practice.

Principle and principal

Principle is an idea or a belief. Principal is the head of a school.

Bored and board

Bored is when you are seeking something to do. Board is a long, thin, flat piece of wood or other hard material; it also means to go onto a ship.

Buy and bye

Buy is to purchase something and bye is to bid someone farewell.

Too, two, to

If you're able to replace the word with "also" or "excessively/too much," use *too*. If the word is a number, use *two*. Otherwise, you'll want to use *to*.

New, knew

New is an adjective and means the opposite of "old." Knew is the past-tense form of the verb "to know."

There, their, they're

There refers to a place as in, look over there. Their means that it belongs to someone, it was their idea. They're is a contraction and means they are. They're going on holiday tomorrow.

Your, You're

Your describes when something belongs or relates to a person. "It is your jacket." You're is the contraction for you are. "You're late for class."

Weather, whether

Weather refers to the conditions outside as in rain, hail, sunshine etc. Whether is used to introduce an alternative. I don't know whether she will be late or not.

Passed, past

The word passed is the past tense of the verb to pass. For example, She passed the exam with distinction. Past has several meanings, usually related to time before the present or to indicate movement from one side of a reference point to the other side. For example, That's all in the past and Alan ran past the postman

No, know

No is the opposite of yes and know means to be aware of something.

Where, wear, we're

Where is used when asking a question that's related to a location or giving directions to a location. For example "Where are you going?" We're is a contraction of 'we are'. "We're going home." Wear refers to clothing, accessories or equipment that you carry or have on your body or something being excessively used or exhausted.

Brought and bought

Brought is the past tense of bring and bought is the past tense of buy. I brought my mum with me. Last week I bought an Ipad.

Punctuation

Punctuation helps to clarify meaning and to keep your writing flowing. Think of punctuation in the same way as we use pauses and changes in tone and volume when we speak.

Punctuation in writing gives the same effect.

Capital letters

A capital letter is always used for starting sentences, proper nouns, the main words in titles of books, films, songs, plays etc. They are also used for the first word inside inverted commas for direct speech and for the pronoun I.

Commas

A comma is used to separate nouns, adjectives or adverbs in a list. It is also used to separate additional information that could have been inserted in brackets. A comma shows the link between the different parts of the sentence and should make the meaning clear.

Avoid using too many commas in a sentence. If your sentence is too long put a full stop in the appropriate place and start a new sentence. As a rule insert a comma when you take a small breath when reading the words aloud.

Apostrophe

An apostrophe indicates letters that are missing.

Can not - can't

Do not - don't

Should not - shouldn't

Have not - haven't

It is - It's

An apostrophe also shows possession. If it is a single owner the apostrophe comes before the s. If there is more than one owner it comes after the s.

Michael's car

The boys' holiday.

These pronouns do not need apostrophes: hers, yours, its, ours, theirs.

Speech Marks/inverted commas

Speech marks or inverted commas should be used to indicate the title of books or films etc. However, these can be substituted for either italics or underlining as an alternative to show the title of a text.

Speech marks are used at the beginning and end of groups of words that spoken or thought or when you are quoting someone else.

Remember that all other punctuation should be inside the speech marks

Sentence Structure - Connectives

The following examples of connectives will help you link the parts of your sentences together.

Conjunctions join clauses together within a sentence. Text connectives link sentences, or paragraphs together, leading the reader from one point to another.

