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MIGHTY MINDS

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by Steven McLabe

eBook

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An Introduction
to English Studies

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Junior Genre eBook

Introduction



What is a Genre?

A genre is defined as a category of written expression that is characterized by a particular style or subject matter. The term originated in French, meaning 'type' or 'kind', and is often referred to as 'form' or 'type' of writing. There are many different genres, and when it comes to literature and writing, there are two main genres: fiction and non-fiction. Within these there are sub-genres such as short story, novel, and autobiography. In some genres, you can go even further. For example, in the non-fiction genre, you can have persuasive and informative. Genres are used to categorize and define types of writing.

What is the Importance of Genre?

There is inherent value in texts conforming to a genre. A text that does not conform to a genre is trying to achieve before we become familiar with it. A text that does not conform to a genre is trying to achieve its purpose. Genre is critical for the author because if the author does not know the purpose of their text while writing, the text will be ineffective and will not hold any value.

Of course, choice of genre is often a matter of personal preference. However, it is addressed when constructing a text.

How to Construct a Text

To create a text, a good writer follows a series of stages.

1. Pre-Writing/Planning

In this section, the writer identifies their purpose and audience, which will help them in putting their text into perspective (and understanding what they are writing it).

The questions are:

- A. Why am I writing this piece?
- B. Who is my audience?
- C. What am I writing about?
- D. What medium will I best be able to present my thoughts?

These are the first of the considerations—and this will often be heavily influenced by the audience and c.



Choosing a structure to write will assist the author in following the structure of their genre and sequence their ideas in an effective way. Every individual will have a different structure that suits them, whether it is brainstorming, outlining or listing. All structures are based on the structure of the chosen genre and how the text will follow that genre.

Introduction



Planning a text before beginning to write will assist the author in forming their chosen genre and therefore sequence their ideas in an effective way. There are many different methods of planning that suits them, whether it is brain mapping or mind maps. Plans should integrate the structure of the chosen genre and the content.

2. Writing/Drafting/Redrafting

In this stage, the author forms their piece of work, using their plans as their foundations. In this stage, the true meaning of the text becomes easily identifiable.

If possible, it is best to leave your work for at least a few days before you approach it with a fresh perspective in your own mind. In some conditions, this will not be possible; however, you should always take a break from writing assignments.

3. Editing

In this stage of creating the work, the author reviews their work, paying particular attention to vocabulary, grammar and punctuation. In this stage, the tone of the piece may also be slightly altered; the author may also be asked to refine their work, they will have a more developed idea of what they are writing for (the intended audience). Vocabulary may be adjusted according to the audience (refines the level of subjectivity so that it is appropriate for the audience). In this stage, the author should be confident that they have written what they intended to write (what they are writing about).

When writing a response to a stimulus, you should not only ensure that you follow the steps that have been outlined in the stimulus, but also ensure that you are responding to the stimulus material and that your response is relevant to the stimulus. Your knowledge of genre structure should help you to make your response more relevant to the stimulus and allow you to create a more organised and coherent response.

4. Final

In this stage, the author's work is reviewed and edited. The final presentation of the work is then prepared. This may be a final proofread (in the case of written exams) or formatted nicely (in the case of a final proofread is needed to ensure no errors were brought into the



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Analysis Essay

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Writing an Analytical Essay



What is an Analytical Essay?

An analytical essay explores a topic in depth; they involve exploring a topic and discussing links between the evidence to gain a better understanding of what is being examined can be from any field: literature, science, history, art, psychology, culture or fashion. In many cases, the topic is narrow, making it easier to explore these broader topics.

What is the purpose of an Analytical Essay?

An analytical essay should seek to provide a detailed and thorough analysis of the fundamental links between the evidence. The reader should feel that something additional to what they already know about the topic. An analytical essay should also provide critical analysis of the evidence. The analysis will take on a different form depending on the field. For example, an analysis of fashion trends will differ from an essay analysing a text.

What should an Analytical Essay include?

