“Without knowing the force of words, it is impossible to know more.”  (Confucius)

I hope that this Text Type book supports you, as part of our education community, to develop high order writing skills in our young people.

Text types come in so many different forms, for example:

*Historical documents, fiction (romance, horror, fantasy etc), poetry, prose, parody, subtitles, minutes, emails, menus, dissertations, ministerials, editorials, epistles, manuscripts, essays, diaries, journals, log sheets, newspaper articles, editorials, advertorials, letters, comics, catalogues, brochures, legal documents, notes, tickets, programs, blogs, instruction manuals, knitting patterns, tweets, phone directories, instruction manuals, knitting patterns, recipes........

Our language, use of words and the way we construct our message is also constantly changing. I’m sure we’re all familiar with the relatively new genre of texting? We understand that a ‘text’ can’t be an essay - it needs to be a few concise words which convey instant meaning. This is even more so with tweets!

Another new genre emerging internationally is ‘globish’. ‘Globish’ cuts across cultural barriers and is a way of communicating in business, using English. It cuts out cultural references, metaphors etc which may create confusion for people of a non-English background.

Understanding the audience is critical in all forms of communication. This is especially so in written communication. “The reader becomes God, for all textual purposes. I see your eyes glazing over, so I’ll hush.” (David Foster Wallace)

I hope this book assists you in understanding and using text type techniques. I would like to thank Literacy Coordinator Ms Susan Daintith and her team (Nick Maniatis, Natalie Christian and Campbell High teachers) in developing this guide for our students, parents and staff.

Sincerely

[Signature]

Heather Paterson
Principal
Campbell High School
INTRODUCTION

This text type guide has been designed to assist students with their class work and assignments by providing scaffolding and strategies on how to produce quality work either at school or at home. Text Types have different purposes and audiences. There are two types of text types and these include factual and literary. Factual texts inform, instruct or persuade by giving facts and information. Literary texts entertain or elicit an emotional response by using language to create mental images. Sometimes it is possible for text types to overlap, for example it is possible to include factual elements in fictional texts.

Students are often asked to present an assignment or project which may be one of these text types. Always refer to the actual task requirements provided by the teacher and remember the type of text used by a writer should suit the purpose and the audience. There is a hamburger for every subject/key learning area. Use the hamburger to guide your writing.

Text types Check List

1. What is the field (subject matter)?
2. What is the mode (format and structure)?
3. Who is the tenor (audience)?
4. What is the purpose of the text type? Is it to entertain or inform?
5. What information do I need to find out?
6. How can I organise my information?
7. Have I done enough research to start writing?
8. Have I followed the required structure/format?
9. Have I written a detailed draft?
10. Have I said all that I need to say?
11. Do I need to include more detail?
12. Have I polished my draft?
13. Have I met the task requirements?
Field – Building Up Knowledge

Once you have carefully considered what you are required to produce it is time to look at the field and build up your knowledge. You need organise your thoughts. Think about what you know already and what you need to research.

The following strategies will help you along the learning journey:

- Brain storming
- Excursions
- Class discussion
- First hand experiences

Write down ideas that could become the basis of work. They should not all be on the same SIDE or IDEA but they must be on the set TOPIC. Write down any ideas you have about this topic. What are the key words? What are your initial thoughts?

TOPIC:
Research

When starting an assignment it is important to research. This may involve a trip to the library, some web surfing or reading the work of others. Be open to information and ideas!

Follow these research tips:

- take detailed notes
- organise your thoughts
- record your sources accurately (for bibliography)

Paragraph Writing (A Handy Reminder!)

Be sure to structure your paragraphs carefully. Refer the information you have read about this on the Campbell High Website.

Every formal paragraph needs:

- a topic sentence
- expand (flesh point out further)
- evidence (provide an example)
- explain (state how example supports/proves point)
- conclude paragraph (a strong sentence to restate how point links to contention/topic)

Remember:

- 1 point per paragraph
- full sentences
- formal language for assignments
- consider first, second or third person usage
HAMBURGER PARAGRAPH MODEL

TOPIC SENTENCE

EXPAND EVIDENCE EXPLAIN

SUPPORTING SENTENCES

CONCLUSION

It’s the TSSC with the 3’s EEE
People enjoy the companionship of cats. Many cats are affectionate. They will snuggle up and ask to be petted, or scratched under the chin. Who can resist a purring cat? If they’re not feeling affectionate, cats are generally quite playful. They love to chase balls and feathers, or just about anything dangling from a string. They especially enjoy playing when their owners are participating in the game. Cats are great companions to people, they can be affectionate and playful company.
**Mode - Format and structure**

It is important to remember that the text type you produce is a carefully structured piece of formal writing. They are not scary! Once you understand the formula or structure they are easy to write! Remember, the more you practise the better you will get!

Your teacher will, in the majority of cases, tell you how they want you to communicate your thoughts and knowledge. He or she will explicitly state what sort of text type you are required to produce.

Once you have your task instructions (from your teacher) and your information (from your brainstorm and research) it is time to draft your work in accordance with the correct framework (text type structure). You also need to consider the mode (how), the field (why/what) and the tenor (audience).

The HAMBURGER will always assist you! There is a hamburger for every text type!
The purpose of a Historical Recount is to present the achievements in a person’s life, past events, or a significant time in history.
Introduction

Event 1
What happened?
When? Who was involved? Why?
Provide details...