Types of Text Connectives:

<p>Clarifying</p> <p>in other words for example for instance to illustrate</p> <p>in particular in fact that is to be more precise</p>	<p>Showing cause/result</p> <p>So Then Therefore accordingly as a consequence</p> <p>as a result for that reason due to because of this consequently</p>
<p>Indicating time</p> <p>then afterwards at the same time in the end after a while until then</p> <p>next finally soon later previously</p>	<p>Sequencing ideas</p> <p>first of all to start with finally second, third, fourth... given the above points</p> <p>firstly to begin a final point in conclusion at this point to summarise to sum up</p>
<p>Adding information</p> <p>In addition Furthermore Moreover Similarly Along with In the same way</p> <p>also as well and besides equally above all</p>	<p>Condition/concession</p> <p>In that case On the other hand On the contrary Anyhow /anyway Despite this Besides yet</p> <p>otherwise however nevertheless even so at least though</p>

Starters and Connectives Spelling Mat

Thanks to Ken Anderson @ Chesterton High School for the original idea

- Use these words to improve the quality of your extended writing.
- Write an introduction to set the scene of what you will write about.
- Start each paragraph with a topic sentence.
- Vary the length of your sentences.
- Use a variety of verbs and adjectives.
- Try to develop the points you make- make a point and then say “so what...”
- Round it all off with a thoughtful conclusion

<p><u>Introduction</u></p> <p>This essay is about.... (Restate the question) The main points to cover are.....</p> <p><u>Listing points</u></p> <p>Firstly, secondly, finally In the first place To begin with On top of this In addition to this</p> <p><u>Examples</u></p> <p>For example For instance Such as ...as can be seen ...as is shown by take the case of</p> <p><u>Describe</u></p> <p>This looks like..... This happened.....</p> <p><u>Explain</u></p> <p>This occurs because... A reason this happened is..... This looks like this as...</p>	<p><u>Comparison</u></p> <p>Compared with.... ...in comparison with... similarly.... In the same way.... Likewise.... ...are similar in that....</p> <p><u>Changing topic</u></p> <p>Turning to.... As regards... With regards to... Concerning... As far as.....is concerned Moving on to... Now to consider... By contrast...</p> <p><u>Contrasting</u></p> <p>However, On the other hand... ...although... despite this.... On the contrary... Instead... As for... ...whereas... ..while..</p> <p><u>Emphasising</u></p> <p>Mainly Mostly Usually Unfortunately Most often</p>	<p><u>Justify</u></p> <p>I think this because This can be proven by.. My opinion is that...</p> <p><u>Cause and effect</u></p> <p>...so... as a result of.... ...because.... This means that... Due to the fact that... ...due to... ...therefore... ...caused... this caused....</p> <p><u>Evaluate</u></p> <p>The most important is.. Is the most significant because.... Has most effect because.. Is not as important as the others because...</p> <p><u>Concessions</u></p> <p>Despite this... However....yet.. Still.... Nevertheless....</p> <p><u>Summing up</u></p> <p>In conclusion... To conclude... In summary... To sum up... Overall.... On the whole... In short In brief</p>
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Writing checklist

You should ask yourself these questions before submitting any piece of writing.

The process

- ✓ Have you followed the instructions or task sheet?
- ✓ Have you met the required length?

- ✓ Did you complete a plan?
- ✓ Did you complete a first draft?
- ✓ Did you proofread the first draft?
- ✓ Did you act on the feedback given by your teacher?
- ✓ Did you proofread your final draft?
- ✓ Did you read over your work to check that your meaning is clear?

Purpose

- ✓ Is the purpose of the writing clear?
- ✓ Have you addressed the topic or question in its entirety?
- ✓ Have you used formal language? There should not be any contractions, text speak or colloquial phrases.

Structure

- ✓ Do you have an introduction and a conclusion?
- ✓ Are the sentences organised into paragraphs?
- ✓ Is there one main idea per paragraph?
- ✓ Do the paragraphs have topic sentences?
- ✓ Are your sentences 20 words or less?
- ✓ Have you used the keywords of the topic?

Editing

- ✓ Are the full stops and commas in the right place?
- ✓ Have you checked your spelling of words?
- ✓ Have you used spell check if it is a typed piece of work?
- ✓ Have you checked for commonly misused words e.g. their/there
- ✓ Is your handwriting legible?