Subject Matter

The content of an analytical essay should be based on the topic. In all cases, breaking the topic down into smaller parts and showing how they relate to broader themes is key. The following are some examples of analytical essays:

- **History.** An analytical essay on history should focus on the context and lead-up to the event, the immediate circumstances and the broader significance of the event.
- **Literature.** An analytical essay on literature should focus on the text. In some cases, it may be necessary to analyse the text by a common author, style, genre or mood. The analysis may focus on the exploration of a specific theme or idea, or a style (e.g. a first person narrator); they analyse how the writer(s) has used a specific device.
- **Science.** An analytical essay should be conducted with reference to the scientific method. It is important to understand how the results were achieved and how they *should* have been achieved.
- **Art.** An analytical essay must be based in logic. Analytical essays examining art should therefore analyse the logical argument being presented in the artwork.



In an analytical essay, an analytical essay exploring a topic in art will focus on one or more artworks. The essay may examine a single artwork, or compare and contrast between artworks of a particular artists or works from a given period.

Structure

Analytical essays can vary in structure, but all contain similar basic sections. Consider content and structure together to ensure that your essay has a clear focus. Every analytical essay should include the following elements:

- **Introduction.** The introduction should outline what the essay will be arguing.
 - **Thesis statement.** This is a single statement that ends the introduction of the essay. It is your perspective on the topic you are analysing.
- **Body paragraphs.** These paragraphs follow the introduction and contain the pieces of evidence you have analysed. In general, each paragraph should include a topic sentence that tells the reader what the paragraph is about, relating to this sub-topic, and your analysis of this evidence. Each paragraph should start with an original thesis statement, as this will keep the essay focused. Each paragraph should start with a topic sentence to the following paragraph. Again, this will help the reader to see the logical links between paragraphs. Evidence you call on may not always support your thesis, but your analysis will be in support of another thesis, but your analysis will be in support of your thesis. It will be in support of your thesis; it can be good to include different perspectives on the evidence supporting it.
- **Conclusion.** In the conclusion, you should summarise the points made in the body paragraphs and clearly show your final position on the topic of the essay. While you should not be introducing new evidence, you should endeavor to say something new about the topic. Your explanation of the links between the evidence and your thesis.

Some different examples of how to structure an analytical essay are provided below. Which of the structures do you think would be most effective for the topic and the word limit.

Structure 1

Introduction

Issue 1

- Your perspective
- Alternative perspectives
- Why your position is correct

Issue 2

- Your perspective
- Alternative perspectives
- Why your position is correct

Why alternative perspectives are incorrect

Conclusion

Structure 3

Introduction

Issue 1

- Explanation of this issue

Issue 1

- Effect of this issue on topic
- How it relates/supports your thesis

Issue 2

- Your perspective
- Alternative perspectives
- Why your position is correct.

Issue 3

- Your perspective
- Alternative perspectives
- Why your position is correct.

Conclusion

What are the language features of an Analytical Essay?

The language used in an analytical essay is formal. The following conventions are observed:

- **Objectivity.** You should avoid the use of personal pronouns, such as 'I' or 'we', where possible. This adds to the impression that the argument is based in fact and logic, rather than a subjective intuition.
- **Technicality.** It is a good idea to use vocabulary that is specific to the subject. For example, using scientific jargon in a scientific analytical essay. It is important to be aware of the intended audience. This will determine whether you need to define these specialist terms.
- **Clarity.** Your writing should be as clear and unambiguous as possible. The primary purpose of an analytical essay is to inform the reader, so it is important that the reader can interpret the way that you intend.
- **Variation.** While an analytical essay must be formal, it should also be interesting to the reader. This can be achieved by varying the sentence structure and using a range of interesting vocabulary.
- **Cohesion.** It should never be unclear to the reader what you are discussing on a particular topic. Use cohesive ties and linking sentences to connect your ideas and use a range of cohesive devices to ensure that the essay stays on track.

Vocabulary

As previously discussed, the vocabulary used in an analytical essay is formal. The specific vocabulary of the essay is based on the subject matter.

Context, Audience & Purpose

When writing an analytical essay, you need to consider the context (the circumstances surrounding the issue), audience (the people you are writing for) and purpose (the reason you are writing). These are important factors that determine what details you include and how much explanation is needed. You also need to consider how you will present and evaluate the topic and the evidence related to it, how you will structure your argument and ensure that your audience are well-informed on the details of the topic and the evidence.

Cohesion

Cohesion can be achieved by presenting the arguments in a logical fashion. This may mean using a range of cohesive devices to link paragraphs that raise points on the same side of the argument and using a range of cohesive devices to link paragraphs that are on opposite sides of the argument.

