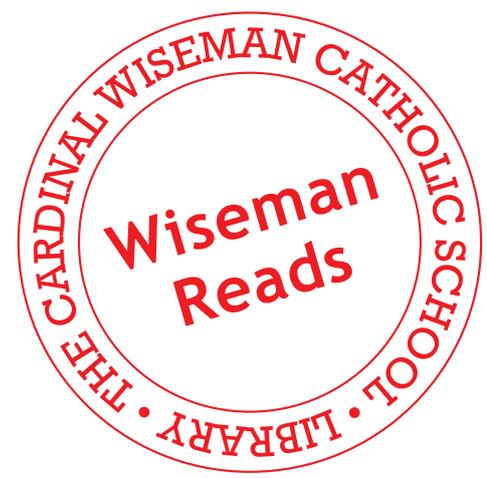




# **The Cardinal Wiseman Catholic School Library**

## **Style and Study Guide**





## Cite your sources

### Use the 5 ws

Who? Author

When? Date of publication

What? Title

Where? Place of publication

Who? Publisher



# Contents

## 1] Upper School Guide to The Cardinal Wiseman Library

|                          |   |
|--------------------------|---|
| Upper School Guide ..... | 2 |
|--------------------------|---|

## 2] Style and Study Guide

|  |    |
|--|----|
| Introduction .....   | 3  |
| Learning Styles: How you learn .....                                       | 5  |
| How to start researching a topic and finding the information you need..... | 6  |
| How to set out word-processed work.....                                    | 9  |
| Plagiarism.....  | 10 |
| Listening skills .....   | 12 |
| A guide to note taking .....   | 13 |
| Useful abbreviations for footnotes and end notes.....                      | 15 |
| Types of reading necessary for academic study.....                         | 16 |
| Some key vocabulary for academic study.....                                | 17 |
| How to compile and set out a bibliography.....                             | 18 |
| Quoting other people's work.....   | 23 |
| Revision .....   | 24 |
| Exam advice .....  | 25 |

### **This guide has been compiled by the School Librarians:**

Mrs Hilary McKenzie B.Sc.(Soc. Sci.), MA Lib. Sci., MCLIP and MA (Children's Lit.)

Ms Joss Knight Cert. Ed., BA Humanities, MA Lit.



# Upper School Guide to The Cardinal Wiseman Library

The Library at Cardinal Wiseman is a unique resource within the school. Our commitment to you includes:-

- an efficient service
- appropriate resources
- advice and guidance on how to research

As a library user, you have a responsibility for this shared resource which is available to all members of the school community. We ask that you treat other library users and staff with courtesy and respect.

## Librarians

Mrs Hilary McKenzie B.Sc.(Soc. Sci.), MA Lib. Sci., MCLIP and MA (Children's Lit.)

Ms Joss Knight Cert. Ed., BA Humanities, MA Lit.

Mr Michael Gallagher (Library Assistant)

## Books and Borrowing FAQs

### What are the numbers on the spines of the books?

The Library uses the Dewey Classification system to arrange the books on the shelves. If you need help finding a book, ask a Librarian.

### How do I borrow books?

Take the book to the circulation counter and ask to borrow it. It will be issued to you via the Library computer system.

### How many items can I borrow at one time?

You may borrow two fiction and one information book at a time.

### How long is the loan period?

The loan period is two weeks. If the book is not needed by another reader you may renew it.

### How do I return items?

It is best to return items in person and hand them to a librarian. Do not just leave items on the circulation counter.

### How do I reserve items which are on loan?

You will need to go to the circulation counter and ask to have an item reserved for you.

### Will I get fined for overdue books?

The Library does not charge fines for overdue items. However, if you lose library material you will be charged.

### What are overdue notices?

These are notices sent to Tutors and Heads of Year stating which students have overdue items. **If you have an overdue item you may not borrow anything else until that loan is cleared.**

### How do I know if you have the books I need?

Ask at the counter.

### What else does the Library offer?

The Library has a superb fiction collection which caters for all students and staff. The Librarians will assist in the finding of relevant and appropriate information in print or on-line. The Library has a wide collection of periodicals, i.e. newspapers, journals and magazines.



## Introduction

**Your studies are your responsibility, however your teachers and librarians are on hand to give you as much help as they possibly can.**

This is a bit scary but is also very exciting.

This type of independent work will stand you in good stead for University life where there is not such a high level of support as there is in school.