Referencing

- ✓ Have you referenced the sources where the ideas or information came from?
- ✓ Do you have a bibliography at the end of your writing (if required)?

Art

Level 1 has a research assignment

Achievement	Achievement with Merit	Achievement with Excellence
· Demonstrate understanding of art works from a Māori and another cultural context using art terminology.	· Demonstrate in-depth understanding of art works from a Māori and another cultural context using art terminology.	· Demonstrate comprehensive understanding of art works from a Māori and another cultural context using art terminology.

Demonstrate understanding refers to identifying and describing art works from a Māori and another cultural context in the student's own words and art terminology.

Demonstrate in-depth understanding refers to identifying particular information and explaining this using the student's own words and art terminology. For example; evidence moves beyond descriptions of art works to identify the relationships between methods and ideas. Responses identify the cause/effect of relationships between art works and their contexts.

Demonstrate comprehensive understanding refers to identifying particular information through the analysis of art works using the student's own words and art terminology. For example; evidence explains specific methods that are used to communicate ideas. Responses explain the cause/effect of relationships between art works and their contexts.

Students need to :

Know specific art vocabulary and use it appropriately.

Make a statement, explain the statement and use examples from the artwork/s

Show through writing that they understand the difference between style, meaning, context and subject.

Make written connections between style and artists intention/meaning/context.

Simplistically, teachers say to students: style + subject matter = meaning and all of this comes under the umbrella of context.

Achieved – use vocabulary (this is essential) and use it in a relevant way to discuss artworks.

For Achieved: note form and filling templates, using bullet points and annotations is sufficient.

For Merit and Excellence: at the very least students have to be able to write in connecting sentences to create short paragraphs.

At Excellence level students should use comparative language.

What is annotation?

Adding critical comments to existing or original designs.

Comment in detail with reference to the design principles and elements.

Describe, Explain and Discuss

- Describe with possible descriptive words
- Explain the aesthetics and functional properties and how they are achieved
- Discuss the features with reference to design principles and elements

General Annotation (LEO)

L Label (key features)

E Explain (reasoning for these features)

O Opinion (Personal thoughts and feelings)

Analysis

Is this design/product relevant to my project?

Aesthetics- how it looks? (subjective)

Function- what it does? (objective)

Is it successful? (Fit for purpose) Why/why not?

How could it be improved?

Explain how I will use this information and apply it to my own work.

Subject specific report writing

Use your own voice. For example...

In my opinion....

I think....

I believe....

I have...

Use linking language. For example...

As a result of...

...for these reasons....

...is similar to.....

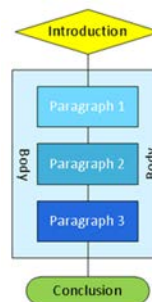
...furthermore...

Structure for a Level 1 English Essay

Introduction → Body Paragraphs (ideally 3) → Conclusion

The introduction must contain

- A neutral sentence at the start
- The title
- The author/director
- Links to the question
- 3 Main points



Each body paragraph should have the following structure.

Point
Explanation
Details (quotes)
Author's purpose
Links to the wider world and society



The conclusion must contain:

- Your main points/argument re-stated strongly
- Persuasive language
- A strong final sentence that leaves no doubt in the markers mind that you know the text well and have answered the question fully.

To get an Excellence grade you should have the following elements on top of a sound structure and discussion of the question.

A neutral sentence at the start

This means you can start your essay straight away. You plan this sentence in advance. It is a general statement that everyone agrees with. It is also a more sophisticated way to start your essay. It should also be able to be used for any essay on your text so you can write one now that will start your essay in the end of year exam

Reference to contextual information

This is information that shows that you understand the time period and setting of the text.

Reference to the genre of the text

If it is a play for example you need to mention dramatic devices as you are showing a marker that you understand the conventions of this genre. If it is a film then you must mention the visual techniques. If it is a novel or short stories or poems then you must mention the written techniques or structure.