Event 2
What happened?
When? Who was involved? Why?
Provide details ... 

Event 3
What happened?
When? Who was involved? Why?
Provide details ...

Concluding Paragraph/Statement
Recap subject
Final thought for the reader ...
Below you will find exemplars of the Biographical/Historical Recount text type for each year level. Please click on the hyperlink to look at a helpful example! *

**Hyperlinks:**

- Year 7 Biographical/Historical Recount samples
- Year 8 Biographical/Historical Recount samples
- Year 9 Biographical/Historical Recount samples
- Year 10 Biographical/Historical Recount samples
- ACARA Biographical/Historical Recount samples

* Samples will be available soon!
DESCRIPTION

The purpose of a Description is to provide detail to show the reader what you are referring to. Use detail and words to allow the reader to picture what you are describing. A description is the organised manner in which the details are presented (usually in the form of a paragraph).
**Opening Sentence**

Start the paragraph with a topic sentence that identifies the item/topic/subject and (if necessary) explain the significance of this.

**Continue your paragraph by describing the item in three to five sentences. Focus on one detail per sentence. (Consider – appearance, texture, scent, sound, taste)**

Detail 1 –

Detail 2 –

Detail 3 –

Detail 4 –

Detail 5 –

**Conclude**

Finish the description with a closing remark.
My Pet Goldfish

In the rectangular tank on top of my bookshelf swims my delightful pet goldfish, Jelly. His tail is quite long and delicate. It is now grey and white in colour with white tips on the end as he is getting older. His body is rather pudgy and covered in scales that are bright orange like the sunset. They gleam and sparkle as he moves through the water. His eyes are bulging and look like two small balloons that protrude out of his tiny face. Just below his eyes is his wide mouth that gulps in water and spits out small bubbles of air that float to the top of the tank in a rush. The fish is quite pretty but aging. He is a friend I will forever treasure as he is always there and listens to every story I tell.
Below you will find exemplars of the *Description* text type for each year level. Please click on the hyperlink to look at a helpful example! *

**Hyperlinks:**

- Year 7 Description samples
- Year 8 Description samples
- Year 9 Description samples
- Year 10 Description samples
- ACARA Description samples

* Samples will be available soon!
DISCUSSION

The purpose of a Discussion is to examine (by argument) the consideration for and against an issue and come to a logical recommendation based on the evidence.

There are particular **Language Features** to keep in mind. Use third person to keep it impersonal and don’t get personally involved in the discussion by saying I think but rather, “For these reasons, it is considered that homework is not necessary.” Using third person allows you to present your opinions but remove yourself from your writing. Points of view should be written in the present tense. BUT use the past tense when giving examples of events that happened in the past. Use data to support opinions – One in five people die of ... (include facts to back up claims made).
DISCUSSION - Scaffold

Introduction – States the issue (4-6 sentences)

Begin with an opening statement addressing the question. Next, write supporting sentences to introduce each point to be discussed on one side of the argument. Then, write supporting sentences to introduce each point to be discussed on the other side of the argument.

Body (3 to 4 paragraphs in total)

Restate and expand on the first point for side 1 of the argument (this will be the first point mentioned in the introduction). Include evidence to support this point by describing an event and/or giving a quote or example.

Continue by restating and expanding on the following points raised in the introduction (including the points on the other side of the argument). Focus on one point per paragraph.

Remember each paragraph should be carefully structured:
- Topic sentence on argument 1
- Expand – flesh point out further
- Evidence - provide an example
- Explain – state how example supports/proves point
- Conclude paragraph – a strong sentence to restate how point

Conclusion (4-6 sentences)

Recommendation(s) – a logical conclusion. Sum up the arguments for and against the statement. Finish with a strong statement about the issue of revenge which answers the question.
Below you will find exemplars of the Discussion text type for each year level. Please click on the hyperlink to look at a helpful example! *

**Hyperlinks:**

- Year 7 Discussion samples
- Year 8 Discussion samples
- Year 9 Discussion samples
- Year 10 Discussion samples
- ACARA Discussion samples

* Samples will be available soon!
The purpose of a written Explanation is to explain the processes involved in how and why something works. It is written in present tense and uses words that signal time (such as then, next, later) and causal connectives (such as because, so and this causes...) in order to explain.
**EXPLANATION - Scaffold**

<table>
<thead>
<tr>
<th>Opening Statement about the topic/process to be explained</th>
</tr>
</thead>
</table>

**Paragraph 1**  
State logical step number 1  
Provide the details (the how and why)  
Support with a reason

**Paragraph 2**  
State logical step number 2  
Provide the details (the how and why)  
Support with a reason

**Paragraph 3**  
State logical step number 3  
Provide the details (the how and why)  
Support with a reason

**Conclusion**  
State that the explanation is complete (result can be stated)
Below you will find exemplars of the *Explanation* text type for each year level. Please click on the hyperlink to look at a helpful example! *

**Hyperlinks:**

- Year 7 Explanation samples
- Year 8 Explanation samples
- Year 9 Explanation samples
- Year 10 Explanation samples
- ACARA Explanation samples

* Samples will be available soon!
EXPOSITION

The purpose of an exposition is to persuade the reader to believe something by presenting one side of the argument.