- Use cohesive devices such as "and", "furthermore" when you are connecting related points on the same side of the argument.
- Use cohesive devices such as "on the other hand", "conversely", and "by contrast" when you are connecting points on opposite sides of the argument.

Use conventional punctuation marks in your essay, but only when necessary.



Deconstructing an Analytical

TEXTUAL FEATURES

TITLE

A title gives the reader an idea of what the essay will be about.

INTRODUCTION

Your introduction can begin with your thesis statement, or with a broad introduction to the topic and its relevance to the reader. You should outline the main points that will be addressed in the essay, and you may begin to develop the links between these points and the thesis at this stage.

BODY PARAGRAPH 1

In a historical analytical essay, it is a good idea to give the context of the issue, and the historical facts. In this example, the first body paragraph gives the details of the first discovery of Australia by the British and the other relevant historical information (e.g., the loss of the American colonies).

BODY PARAGRAPH 2

The next body paragraph explains what the British perspective was a solution to the overcrowding in Britain.

BODY PARAGRAPH 3

The third body paragraph discusses the cost of transporting convicts to Australia.

Colonialists

Australia was inhabited by its Indigenous people for more than 40 000 years before the arrival of European settlers. In 1770, the British Empire claimed the mainland of Australia as part of **dominion**. The first penal colony was the first settlement in Australia. For the British, this was not the primary reason for colonisation. Overcrowding in Britain was a major problem in the late 18th century. The British Empire of Australia was beyond sight of the British mainland. The people who society wished to get rid of in Britain with an opportunity to start a new life in the southern hemisphere.

The first planned settlement was established on the east coast by the British in 1788. Captain James Cook, on his second voyage, discovered the east coast of Australia in 1770. The transit of Van Diemen's Land to Australia in April to the east coast of Australia. The fauna and flora which were not found in Australia. The British Empire's loss of the American colonies in 1776 was the primary reason for the British Empire's loss of the American colonies. The British Empire controlled the world. The British Empire could form the British Empire in America –³ but the British Empire's loss of the American colonies in 1776 was the primary reason for the British Empire's loss of the American colonies.

The British Empire's loss of the American colonies in 1776 was the primary reason for the British Empire's loss of the American colonies. The British Empire controlled the world. The British Empire could form the British Empire in America –³ but the British Empire's loss of the American colonies in 1776 was the primary reason for the British Empire's loss of the American colonies.

The British Empire's loss of the American colonies in 1776 was the primary reason for the British Empire's loss of the American colonies. The British Empire controlled the world. The British Empire could form the British Empire in America –³ but the British Empire's loss of the American colonies in 1776 was the primary reason for the British Empire's loss of the American colonies.

The cost of transporting a convict to Australia was

This text continues on the next page...



2. Cohesive ties help to create links between the different elements of your argument.
3. Interesting punctuation increases the flow of the text and keeps the reader engaged.
4. Refer to terms that your audience should be familiar with.

Deconstructing an Analytical

TEXTUAL FEATURES

Continued from previous page

purpose. The colony of Australia was not simply a convict colony that eased the pressure created by the **Industrial Revolution**⁴: it helped to expand and amplify its effect around the world, growing the power of the British Empire.



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Linking to National Curriculum



Year 7

This chapter will link to the following points of the National Curriculum:

English

- Understand that the coherence of more complex texts relies on the use of devices such as signposts, guide readers, for example overviews, initial and concluding paragraphs, and signposts, for example signposts or site maps or breadcrumb trails for online texts (ACELA1537)
- Investigate vocabulary typical of extended and more academic texts, including the use of classification, description and generalisation in building arguments and explaining processes (ACELA1537)
- Plan, draft and publish imaginative, informative and persuasive texts that explore particular subject matter and particular language, visual, multimodal and digital media, and ideas (ACELY1725)

Health and Physical Education

- Investigate the benefits of relationships and communication for personal and others' health and wellbeing (ACPPS074)

Year 8

This chapter will link to the following points of the National Curriculum in the subjects of

English

- Understand how cohesion is achieved through the use of examples of internal structure of paragraphs through the use of examples of internal structure of paragraphs (ACELA1766)
- Understand how coherence is achieved through the use of devices like lexical cohesion, ellipses, grammatical theme and other devices (ACELA1766)
- Recognise that vocabulary and style contribute to the abstraction and style of texts (ACELA1547)
- Use comprehension strategies to evaluate texts by reflecting on the validity of content and the credibility of sources, and to identify the text for the author's point of view (ACELY1734)