Relevant quotes

They must clearly fit with the discussion and it must be obvious that you understand what they mean. They must also be accurate. Do not make up quotes.

Author's purpose

You must discuss what the author was trying to achieve by writing the text. What issues were they highlighting to us? What did they want us to think about?

Links to the wider world

When you are considering the author's purpose it is useful to add to this by linking it to the world we live in or your own world specifically.

Health

To write comprehensive answers in Health you need to understand the following terminology and ideas.

Important terminology

Identify: generally means to list or name what the question is asking for.

Describe: generally means to say 'what' the question is asking for – this could include the identification or naming of something, as well as a few words saying what it is.

Explain: generally means to describe 'what' the question is asking for AND something about 'how' or 'why' aspects of the situation – a reason, some evidence to back up the answer or justification.

Critical thinking: examining, questioning, evaluating and challenging taken-for-granted assumptions about issues and practices.

Key ideas

Hauora and well-being: the physical, mental and emotional, social and spiritual aspects of health.

- **Physical** the physical body, its growth, development, ways of caring for it.
- **Mental Emotional** thinking process, acknowledging and expressing thoughts and feelings and responding constructively.
- **Social** family relationships, friendships, and other interpersonal relationships feelings of belonging, compassion and caring, social support.
- **Spiritual** the values and beliefs that determine the way people live, personal identity and self-awareness.

Socio-ecological perspective: viewing a health related issue in terms of what is going on for the individuals in the situation at a *personal* level, their *interpersonal* relationships with others, and some of the wider *societal* aspects relevant to the issue.

Personal – something coming from within the individual person

Interpersonal – something occurring in the relationship between people

Societal – factors that operate at a distance like culture or political decisions

Health promotion: a concept where you identify the actions people can take individually and collectively to enhance their well-being and that of others.

Attitudes and values: an *attitude* is a feeling or opinion about something or someone; *values* are a set of beliefs held by an individual person or group; a *belief* is the feeling something is true: and a *behaviour* is the way people act often because of their attitudes and beliefs.

Languages






1. Successful language students without native-speaker background need to have a good understanding of basic grammatical terms and parts of speech so that they understand explanations.
2. Accurate learning of vocabulary is essential. Look at the word, say it aloud, cover it up and test yourself on its meaning, cover the meaning and say the word, cover the meaning and write the word, check the written word with the original.
3. If at all unsure of the spelling of a word, check in a dictionary or online if not in an exam situation.
4. Copy out correct sample sentences and test yourself on them like vocabulary items. Say the whole sentence aloud first so that you get a feel for what is correct. Read it out aloud at the end.
5. For Japanese you should practise reading and writing in script every day. Constant repetition is essential to avoid forgetting hiragana, katakana or kanji.
6. Edit work thoroughly, using a dictionary or online tool for spelling. Read what you have written aloud to see if it sounds correct. Are any sentences too long and rambling to make sense? Do you use punctuation such as a comma where there is a natural pause in a sentence?
7. In European languages check agreement of verb endings with the person and number of the subject. Check that articles and adjectives agree in gender and number with the noun. Check that the gender of the noun is correct (online or in a dictionary if you cannot remember). In German check that articles, adjectives and nouns have the correct case form depending on their grammatical function. In German check that the finite verb is in position two in a main clause and last in a subordinate clause. In French check agreement of past participles. In German and French check that you have used the correct auxiliary verb with the past participle in the perfect tense (haben/sein and avoir/être).
8. In Japanese check that the verb is in the correct plain form in embedded clauses. Check that the verb is at the end of the sentence or clause. Check for the correct use of particles.
9. Practise writing personal passages at least once a week, e.g. diary entries, to recycle common everyday expressions. Read the passage out aloud when editing it.
10. Get your passage read by someone else: teacher, tutor, fellow pupil. Other eyes often find errors we miss ourselves. If pointed out by someone else we remember corrections better.