Thesis (Opinion)

Argument One

Argument Two

Argument Three

Restatement of the Thesis
**EXPOSITION - Scaffold**

<table>
<thead>
<tr>
<th>Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis is clearly presented (state opinion or answer the question)</td>
</tr>
<tr>
<td>State argument 1</td>
</tr>
<tr>
<td>State argument 2</td>
</tr>
<tr>
<td>State argument 3</td>
</tr>
<tr>
<td>Statement to imply this argument should be believed by reader</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paragraph on <strong>Argument 1</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic sentence on argument 1</td>
</tr>
<tr>
<td>Expand – flesh point out further</td>
</tr>
<tr>
<td>Evidence - provide one or more examples</td>
</tr>
<tr>
<td>Explain – state how example supports/proves point</td>
</tr>
<tr>
<td>Conclude paragraph – a strong sentence to restate how point 1 supports opinion (link to contention)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paragraph on <strong>Argument 2</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic sentence on argument 2</td>
</tr>
<tr>
<td>Expand – flesh point out further</td>
</tr>
<tr>
<td>Evidence - provide one or more examples</td>
</tr>
<tr>
<td>Explain – state how example supports/proves point</td>
</tr>
<tr>
<td>Conclude paragraph – a strong sentence to restate how point 1 supports opinion (link to contention)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Paragraph on <strong>Argument 3</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic sentence on argument 3</td>
</tr>
<tr>
<td>Expand – flesh point out further</td>
</tr>
<tr>
<td>Evidence - provide one or more examples</td>
</tr>
<tr>
<td>Explain – state how example supports/proves point</td>
</tr>
<tr>
<td>Conclude paragraph – a strong sentence to restate how point 1 supports opinion (link to contention)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesis is clearly restated</td>
</tr>
<tr>
<td>Re-state argument 1</td>
</tr>
<tr>
<td>Re-state argument 2</td>
</tr>
<tr>
<td>Re-state argument 3</td>
</tr>
<tr>
<td>Statement to encourage reader to accept the argument</td>
</tr>
</tbody>
</table>
Sample Intro:

Dogs are the best pets for any human being. Firstly, dogs are very intelligent and easy to train. Secondly, dogs promote a healthy lifestyle because they encourage people to get exercise by going for regular walks. Thirdly, dogs are much more adaptable and friendly than other types of pets. These three reasons indicate that dogs are the perfect choice for all families planning to invite a pet into their homes.

Sample Body Paragraph 2:

Dogs are terrific pets because they promote a healthy lifestyle. Dogs need exercise and need supervision which means owners must take them for regular walks. Dogs are not content with a simple walk down the driveway because in most cases they have a lot of energy and will need to walk a long way, for example, around the block or to a local park. This requires the owner to stay fit and get exercise that they would not get if they did not have a pet dog. It is clear that owning a dog is beneficial to the health of the owner and therefore dogs make excellent pets.

Sample Conclusion:

There are many reasons why dogs are the ideal pet. Dogs are smart and can be trained. Puppies grow into mature canines that are active and promote good health in their owners. Finally, dogs are affectionate and make good companions. There are many good reasons why dogs are clearly the best pet and make valuable contributions to any home.
Below you will find exemplars of the *Exposition* text type for each year level. Please click on the hyperlink to look at a helpful example! *

**Hyperlinks:**
- Year 7 Exposition samples
- Year 8 Exposition samples
- Year 9 Exposition samples
- Year 10 Exposition samples
- ACARA Exposition samples

* Samples will be available soon!
The purpose of an Information Report is to present information, in a structured manner, in order to inform the reader. The information presented should focus on one topic only.
Introduction
The purpose of this report is to ...

List points in order using the words firstly, secondly and thirdly to start your sentences (one sentence per point)

Body Paragraph 1 - Subheading 1
Discuss Topic 1 in paragraph form (topic sentence, expand, give evidence/provide an example, explain, conclude paragraph).

Body Paragraph 2 - Subheading 2
Discuss Topic 2 in paragraph form (topic sentence, expand, give evidence/provide an example, explain, conclude paragraph).

Body Paragraph 3 - Subheading 3
Discuss Topic 3 in paragraph form (topic sentence, expand, give evidence/provide an example, explain, conclude paragraph).

Conclusion
This report has shown that ...

List your points in order using the words firstly, secondly and finally to start your sentences.
Oodgeroo Noonuccal – An Australian Poet

Introduction

The purpose of this report is to provide information about the Australian poet called Oodgeroo Noonuccal. Oodgeroo was previously known as Kath Walker. She wrote many intriguing poems and many children study her poetry at school. Oodgeroo had an interesting childhood, she used poetry to express messages and one of her poems is called, “Then and Now.”

Oodgeroo’s Childhood

Oodgeroo was born in 1920. She grew up on Stradbroke Island in Queensland. She was an Indigenous Australian and was of the Noonuccal tribe. She left school when she was thirteen because she had to support her family. She worked as a house keeper/servant. When she was sixteen she wanted to become a nurse but she was not allowed to study nursing because she was Aboriginal. She served in the women’s service of the army in World War II as a telephone operator.

Poetry and Oodgeroo’s Message

Oodgeroo became involved in Aboriginal rights after the war. She wanted to change the way society treated Indigenous Australians and stop the racism. She wrote poems to express her message. Her poems are about Indigenous Australians maintaining faith in their traditions and culture despite racism, losing land and changing times.