Geography

- The use of maps and drawing on a study from Indonesia, or another country (ACGEL001)

Year 9

This chapter will link to the following points of the National Curriculum in the subjects of

English

- Understand how persuasive texts that present a point of view and advance or defend a position are constructed, including texts that integrate visual, print and/or audio features (ACELY1746)

- Use knowledge to evaluate whether they should accept claims, explanations and arguments (ACELY1746)



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Analytical Essay

Year 8 – Urban Drift

Planning an analytical essay is essential to ensuring that it stays on topic and is easy to read for the reader.

Provided below is a plan for an essay that analyses the causes and effects of urban drift in Australia. List its strengths and weaknesses and create a revised plan.



HINTS:

- Keep in mind the purpose of an analytical essay.
- Analytical essays must have a logical structure to ensure the reader can follow the argument clearly.
- Before reading the plan, you may find it helpful to research the topic and write a short paragraph about this topic. What are the important points that need to be covered in order to gain a clear picture of the topic.

Introduction

- The causes of urban migration in Australia and its effects on the country's history, and how it has had both positive and negative impacts.

Body Paragraph 1

- When did urbanization begin in Australia?
 - Which areas were most affected?
- What was the historical context?

Body Paragraph 2

- Counter examples
 - Government policies that encouraged rural centres
- What does this tell us about the nature of urbanisation?

Body Paragraph 3

- Why is this important?
- Address the counter-argument

Conclusion

- Summarise the key points and answer the question: What are the consequences of urbanisation?
 - Increased violence
 - Access to facilities, higher wages

Conclude with a concluding statement that summarises the key points and answers the question: What are the consequences of urbanisation? This is a historical phenomenon that has affected Australia in both positive and negative ways, and will continue to shape our nation's growth and development in the years to come.



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Analytical Essay

Year 8 – Urban Drift

Strengths

W



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Analytical Essay

Year 9 – Scientific Truths

Using the stimulus material provided, write an analytical essay that discusses the information we gain through scientific experimentation.

HINTS:

- You may find it helpful to use the remaining space on this page to plan your essay.
- Consider how the information provided relates to the topic.
- Remember to begin with a clear thesis statement and return to it in each paragraph back to it.



- *The scientific method is the way that we obtain knowledge about the natural world.*
- *It involves asking a question, posing a possible answer, and then conducting an experiment that could potentially show whether the answer is correct or not.*
- *A good hypothesis should be falsifiable, meaning that it can be proven to be incorrect. By showing that a hypothesis is incorrect, the hypothesis is strengthened. A hypothesis can only be shown to be not incorrect, but never proven; it can only be shown to be not incorrect.*
- *Making experiments that test a hypothesis is a key part of the scientific method. Using logic, one must come up with reasons why the hypothesis is true, or, alternatively, not true. For example, the theory of gravity. If gravity does exist as it is, then dropping a ball will cause it to fall. If the theory is incorrect, or at the very least, does not always accurate predictions to be made.*

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Analytical Essay

Year 9 – Scientific Truths



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Analytical Essay

Year 9 – Scientific Truths



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Writing an Autobiography



What is an Autobiography?

An autobiography is a first-person account of the writer's life, including descriptions of particular events from the narrator's life, and offer reflections on the long-term effects of the event on the narrator. Generally, the events and experiences in an autobiography are of great importance to the narrator's life.

What is the purpose of an Autobiography?

Autobiographies are written for a number of reasons. They provide a way for the writer to share their life with the wider world, and to influence the social climate through the lens of the narrator. They can also be used to explore more universal themes, such as love, loss, and death. Autobiographies can also be used to help people understand their own lives. Not all autobiographies are well-known in the public sphere. By exploring the lives of others, the reader is able to form a personal connection with the experiences, the

What should an Autobiography include?