### How to start

If you want to do well you must develop background knowledge of your chosen subjects, not just accept what is given to you in class. The textbook is not the answer to everything.

Developing background knowledge can be done in different ways. You can read around the subject, using books (fiction and non-fiction) and journals, you can watch documentaries or TV dramas, you can go to exhibitions, the theatre or cinema, read newspapers, or browse the internet.

If you do not understand something or can't manage to get started, then it is really important that you ask for help as soon as possible.

Effective studying requires the following approach:-

- Be optimistic and hopeful
- Try to do your best
- Use all the help available to you
- Structure your time
- Study frequently
- Organise a routine for yourself
- Find time to relax
- Find time to exercise
- Find time to eat well
- Find time to sleep

- Find time to have fun with your friends and family
- Keep healthy physically and mentally
- If you are having problems, do not keep them to yourself but speak to your friends or an adult whom you can trust.

### Putting things off

Procrastination is putting off doing something that you really have to do. Everybody procrastinates at some time or another. However if you want to do well in your studies you need to keep procrastination under control. Putting things off can not only make you feel anxious and guilty, it can also result in you not leaving enough time for the work that you have to do.

### Why do people procrastinate?

There are many reasons for procrastination. Here are some:

- **Lack of motivation** You may not want to start because the work you have to do does not seem interesting.
- **You find it difficult to set priorities** You do not know where to begin so you just do nothing.
- **Lack of confidence** You believe that you will not be able to complete the work successfully
- **Standards are set too high** You want to do so well that you do not start because you are worried that you will not do as well as you would like.
- **Puzzlement** You are unsure about how to start or you feel you do not have enough information as to how to complete the work.
- **Too many things going on** You are busy doing lots of other things, or you are easily distracted which means you do not do the work.



### Are you a procrastinator? Try this quick quiz:-

If you agree with five or more of the following then you are indeed a procrastinator ...

- Sometimes I put off starting work I find difficult
- Sometimes I give up on work as soon as I start to find it difficult.
- Sometimes I wonder why I should be doing a particular piece of work.
- Sometimes I have difficulty getting started on my work.
- Sometimes I try to do so many pieces of work at once that I cannot do any of them.
- Sometimes I put off work in which I have little or no interest.
- Sometimes I come up with reasons to do something else when I have work to do.
- Sometimes I ignore work when I am not sure about how to start it or finish it.
- Sometimes I find myself thinking that if I ignore my work, it will go away.
- Sometimes, when faced with several pieces of work I cannot decide which one to start first.
- Sometimes I find my mind wandering rather than concentrating on my work.

If you are a procrastinator then you have to fight it and be aware that you are putting things off.

Once you get started you will feel so much better.

Break down your work into little pieces so that you can achieve something very quickly.

Have lots of breaks, reward yourself when you do achieve something but try not to get too distracted, you should get back to work quickly.

### Extended Project Qualification (EPQ)

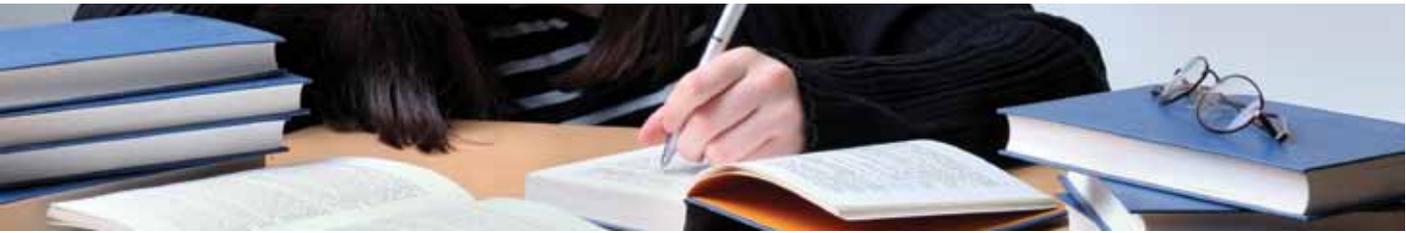
The AQA website says that the EPQ:

*“provides an opportunity for students to extend their abilities beyond the A-level syllabus and prepare for university or their future career.”*

The EPQ may be worth up to 70 UCAS points.

It allows students to explore an area of personal interest that may be related to the subjects they are studying but it does not have to be.

The EPQ helps to develop independent learning and research skills that are valued by universities and employers alike. Speak to your Sixth Form tutor if you think you might be interested.