A Poem – “Then and Now”

“Then and Now” is a poem Oodgeroo wrote. It is quite moving. It is about experiences with her tribe and she compares her memories to the present day. She longs for the past, a time when she felt free to be herself, and values her culture. An important line in the poem is, “Better when I had nothing but happiness.” This tells readers she misses the past, when she did not have to live in the city or wear shoes and dresses.

Conclusion

Oodgeroo Noonuccal is an amazing Australian poet. She lead an interesting life, expressed her strong views in her poems and wrote “Then and Now.” Sadly, Oodgeroo passed away in 1993. All Australians should read her work.

Bibliography


Below you will find exemplars of the *Information Report* text type for each year level. Please click on the hyperlink to look at a helpful example! *

**Hyperlinks:**

- Year 7 Information Report samples
- Year 8 Information Report samples
- Year 9 Information Report samples
- Year 10 Information Report samples
- ACARA Information Report samples

* Samples will be available soon!
The purpose of a Letter is to communicate your personal experiences and thoughts either with a peer or any other individual in a structured, written manner.
Your Street Address  
SUBURB STATE POSTCODE  
Date  

Dear PERSON'S NAME  

First paragraph – The Introduction. Say hello and introduce the topics you will be writing about. Three topics are a good idea.  

Second paragraph - Introduce your first topic, followed by comments that support this topic. Finally, relate this topic to your reader.  

Third paragraph - Introduce your second topic, followed by comments that support this topic. Finally, relate this topic with to your reader  

Fourth body paragraph - Introduce your third topic, followed by comments that supports this topic. Finally, relate this topic with to your reader  

Farewell. Say goodbye to the letter’s reader,  
Your signature
12 Treloar Crescent
CAMPBELL, ACT, 2602

21 July 2014

Dear Olivia,

Hi, how are you? I haven’t heard from you for ages, so I thought I’d let you know what has been happening lately. Firstly, I just bought a brand new puppy, I have also changed schools and I am planning a holiday to Fiji at Christmas time.

Well, to start off with, I bought this Pug puppy. He is so cute and friendly. His name is Sunny as he keeps eating my Mum’s slippers. I have a special bed for him, as his favourite hobby is running around the yard chasing his shadow so he needs a comfortable place to rest! How is your cat, Buffy, going?

I bought Sunny as cheer up present to myself, as I started at a new school and was worried I wouldn’t have many friends. Now I attend Campbell High School. As it turns out I didn’t have to worry about a thing. The school is great and I have made some awesome new friends already. Are you still going to Beverly Hills High School?

Finally, even though I have been busy with my school work and new friends I have also been doing some extra chores around the house to earn money to save up for my end of year holiday! My family is going to Fiji for five days at Christmas. I am so excited, it will be my first overseas trip! What are you planning to do for Christmas? Do you want to come too?

Hope to hear from you soon. I am thinking of you lots. Have fun,

love from Natalie
Below you will find exemplars of the Letter text type for each year level. Please click on the hyperlink to look at a helpful example!

**Hyperlinks:**

- Year 7 Letter samples
- Year 8 Letter samples
- Year 9 Letter samples
- Year 10 Letter samples
- ACARA Letter samples

* Samples will be available soon!
LETTER TO THE EDITOR

The purpose of a Letter to the Editor is to express an opinion on a topic and persuade the reader to adopt or consider your point of view. When writing a Letter to the Editor persuasive vocabulary should be used along with a subjective voice. It should be written in present tense.
Date

The Editor
Address

Dear Editor

Re: Article being referred to (date of publication)

Purpose as well as Thesis/Contention

Introduce yourself (for example, I am a student)
State the purpose of the letter and outline the issue to be addressed.
Clearly state your opinion about the issue (your thesis/contention)

Argument 1
State your first main point/reason in support of your thesis/contention.
Give evidence (for example, data and/or examples) to support your point of view.

Argument 2
State your second main point/reason in support of your thesis/contention.
Give evidence (for example, data and/or examples) to support your point of view.

Argument 3
State your third main point/reason in support of your thesis/contention.
Give evidence (for example, data and/or examples) to support your point of view.

Conclusion – Restate Thesis/Contention

The conclusion ties your argument together. It should include recommendations/advice and suggested actions/a solution or a ‘Call to Action’.
Conclude with a strong statement.

Sign Off

Yours faithfully
Signature

Name
Address
3/4/14

To The Editor
The Canberra Times
9 Pirie Street
Fyshwick ACT 2609

Dear Editor,

Re: The Dangers of Bullying on Social Media (The Canberra Times, 1/4/14)

Reading the aforementioned article regarding the dangers of social media prompted me to express my views on the increasing threats posed by this form of communication. As a high school student, I find myself an my peers at Campbell High School use Facebook and other social media sites regularly. In an unfortunate turn of events I once experienced bullying via social media. This caused me to be sad and withdrawn. Whilst the bullying did not occur at school, the constant online threats meant it was impossible to escape the torment. It is mentioned in the article that social media allows bullying to occur without consequence. I feel the need to respond to this.

I, along with many young people, have been bullied via social media and the result is a lot of pain and distress. As a way of fighting back, my year group at school has worked closely with the Well Being team of teachers to fight back against online bullies. We have started a campaign to spread awareness about how to deal with online harassment. In Canberra high schools many students face online bullying on a daily basis, 24 hours a day. This type of bullying has proven to impact on young people’s mental health and we decided that something needs to be done.