Subject Matter

An autobiography is primarily a collection of memories. While it is necessary to include some factual information, such as the date and location where an event took place (i.e., the political leaders at the time of the event), these should be used to frame events rather than as the main focus. An autobiography can be a memoir, which focusses on a particular period of the narrator's life, or a life story, which attempts to paint the entire picture of their life to date. It would be unusual to include a single event, so different significant periods can be described using different sections. The text and insight into the narrator's mindset and feelings should be presented in a number of ways:

- **Anecdotes** – These are short stories about specific incidents that illustrate or highlight a point. For example, introducing a talk about the importance of sun protection by telling a story about a friend who didn't wear sunscreen and was sunburnt in a particular place.
- **Reflections** – These are recollections of a place, person, or object that paints a picture of a particular time or event. These stories are potentially longer and include more detail. They can be amusing, but should still link to a greater theme or idea.



The order and stories are included in an autobiography is at the discretion of the writer. When writing an autobiography, consider what you want your readers to think about and include memories accordingly.

While an autobiography is predominantly factual, there is also a sub-genre of fictional autobiography where a narrative is presented in the form of an autobiography. In these narratives, the events are fictional; famous examples include *David Copperfield*, *The Catcher in the Rye*, and *Jane Eyre*.



Structure

In general, autobiographies present memories and stories from the narrator in chronological order, meaning the earliest information is given first, and the most recent information last. There are, however, no strict rules in this regard. If you are writing about an important person in your life for the first time, it might be appropriate to start with events that occurred years later to help describe their character or personality. It is particularly important to make sure that cohesion is maintained and that you are clearly telling this story where you are.

What are the language features of an Autobiography?

Tone

An autobiography does not need to be as formal as many other types of writing. It is conversational and should allow for a bond to form between the writer and the reader. It should always be written in the first person, as you are writing about your own life.

Vocabulary

The language should reflect the way that you think and speak. Use words that are your 'voice'. Consider phrases and words that you use often and try to bring these into your writing. Similarly, if there are special people, places, or things, include these. However, *do not* simply write down words that you come across as an amateurish. You should try to be as creative as possible with your vocabulary choices; you want the audience to feel like they are part of your life. Think about the past, so make sure that the words you choose are appropriate for the time.

Context, Audience & Purpose

The context, audience and purpose of your autobiography will determine not only which life events you include, but the way you write about them. Consider the demographic of your target audience will affect the way you write. You want them to feel about it.

Cohesion

In an autobiography, cohesion is important. It means that your writing flows smoothly. Here are some ways:

- **Chronological order** - Writing your life in chronological order is the best way to bring your story to life. Events that will affect your later experiences, so it is natural to write about them first.
- **Flashbacks** - A flashback is a device used by writer's to hint at future events. This can be incorporated as part of your autobiography.
- **Transitions** - Transitions are used both within your various recollections and throughout the entire autobiography. These include 'at the same time', and 'ultimately'.



marks !

Literary Devices

To create a rich and interesting story, there are a number of literary devices you can use of:

- **Alliteration & rhyme.** Alliteration involves making use of the same letter or series of words that are close together (e.g., Her clothing was in various colours.). Rhyming involves a series of phrases or sentences that end with similar endings.
- **Ethos.** Demonstrating to the reader that you have personal experience of the topic; they will place trust in your position of knowledge and authority (e.g., My wisdom of experience. Two years ago, I too...). Consider who you are, who you are trying to seem like an authority on and who are you trying to appeal to. Reference the opinions of people in positions of respect to support your argument.
- **Pathos.** This involves playing on your audience's emotions, such as sympathy, understanding and/or compassionate about a situation (e.g., I understand your guilt or sense of fairness (e.g., When calling for help, refer to an anecdote/story about how a homeless person or a child in need of a particular charity was able to provide help to someone else. This can greatly add to your appeal from the reader's perspective and evoke strong emotions or feelings from them).
- **Present tense:** writing in the present tense can create a sense of immediacy (e.g., Arctic whales are being caught in violation of international whaling laws.).
- **Inclusive language.** The use of 'we' and 'us' can help you connect with the reader, and 'you' can help you connect with the reader who is already connected to the issue (e.g., You are the only one who can help us solve this problem.).
- **Figurative language.** This is language that is not meant to be taken literally. It can evoke a sense of creativity and imagination.
 - **Metaphor:** a comparison between two things that are not alike in an essential way (or series of comparisons). (e.g., The health reforms have become the silent element of our lives).
 - **Similes:** a comparison between two things that are not alike in an essential way (e.g., Not acting on global warming is like not acting on climate change.).
 - **Hyperbole:** an exaggerated statement or claim, not meant to be taken literally (e.g., The price of petrol has gone up a million times.).
 - **Personification:** giving human qualities to objects, animals or ideas (e.g., The hissing waves are hissing bad fortune at the shore.).
- **Humour.** This is a way of making your writing more enjoyable for your readers; however you must ensure that it is not too self-deprecating or too negative. Humorous personal stories or anecdotes can be used to make your writing more engaging. Humour can be used in a number of ways, such as self-criticisms, sarcasm, irony, and satire. Sarcasm is a form of verbal irony in which the speaker says the opposite of what they mean (e.g., 'You're so smart, you must have a filling in one of your teeth.').