Senior Writing

1. Practise writing in different formats (especially important in IB courses), e.g. diary, informal letter, informal email, formal letter, formal email, informal speech, formal speech, script of a moot in a debate, brochure, formal instructional pamphlet, informal instructional pamphlet, imaginative writing, story writing, expository writing, interview script.
2. Plan a list of points and ideas in visual form first, e.g. spider graph/ table for and against etc.
3. Start with an introduction. State your point of view clearly.
4. Finish with a conclusion. Sum up what you have been saying and show how you have reached your conclusion.
5. Use paragraphs to distinguish each new point. Use the first sentence to make the point then write 2-3 more sentences to give examples or illustrate your point.
6. Try to make 5 or more different major points.
7. Use a range of vocabulary; check that you have not reused the same word frequently.
8. Use a range of structures up to the appropriate level, avoiding repetitive simple sentences. Try to use a variety of tenses. In European languages use of the subjunctive voice can impress if it is not overdone.
9. Learn and use sets of advanced linking expressions for presenting an argument and making a point, e.g. (a) introducing the topic (b) taking a balanced view (c) introducing the opposite view (d) pointing to an outcome (e) labelling separate themes (f) restating a point (g) presenting a point indirectly (h) underlining essential matters (i) summarising and concluding. See your language teacher for a list of such expressions. Make a point of using some favourites every time you write a passage.
10. Edit and re-edit your passage to ensure it is succinct and clear. Delete repetitive or unnecessary words and phrases.

Maths

Statistics lessons in Maths classes always use the PPDAC cycle as a method of formulating ideas and writing answers. This is a summary of what is involved:

Problem 	<p>Posing investigative questions that can be asked of the data. Understanding and defining the problem. Think about the different types of questions – summary, comparison, relationship, time series.</p>
Plan 	<p>How do we get the data to answer our investigative question? If we are given data, we need to “unpack” the story behind the data. What were the survey questions asked to collect the data? Who was surveyed? By whom? When? What are the units if any for the variable(s)? How was the variable(s) measured?</p>
Data 	<p>In the data phase we are collecting, managing and cleaning the data. What does cleaning the data mean?</p>
Analysis 	<p>In the analysis phase we draw graphs and other displays of the data. What are some examples of different graphs that we can use?</p> <p>In this phase the graphs and other displays are described in detail. What are some of the different things we describe about the graphs and other displays?</p>
Conclusion 	<p>In conclusion phase we answer the investigative question we initially posed. We draw on evidence from the analysis to support our answer.</p>

In Maths we need to be able to make sense of the writing. Your writing needs to be relevant and be in clear, simple English.

Responses should always be written in context, justified and refer back to the context.

Sections must be separated out. Your analysis and conclusion must be in separate paragraphs.

Physical Education

The following terms are commonly used in NCEA Physical Education. Having an accurate understanding of what the terms mean, and how they can be applied will allow you to confidently answer NCEA Physical Education questions.

Identify	Name, state or recognise.	Access to finances influences a person's participation in physical activity.
Describe	Outline, define or give an account of.	When physical activity is expensive, fewer people are able to participate.
Explain	Examine, justify, or give a detailed account of.	Joining a local fitness centre costs \$500 per year, which many people cannot afford. This limits the range of activity choices many people will have.
Discuss	Examine, provide facts and figures or talk about different considerations.	The cost of physical activity has a large influence on people's access to a range of choice. This may discourage people from pursuing an active lifestyle (causing health problems such as obesity.)
Evaluate	To make a judgement.	I believe that the government should subsidise the cost of joining sports clubs and fitness centres. This will encourage more people to be active. The long-term benefits will be lower hospital admissions, happier people and lifespans increasing.