After various meetings and brainstorming sessions we created the ‘Stay Off Line to Shut Down Bullies’ day. We held a whole-school assembly and all students signed a pledge to spend at least 1 hour per day without accessing social media. This encourages students to stop reading messages on Facebook and other social networking sites which therefore shuts down bullies. We had guest speakers from ACT Policing and encouraged students to stop allowing bullies to infiltrate their lives and report issues to teachers or the authorities.

Students at our school also agreed not to use social media to bully others. After listening to a presentation about the many dangers associated with online bullying, students willingly signed a contract and agreed that they would not only minimise their use of social media but also that they would never use social media as a means of bullying others. We have called for student volunteers to join a task force that promotes positive use of social media.

Bullying seems to have been taken to new heights via social media and we hope that by talking about it and raising awareness about the dangers we, as a school community, can make a difference and put a stop to online bullying.

Yours sincerely

Natalia Olsenio

Natalia Olsenio
3 Springvale Drive
Hawker ACT 2614
Below you will find exemplars of the *Letter to the Editor* text type for each year level. Please click on the hyperlink to look at a helpful example! *

**Hyperlinks:**

- Year 7 Letter to the Editor samples
- Year 8 Letter to the Editor samples
- Year 9 Letter to the Editor samples
- Year 10 Letter to the Editor samples
- ACARA Letter to the Editor samples

* Samples will be available soon!
The purpose of a Narrative is to tell the reader a story! In the majority of cases a narrative, such as a film, play or novel, contains a plot, theme and resolution. The tale begins with the orientation, moves towards a conflict and related climax then closes with a resolution.
NARRATIVE - Scaffold

Orientation
Set the scene for the story.
Main characters and plot points are to be introduced here.

Conflict
A problem or conflict is established (a struggled between opposing forces)

Complication
A rise in action (more detail and suspense here)

Climax
High point in the story/turning point

Falling Action and Resolution
The conclusion of the tale (events lead to a resolution and an outcome of the conflict)
Below you will find exemplars of the *Narrative* text type for each year level. Please click on the hyperlink to look at a helpful example! *

**Hyperlinks:**

- Year 7 Narrative samples
- Year 8 Narrative samples
- Year 9 Narrative samples
- Year 10 Narrative samples
- ACARA Narrative samples

* Samples will be available soon!
The purpose of a newspaper is to inform the public of current events. Newspaper articles need to capture the readers’ attention with an appealing headline that then encourages them to continue reading. The most important information is presented in the first paragraph and other supporting details are provided in the following paragraphs in the article. Newspaper articles are written in past tense and in third person. The primary goal is to inform readers. Well written newspaper articles should be objective (no evidence of bias or persuasion).

<table>
<thead>
<tr>
<th>Headline</th>
</tr>
</thead>
<tbody>
<tr>
<td>By-line</td>
</tr>
<tr>
<td>The lead</td>
</tr>
<tr>
<td>Most important point</td>
</tr>
<tr>
<td>(include who, what, when, and where)</td>
</tr>
<tr>
<td>Next most important point</td>
</tr>
<tr>
<td>(more detail regarding who, what, when, where and include why and how here too)</td>
</tr>
<tr>
<td>Next most important point</td>
</tr>
<tr>
<td>and additional information</td>
</tr>
<tr>
<td>Conclusion (bring the article to a close)</td>
</tr>
</tbody>
</table>
**NEWSPAPER REPORT - Scaffold**

**Headline:** Short and sweet! It should demand your readers’ attention. Try to stick to five words or less.

**By line:** Your name (and place, if on location)

**Lead Paragraph:** the Most Important Information is written here

- Who?
- What happened?
- When?
- Where?

**Body (Paragraph 1)**

Supporting information:
More details of what happened: time, place and people involved.
**Why** did the event happen?
**How** did it happen?

**Body (Paragraph 2)**

**Additional background information.**
For example: what eyewitnesses have said.

**Conclusion**

What will happen as a result of this event?
Conclude article.
Below you will find exemplars of the *Newspaper Report* text type for each year level. Please click on the hyperlink to look at a helpful example! *

**Hyperlinks:**

- Year 7 Newspaper Report samples
- Year 8 Newspaper Report samples
- Year 9 Newspaper Report samples
- Year 10 Newspaper Report samples
- ACARA Newspaper Report samples

* Samples will be available soon!
The purpose of a Persuasion or Persuasive Essay is to encourage the reader to accept a point of view based on the evidence and points provided.

- **Contention/Point of View**
- **Paragraph 1**
  - Point 1 to support contention
- **Paragraph 2**
  - Point 2 to support contention
- **Paragraph 3**
  - Point 3 to support contention
- **Conclusion**
**PERSUASION - Scaffold**

**Introduction**
Clearly state contention/opinion on the set topic.
State three main points to be discussed in order to persuade reader (keep points in this order in the Body Paragraphs).
Present a strong and persuasive statement (regarding opinion) to lead into the body.