Deconstructing an Autobiography

TEXTUAL FEATURES

Continued from previous page

go up, not down. Up, to follow me. Up, to get revenge on me.⁵

I often think back to the day it all happened and wonder if maybe it *was*⁸ all my fault. But to say, I still believe I was in the right, and my sister was simply overreacting.

Embarrassingly for both of us, there was an argument over who was holding the blocks. This all occurred at a time when we were both far too old to be playing with blocks, let alone fighting over the blocks and siblinghood.

As far as I can recall, my sister had monopolised most of the blocks – she did not allow me to touch them. I chose was, not to touch them. I was not in motion, and I was not angry. I was enraged.

I learned
She

... her chin on the floor. It prior aided my...
... whether a wound from...
... story for another...
... howled like a banshee.

... blamed for the loss of an...
... thing, as the new stitches...
... until early May.

... from the occasional slip, we all...
... at negotiating the ladder-pole-...
... friends still delight in trying it out for...
... and feeling the slight terror that it...
... wrong.

... live in that house, or even that city,
... more, but it still occupies a special place in my...
... heart. Every time I walk past a park and catch sight...
... of a small fireman's pole, it takes me back to those...
... moments and I feel thankful for my parent's lack of...
... foresight into the potential dangers installing a...
... hole in the floor presented.



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Linking to National Curriculum



Year 7

This chapter will link to the following points of the National Curriculum:

English

- Identify and explore ideas and viewpoints about events, issues and characters drawn from different historical, social and cultural contexts
- Recognise and analyse the ways that characterisation, setting, plot, narrative, and discourses are used in different types of texts, and discuss the purposes and appeal of different types of texts
- Analyse and explain the ways text structures and language are used, according to audience and purpose (ACELY1721)

History

- Roles of key groups in Athenian and/or Spartan society, including the influence of law and religion (ACDSEH036)
- The significant beliefs, values and practices of ancient Greek civilisation, with emphasis on ONE of the following areas: everyday life (ACDSEH036)

Year 8

This chapter will link to the following points of the National Curriculum in the subjects of

English

- Create imaginative, informative and persuasive texts that reflect different events and advance opinions, using deliberate language and rhetorical devices and digital elements as appropriate (ACELY1736)

History

- Sequence historical events and processes (ACDSEH038)

Year 9

This chapter will link to the following points of the National Curriculum in the subjects of

English

- Understand how different text structures and language features, such as layout and font variations in constructing texts for different purposes, are used to create meaning and effect
- Understand how different text structures and language features are used for particular effects, for example characterisation, setting, plot, narrative, and discourses, accents and styles of speech (ACELA1562)
- Recognise and explain the ways text structures and language are used in texts to improve clarity and control over content, and to create meaning and effect, through the use of structure, vocabulary and audio/visual features (ACELY1747)

History

- Demonstrate the relationship between events and developments (ACDSEH164)



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Autobiography

Year 7 – Part of the Past

Q1. What are the details of the author of this biography? (e.g., gender, nationality, etc.)



Q2. What are the things that are important to the author? Provide evidence from the text in your answer.

Q3. What is the tone of the text? What does it tell you about the author and their feelings?

Q4. How do you think the role of women in ancient Greek society? Was it the same as today?



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Autobiography

Year 8 – This Is Your Life

The bulk of the events recounted in an autobiography are presented in chronological order, but they are also selected for how interesting they are, and how great an effect they have had on the writer.

Brainstorm the events from your own life that you think you would like to write about in your autobiography.

HINTS:

- Think of stories that you often tell to friends.
- Include both serious and humorous stories.
- What are events that have had a long-lasting effect on you?



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Autobiography

Year 8 – This Is Your Life

Create a timeline of your life that features the events you are planning in your autobiography.

Birth



Present



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