Critical Thinking in Physical Education

Critical thinking is defined as examining, questioning, evaluating and challenging taken-for-granted assumptions about issues and practices. To be a critical thinker you must:

1. State the assumption/opinion/statement that is to be investigated

*I think that people are becoming obese because they are lazy and have bad diets. They need to take responsibility for their own health by completing at least 30 minutes of exercise a day.
Examples of this are...*

2. Consider your own beliefs regarding the assumption/opinion/statement

Where did the beliefs originate?

What evidence is there to support the beliefs?

Whose interests are disadvantaged by the situation as it currently stands?

3. Compare commonly held beliefs with accepted/reputable sources of knowledge

- Sport NZ; Ministry of Education; PENZ research; Textbooks; and Reputable websites

4. Consider a range of perspectives (e.g. personal, interpersonal and societal factors)

Personal – personal attitudes, values, beliefs and behaviours.

Interpersonal – how friends and family influence a person with their attitudes, values and behaviours.

Societal – what society accepts as normal; cultural values; influence of the media; government policies; state of the economy and globalisation (international trends).

SPEECH: Societal influences (e.g. community involvement), Political influences (e.g. government funding), Economic influences (e.g. involvement of the media), Environmental influences (e.g. support of family and friends), Cultural influences (e.g. European and Maori attitudes) and Historical influences (e.g. traditions).

Revisit the original assumption/opinion/statement and explain any changes in personal opinion.

L1 Biology

Students can sometimes give a detailed answer that misses the point of the question. It is really important to read the question that is being asked. Students need to write in whole sentences and develop extended writing. There is a lot of new vocabulary in Biology, knowing and being able to clearly write definitions is critical to achieving. Tasks require students to describe (for achieve), explain (for merit) and discuss (for excellence.)

Relating key ideas to each other is critical to achieve the higher grades. Using linking words and phrases like therefore, consequently and this is because, support students in expanding on points that they have made and helps them access the higher grades. Students need to interpret information. When writing about a table or graph stating what it shows and explaining what it means is important. The highest grades often require a student to link a scientific idea or concept to a context or situation described in a question.

L1 Chemistry

Familiarity and an ability to correctly define keywords is critical.

Sentences in answers need to be constructed in a logical manner with one idea flowing clearly onto the next.

Appropriate linking words and phrases support students in this regard. Words and phrase like therefore, consequently and this is because, support students in expanding on points that they have made and helps them access the higher grades.

L1 Physics

There is a critical need to be precise with language. Giving the correct definitions of keywords and terms supports students in meeting the achievement criteria.

Students need to be able to link mathematical calculations to these key ideas and terms.

Being concise is valued in Physics. Using tables, flow charts and bullet points are all effective ways of showing how ideas link to each other.

Answering all parts of a question and being able to identify and respond to the emphasis of a question allow students to access the higher grades.

Appropriate linking words and phrases enable students to gain Merit and Excellence. Words and phrases like therefore, consequently and this is because, support students in expanding on points that they have made and helps them access the higher grades.

For excellence, students need to be able to contextualise their answers – i.e. relate their response to a specific example or situation described in a question.

L1 Science

General Science covers externals from Biology, Chemistry and Physics. The guidance from Biology, Chemistry and Physics should be considered and valued as it all applies to the General Science course.

L1 Alternative Science

Alternative Science places an emphasis on keyword and key concept definitions. Familiarizing themselves with the correct definitions is critical to achieving. Achievement standards in the course offer students the chance to achieve at a Merit or Excellence level. To do this students need to use appropriate linking words and phrases. Words and phrases like therefore, consequently and this is because, support students in expanding on points that they have made and helps them access the higher grades.

For Excellence students need to be able to contextualise their answers – i.e. relate their response to a specific example or situation described in a question.