**Body Paragraph 1**
Topic sentence on point 1 (an idea or point that intends to persuade reader)
Expand – flesh point out further
Evidence - provide an example
Explain – state how example supports/proves point
Conclude paragraph – a strong sentence to restate how point 1 supports opinion (link to contention)

**Body Paragraph 2**
Topic sentence on point 2 (an idea or point that intends to persuade reader)
Expand – flesh point out further
Evidence - provide an example
Explain – state how example supports/proves point
Conclude paragraph – a strong sentence to restate how point 2 supports opinion (link to contention)

**Body Paragraph 3**
Topic sentence on point 3 (an idea or point that intends to persuade reader)
Expand – flesh point out further
Evidence - provide an example
Explain – state how example supports/proves point
Conclude paragraph – a strong sentence to restate how point 3 supports opinion (link to contention)

**Conclusion**
Clearly restate contention/opinion on the set topic.
Restate three main points discussed (in the same order) to persuade reader (restate point 1, restate point 2, restate point 3)
Make a strong final statement (regarding opinion) to leave the reader feeling persuaded.
Below you will find exemplars of the *Persuasion* text type for each year level. Please click on the hyperlink to look at a helpful example! *

**Hyperlinks:**

- Year 7 Persuasion samples
- Year 8 Persuasion samples
- Year 9 Persuasion samples
- Year 10 Persuasion samples
- ACARA Persuasion samples

* Samples will be available soon!
The purpose of a Post Card is to inform of and summarise one’s experiences in a foreign location.

Greeting/Salutation
(Dear ...)

Opening short paragraph (state location and introduce topics)

Paragraph on Topic 1

Paragraph on Topic 2

Farewell and sign off
POST CARD - Scaffold

Date
Greeting,
State location
State and expand on different points (for example, experiences or sights seen)
Recipient
Recipient’s Address
Sign off

POST CARD – Sample/Example
Below you will find exemplars of the *Post Card* text type for each year level. Please click on the hyperlink to look at a helpful example! *

**Hyperlinks:**

- Year 7 Post Card samples
- Year 8 Post Card samples
- Year 9 Post Card samples
- Year 10 Post Card samples
- ACARA Post Card samples

* Samples will be available soon!
PROCEDURES

Procedures provide the reader with steps in logical order to understand the sequence or process. Procedures are used in many areas such as Technology, Science, Maths, SOSE and Physical Education.
PROCEDURES - Scaffold

Aim

Materials/Ingredients/Equipment/Quantities

Method/Steps
1. First
2. Then
3. Next
4. After
5.
6. Finally,

Evaluation (Was your aim achieved)

Use sequential words at the start of the sentence such as first and next.

Use action verbs at the start of each sentence such as cut, kick and stir.
Below you will find exemplars of the *Procedure* text type for each year level. Please click on the hyperlink to look at a helpful example! *

**Hyperlinks:**

- Year 7 Procedure samples
- Year 8 Procedure samples
- Year 9 Procedure samples
- Year 10 Procedure samples
- ACARA Procedure samples

*Samples will be available soon!*
The purpose of a Recount is to retell events that happened in the past in order to inform or entertain. Recounts are written in past tense. A recount is similar to a narrative in that it talks about events however, recounts do not have to include a crisis or complication.
RECOUNT - Scaffold

Orientation
State topic/subject
Provide background information

Event 1
What happened?
When?
Provide details...

Event 2
What happened next?
When?
Provide details ...

Event 3
What happened after event 2?
When?
Provide details ...

Concluding Paragraph/Statement
Recap subject
Final thought for the reader ...
Last Christmas

Last Christmas, on December 25th 2013, all members of my family woke up early. Christmas Day was the most exciting day of the year for us. It was the same routine every year and we loved it!

Firstly, the youngest siblings gathered in the hallway of our house, yelling at the teenagers and our parents to wake up. We were all smiles and excitement! Our tummies were rumbling for breakfast but we all knew what was to come and it certainly wasn’t food that was on our minds.

We then ran down the hall, past the kitchen and into the lounge room. The Christmas lights and early morning sun lit up the room. We all ran to the pile of presents that were waiting for us. After opening the gifts we spent time sorting through our parcels and showing one another what we received. Gradually each family member drifted off to shower and dress in their best clothes.

Around 11 am some other family members came to visit, and later on we devoured a huge hot lunch. Most of us forgot about breakfast and enjoyed a big midday meal. We then went out into the street to catch up with neighbourhood friends. Things calmed down in the evening and we nibbled on left overs and enjoyed some relaxing time with family.

Christmas Day was full of fun, activities and joy.
Below you will find exemplars of the *Recount* text type for each year level. Please click on the hyperlink to look at a helpful example! *

**Hyperlinks:**

- Year 7 Recount samples
- Year 8 Recount samples
- Year 9 Recount samples
- Year 10 Recount samples
- ACARA Recount samples

* Samples will be available soon!
The purpose of a Review is to provide information on a topic (such as a film, book or restaurant) whilst also presenting an opinion.

Paragraph 1
Comment on initial expectations and style

Paragraph 2
Comment on the storyline/plot
(or food etc – change based on topic)

Paragraph 3
Comment on the characters and actors’ performances
(or staff etc – change based on topic)

Paragraph 4
Summarise your views on the film/book/restaurant
Title and Film Details
In point form list title, length, release date (you can also give your review a clever title)

Intro:
Introduce the name of the film and director. If relevant state the length of the film and what country it is from. In one sentence, state what the film is about. You should also state what genre the film is (e.g. comedy, thriller etc)

Paragraph 1:
What expectations do you have after viewing the first few minutes of the film?
What is the main technique used for telling the story? (consider the dialogue, picture sequences, narration etc)

Paragraph 2:
What is the story about? Provide an overview of the plot/story line. How is the story structured? Does it move forwards or jump back in time with flashbacks? Identify the main conflicts in the story. Consider the conflicts the characters face and the emotions you experience as a viewer.

Paragraph 3:
Who are the main characters? What do they experience? How is this presented? What is your opinion?

Paragraph 4:
Comment on the casting/actors. How successful are the performances for the main roles in the film? Does the actor look the part? Explain your views. Is there a little or a lot of dialogue? Why is this appropriate?

Paragraph 5:
You may want to comment on the camera work or a specific scene in the film that was well done.

Paragraph 6:
Summarise your views on the film. Compare and contrast the book and the film. Consider the experience of viewing the film – does it make you think, does it inform you or did it move you? Consider historical references here.

Conclusion:
Comment on the theme or idea of the film. Encourage others to view the film (or not to view it) by providing a rating and summarise your reason for this.
Below you will find exemplars of the Review text type for each year level. Please click on the hyperlink to look at a helpful example! *

**Hyperlinks:**

- Year 7 Review samples
- Year 8 Review samples
- Year 9 Review samples
- Year 10 Review samples
- ACARA Review samples

* Samples will be available soon!
The purpose of a Scientific Report is record and communicate/share the results of experiments.
## SCIENTIFIC REPORT - Scaffold

| **AIM** | The purpose of the experiment – what you plan to do or find out.  
Eg.  To investigate … To determine… To find out… |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>INTRODUCTION</strong></td>
<td>Provides background on a topic</td>
</tr>
</tbody>
</table>
| **PREDICTION** | A prediction of what you think the results will be.  
I predict that … *(not all experiments will include this)* |
| **HYPOTHESIS** | A relationship between if ________ (independent variable) then_________ (dependant)  
*If………then ……..* *(no I, we, you)* *(not all experiments will include this)*  
Include independent and dependent variables. |
| **EQUIPMENT** | A list of all materials and equipment used. |
| **METHOD** | A detailed description of what was done. Include a diagram and write in paragraphs. Include sample size, measurements, number of results and a statement on identifying variables to be changed, measured and controlled. Identify hazards and safety risks and describe how you would minimize these.  
Written in *past tense* & passive voice (no I, we, you) |
| **RESULTS** | All your observations (using all senses) and measurements – these are usually organised into a table. You may also need to present this information as a graph. |
| **DISCUSSION** | This should include: A summary of your results or an explanation of what your results show. (May require further investigation)  
A discussion of Patterns/Averages etc.  
Make a statement about factors that affect accuracy and precision and suggested ways to improve precision of method. |
| **CONCLUSION** | One or two sentences saying what you found out – this should be in response to your Aim. You should also state if your results agreed with your prediction and /or hypothesis |
Below you will find exemplars of the *Scientific Report* text type for each year level. Please click on the hyperlink to look at a helpful example! *

**Hyperlinks:**

- Year 7 Scientific Report samples
- Year 8 Scientific Report samples
- Year 9 Scientific Report samples
- Year 10 Scientific Report samples
- ACARA Scientific Report samples

* Samples will be available soon!
ACARA Student Work Examples with Annotations

Click on the links below to have a look at ACARA students work examples of a range of text types used in English, Maths, Science and SoSE (Geography/History). These work examples contain annotations that provide guidance on what to include in a piece of writing that is above the achievement standard.

Year 7

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<tr>
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<th>Link</th>
<th>Text Type</th>
</tr>
</thead>
<tbody>
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<td></td>
<td>Sample 2 – Poem: Things I Know</td>
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<td>Sample 3 – Film Review: Bad times at Big School</td>
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<td>Sample 4 – Persuasive letter: In Response to Literature</td>
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<td>Sample 5 - Creative Writing: Childhood’s Continuous Story</td>
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<td>Sample 6- Oral Presentation: Improving the Environment</td>
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<td>Sample 7 - Persuasive Text: Football in Schools</td>
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<td>Sample 8 – Poetry Analysis: My Country</td>
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<td>Sample 9 – Discussion: The Highwayman</td>
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<td>Sample 10- Discussion: The Hobbit</td>
</tr>
<tr>
<td>Mathematics</td>
<td><a href="http://www.acara.edu.au/curriculum/worksamples/Year_7_Mathematics_Portfolio_Above.pdf">http://www.acara.edu.au/curriculum/worksamples/Year_7_Mathematics_Portfolio_Above.pdf</a></td>
<td>Sample 1- Number and Algebra and the Cartesian plane</td>
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<td>Sample 2- Number: Integers</td>
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<td>Sample 3- Number: Indices</td>
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<td>Sample 4- Geometry Review</td>
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<td>Sample 6- Measurement investigation</td>
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<td>Sample 2 – Investigation Report: Water Purification</td>
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<td>Sample 3 – Presentation: Should we recycle water for drinking?</td>
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<td>Sample 4 – Video Analysis: Forces in Sport</td>
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<td>Sample 5 – Poster: Super suits</td>
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<td>Subject</td>
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<tr>
<td>Science Portfolio Above.pdf</td>
<td>Sample 6 – Report: The Earth – sun-moon system Sample 7 – Worksheet; Classification Sample 8 – Written test; Living together Sample 9 – Investigation Poster: Parachute Design</td>
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<td>Year 8</td>
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<td>Subject</td>
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<tr>
<td>Mathematics</td>
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Sample 2- Number: Feed the family   
Sample 3- Books, cricket and pets  
Sample 4- Algebra: Linear relationships in the real world  
Sample 5- Geometry: Sorting Quadrilaterals  
Sample 6- Number: Ratios  
Sample 7- Number Halfway  
Sample 8- Algebra: Solving Linear equations  
Sample 9- Probability: Venn diagrams and two-way tables  
Sample 10- Measurement Circumference and area  
Sample 11- Measurement: Rain on the roof  
Sample 12- Number and measurement: Investigating circles  
Sample 13- Geometry: Congruence  
Sample 14- Measurement: Perimeter and area  
Sample 15- Number: Integers  
Sample 16: Number: Percentages |
| Science | Sample 1- Investigation Report: Separating Mixtures  
Sample 2 – Investigation Report: Water Purification  
Sample 3 – Presentation: Should we recycle water for drinking?  
Sample 4 – Video Analysis: Forces in Sport  
Sample 5 – Poster: Super suits  
Sample 6 – Report: The Earth – sun-moon system  
Sample 7 – Worksheet; Classification  
Sample 8 – Written test; Living together  
Sample 9 – Investigation Poster: Parachute Design  
| Sample 1- Written Test: Particle Model  
Sample 2 – Investigation Report: Bouncing Ball |
| Sample 3- Analysis Task: Rock Samples  
Sample 4- Board Game: Digestive System  
Sample 5- Written test: Cells  
Sample 6 Investigation Report: Coffee Cup Evaluation  
Sample 7 – Research Report: Science Careers  
Sample 8 – Investigation Report: Classifying Chemical and Physical Changes  
Sample 9- Investigation: Trebuchet Design and Function  
Sample 10 Poster; Occupations in mining  
Sample 11- Letter: Water Fluoridation |
|---|---|
Sample 2- Data Response: Changing Nations  
Sample 3 – Population Distribution |
Sample 2- Comparison: Knights and Samurai’s  
Sample 3 – Source Analysis  
Sample 4- Explanation: The Polynesian Expansion  
Sample 5- Source Analysis: What the Vikings were really like  
Sample 5- Explanation: Serfs in Medieval Society |