Geography

- Paragraphs are an important part of both internal and external assessment. Good grades require the following:
- Questions should be carefully unpacked to **determine key words**. It is useful to highlight these first.
- Look to see if there are any plurals – do you need to discuss **A** feature or does it say **FEATURES** which means more than one.
- Questions need then to be **interpreted** in relation to the context covered in class. Put the question in your own words and relate it to your specific environment.
- **Planning** of answers is valuable to ensure you keep to the topic. On a piece of paper brainstorm how you can answer this, what specific evidence you can quote and then order your brainstorm into a logical order.
- If you are given a whole page to answer your paragraphs in then try to fit it into a **logical order** by having an introduction and then a paragraph on each main point. Paragraphs are then ended with a brief sentence, linking their ideas back to the original question
- For your first **introduction** sentence start by rewriting the question in your own words and how it relates to your environment. For example if you are answering on ‘the processes that cause your extreme natural event’ you would begin by saying – *“The extreme natural event of volcanic eruptions is caused by processes such as plate tectonics and volcanism as seen in the case studies of Mount Tarawera and Mount Pinatubo.”*
- Add a **concept** into your introductory paragraph. Start by saying *“the concept of ... which means can be seen in this context by”*.
- When writing paragraphs back up all the points or ideas you mention with **specific case study examples**.
- Make sure you know and can use the **language of the instruction words**. If it asks for describe then you must use terms like *‘this is like...’* if it is explain then words like *‘because, or as a result’* are needed. If asked to justify then you would use *‘I think this .. because....’*. See the word mat for ideas here.
- Make sure you know the difference between *‘describe’* (requirement for Achievement), *“describe, in detail”* (requirement for Merit) and *“fully describe”* (requirement for excellence).
- Describe: What it is like generally *i.e TGS is a large school on the Devonport peninsula.*
- Describe, in detail: What it is like using specific information *i.e TGS is a large school of 1700 students along Lake Road near Takapuna.*
- Fully Describe: What it is like using specific information throughout, geographic terminology and concepts *i.e TGS is a large co-educational school of 1700 students located on the East side of Lake Road 3km South of Takapuna and is a major feature of the Devonport environment.*
- Where possible it is a good idea to back up your answer with an **annotated map or diagram**. Try to integrate this into your answer by referring to it in your text.

History

- Write proficiently with well-structured and articulate answers
- Keep a consistent focus on answering the question – avoiding narrative and broad generalised statements
- Support key historical ideas with relevant evidence
- Make specific reference to the cause/consequence or the key idea of the essay at the beginning and end of each paragraph
- Write with a high degree of correct spelling/grammar; using their own words and avoiding colloquial language

Students should *read the question*. They do change from year to year and students can lose valuable grades if they just bowl into an exam and write everything they know on the topic.

The introduction is essentially a map of what is coming up in the essay. It is a brief indication of what will be in the essay. The order in which key points are noted in the introduction should be the same order that they are written about in the body of the essay.

Each paragraph – and at level one there should be three or more paragraphs – should begin with a *key idea*.

They key idea is not neutral in History. It is a statement that requires further information. It is not acceptable to write a narrative: ***“This happened and then that happened and then something else happened...”***

An essay is an argument. This means that you have to defend and explain your key ideas. Key ideas will make the audience/reader/marker want to know more. When they read your key idea they will want an explanation. They will be asking, “what do you mean?”

This is when you expand your key idea. Broaden what you mean, add depth. Then you add an example.

Key idea:

Henry the Eighth was a comedian.

This is your key idea. You will be wondering and asking “What do you mean?”

Now you have to explain.

Whenever Henry was in a stressful situation he made a joke.

Now you back it up with supporting evidence. For Achievement, Merit and Excellence...

You should include:

Key ideas

It is easiest to put a key idea at the beginning of each paragraph (topic sentence) and then back it up with supporting evidence such as dates, quotes, statistics, names etc

Key Idea:

Passchendale has gone down in history as one of the *most futile battles* of World War One (1914-1918).

This key idea needs explaining. If you said this over the dinner table you would be asked “What does that mean exactly??”