### Year 9

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Sample 3 – Response to Literature: Shakespeare’s Women  
Sample 4 – Response to Literature: The Midnight Shift  
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<td>Sample 2 – Research Report: Chemical Change</td>
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<td>Sample 3 – Investigation Report: Solar Oven</td>
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<td>Sample 4 – Investigation Report: Refraction of light</td>
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<td>Sample 5 – Written Test: Changing earth</td>
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<td>Sample 6 – Worksheet: Eco systems</td>
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<td>Sample 7 – Venn Diagram: Control and regulation</td>
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<td>Sample 8 – Research Report: Bionic eye</td>
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<td>Sample 2 – Inquiry: Exploring Interconnections through the coffee trade</td>
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<td>Sample 2- Essay: The Gallipoli Campaign</td>
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<td>Sample 3- Explanation: Causes of world War 1</td>
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<td>Sample 4- Source Analysis: The western Front</td>
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<td>Sample 5 – Source Study</td>
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<td>Sample 6 – Research Report: Movement of peoples</td>
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<td>Sample 7- Source Analysis: The Gallipoli Campaign</td>
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<td>Year 10</td>
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<tr>
<td><strong>Subject</strong></td>
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<td><strong>Text Type</strong></td>
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</table>
| English                  | [http://www.a cara.edu.au/curriculum/worksamples/Year_10_English_Portfolio_Above.pdf](http://www.a cara.edu.au/curriculum/worksamples/Year_10_English_Portfolio_Above.pdf) | Sample 1 – Oral Presentation: Romantic Comedy  
Sample 2 – Persuasive Text: Sport in the media  
Sample 3 – Response to Literature: Macbeth  
Sample 4 - Response to Literature: Lord of the Flies  
Sample 5- Discussion: Writing Poetry  
Sample 6 – Response to Literature: Poetry Analysis  
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Sample 8- Discussion: Survival |
Sample 2 Statistics: Statistical logic  
Sample 3 Probability: Probability and Venn diagrams  
Sample 4 – Measurement: Trigonometry – why not?  
Sample 5 Geometry: Similar or congruent?  
Sample 6 Measurement and statistics: How thirsty can you get?  
Sample 7- Algebra and geometry; Quadratic equations  
Sample 8- Algebra: Simultaneous equations  
Sample 9 Geometry: Numerical exercises in geometry  
Sample 10 Statistics: Quartiles  
Sample 11- Algebra, measurement, geometry and statistics: Mathematics assignment  

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<tr>
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Sample 3- Investigation Report: Motion down an incline plane  
Sample 4 Worksheet: Objects in motion  
Sample 5 – Written test: Chemical reactions  
Sample 6- Research Task: The theory of evolution by natural selection  
Sample 7- Research Report: The big Bang Theory  
Sample 8- Source Analysis: Designer Babies  
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Sample 2- Data Response – Indicators of human wellbeing  
Sample 3- Inquiry-Human wellbeing index  
Sample 4- Practical exercise; International organisations and human wellbeing |
Sample 2- Essay: Australian immigration policy  
Sample 3- Explanation: Population culture in Australia  
Sample 4 Historical Inquiry: Kokoda  
Sample 5- Source Analysis: Atomic bombs |
Acknowledgments

This booklet was created by the Campbell High School Literacy Team 2014.

Special thanks to all of the teachers and students who contributed samples and ideas.

Point of Reference: ACARA