KEY HISTORICAL IDEAS AND SUPPORTING EVIDENCE

An important aspect of writing essays in History is including **Key Historical Ideas** (KHI), or the main point.

It is not enough to write in a narrative way:

"This happened and then that happened and then something else happened..."

The KHI often appears in the first sentence of a paragraph. It is then followed by supporting evidence, or the information that helps to explain or expand upon the KHI to give the KHI further information or proof.

Classical Studies

Paragraphs and more extended pieces of writing are an integral part of Classical Studies at all levels and in both internals and externals. In order to write well in Classical Studies the following are important points to remember.

1. **UNDERSTANDING:** Ensure you understand what the question is asking you to do, by breaking the question down into its key parts and making sure you understand key words.
2. **PLANNING:** Plan your answer. Even in an exam, it is always worth taking 5 minutes to plan your response before beginning to write. This will ensure your writing is cohesive and covers all parts of the question.
3. **EVIDENCE:** Each paragraph should have its own point to make, backed up with an explanation and evidence – especially from ancient sources. Evidence is vital, as it will ensure your argument is substantiated, and evidence from ancient sources is a requirement for Achievement at all levels.
4. **DETAIL:** Ensure you have sufficient detail to achieve at Excellence level, but it must be relevant to the question
5. **CRITERIA:** Make sure you understand the difference between Achievement, Merit and Excellence criteria.
 - Understanding: Explain the significance of something
 - In-Depth Understanding: Explain the significance of something in detail, using ancient sources
 - Perceptive Understanding: Explain the significance of something in detail, using and analysing ancient sources and giving a wider picture/context.

Te Reo Maori

1. Students need to have a good understanding of basic grammatical terms and parts of speech so that they understand explanations.
2. Accurate learning of vocabulary is essential. Look at the word, say it aloud, cover it up and test yourself on its meaning, cover the meaning and say the word, cover the meaning and write the word, check the written word with the original.
3. If at all unsure of the spelling of a word, check in a dictionary or online if not in an exam situation.
4. Accurate learning of sentence patterns and structures – practice them by writing them out correctly and practising the patterns. Students may write their own sentences in Te Reo Maori and translate them. And then do the same in English.
5. Say the whole sentence aloud first so that you get a feel for what is correct. Read it out aloud at the end.
6. Practise reading and writing most day. Constant repetition is essential.
7. Edit work thoroughly, using a dictionary, grammar booklets or online tool for spelling. Read what you have written aloud to see if it sounds correct. Do you have a comma where you should pause in a sentence?
8. Practise writing personal passages at least once a week, e.g. diary entries, to recycle common everyday expressions. Read the passage out aloud when editing it.
9. Get your passage read by someone else: teacher, tutor, fellow pupil. Other eyes often find errors we miss ourselves. If pointed out by someone else we remember corrections better.
10. Senior Writing
11. Practise writing in different formats, e.g. diary, informal letter, informal email, formal letter, formal email, informal speech, formal speech, script of a moot in a debate, brochure, formal instructional pamphlet, informal instructional pamphlet, imaginative writing, story writing, expository writing, interview script.
12. Plan - list points and ideas – may use mind maps/table for and against etc.
13. Start with an introduction. State your point of view clearly.
14. Finish with a conclusion. Sum up what you have been saying and show how you have reached your conclusion.
15. Use paragraphs to distinguish each new point. Use the first sentence to make the point then write 2-3 more sentences to give examples or illustrate your point. Remember: State; Explain; Example; Your own opinion.
16. Try to make 2 or 3 different major points in paragraph 2 and 3.
17. Use a range of vocabulary; check that you have not reused the same word frequently.
18. Use a range of phrases – colloquial expressions (kiwaha) in your writing
19. Use a range of structures up to the appropriate level, avoiding repetitive simple sentences. Try to use a variety of tenses.
20. Edit and re-edit your passage to ensure it is succinct and clear. Delete repetitive or unnecessary words and phrases.