## Learning Styles: How you learn

### Are you:

- **An independent enquirer?** Can you look at and evaluate information you have collected identify the task and work out how to proceed? Do you recognise that other people may have different ways of doing things?
- **A creative thinker?** Can you come up with good ideas and find out about them? Do you know that there are different ways to solve problems and can you work with others to decide the best solution?
- **A reflective learner?** Do you know your strengths and weaknesses? Do you set your own targets and know when you have met them? Do you ask for advice from others to help you learn?
- **A team worker?** Are you confident working with other people, and do you participate fully? Are you aware that it is important to listen to your team members?
- **A self-manager?** Can you organise yourself and take responsibility for your learning? Do you cope well with new challenges and make them part of your learning?
- **An effective participant?** Can you identify the issues that affect you and the people around you? Are you committed to improving things for others?



# How to start researching a topic and finding the information you need

## The Shopping Metaphor

*(Adapted from a concept developed by Nancy Graham, University of Birmingham, Acting Academic Support Team Manager 10/06/2009)*

Searching for information can be a bit like planning an important meal.

The good cook would never start without planning a shopping list. Without a full list the cook may waste time and buy the wrong items. Likewise, you need to identify what information you already know or have access to and then work out what extra resources are needed and where to go to find them.

The quality of the ingredients may differ depending on which shop is used. Likewise, you should be aware that the quality of information will differ depending on the resources that you use.

The cook needs to find things quickly in the shop. The same items may be in different aisles depending on how they are categorised. For example, raisins could be found with the snacks, with health foods, with fruit and veg. or with baking items. Likewise, the same information may be indexed in different ways.

Through careful planning, efficient searching and using good quality ingredients, the cook is able to produce what is needed. The cook has used a **search strategy**.

By identifying the information required and by using reliable resources from different media, you are able to provide appropriate background information for an essay, presentation or coursework. You have used a **search strategy**.

## Researching

Look very carefully at the task set.

Do you understand it? If not ask for help from your teacher.

Try to understand the way in which your work will be marked and graded. Do not spend too much time on a minor piece of work that is only worth a few marks, if you have other work that is worth lots of marks. You need to prioritise your level of effort. Be aware that in some subjects, for example, Photography, the final piece of work and the developmental work are worth the same marks, so need an equal amount of effort and care.

Identify exactly what is required, for example, if you are asked to write a 2,000 word essay titled “What developments were made in the use of tanks in WWII?” there is no point writing an essay on tanks, or an essay on WWII. What you must do is answer the question and write about the use of tanks in WWII.

What do you already know about the topic from your reading and from your class notes? Is it enough – probably not.

What do you need to find out in order to answer the question? **You must make a plan**. Write a list, brainstorm or do whatever suits your planning style.

Where can you find the information? Books, websites, periodicals, people, documentary TV programmes or films, radio; it is up to you to search as fully as possible.

## Books

Your teacher may give you a booklist for the topic. Make sure you use it.

Find out which books are available in the Department, School Library, your local library or



bookshops.

It really is worth buying your own books. Remember, you can always highlight or write in your own books but never in borrowed books. Also, you will not have the added pressure of having to return your books to the Library before they become overdue. There are several excellent online used bookshops that have books at really low prices. The Librarians at CWS recommend Alibris UK (<http://www.alibris.co.uk/>), Amazon Marketplace (go to the regular Amazon UK site and follow the links for the **Used & new books**) and Abe Books (<http://www.abebooks.co.uk/>).

## Websites

The internet is an amazing search tool but beware you will need to make judgement decisions about whether you have found correct and authoritative information. Do not just settle on the first page of results, check at least up to the 4th page.

You can refine your search to UK sites only if that is a sensible option.

For example, you need to research the use of tanks in World War II –

- [If you put **tanks WWII** into Google you get **hundreds of thousands** of hits]
- [If you refine your search and put in **tanks +WWII** you get **slightly fewer** hits]
- [If you refine your search further, using inverted commas around your terms by putting in **“tanks +WWII”** you still do not get a manageable number but they may be more relevant]

## Periodicals

This term includes journals, magazines and newspapers. Your teacher may give you the

article(s) you need. It is important to make use of them. However, you may have to find articles for yourself. There are many ways to do this – ask the school librarians to help you get started.

## People

People can be a very valuable resource; teachers, librarians, other students can all help to point you in the right direction or give you useful advice.

## Evaluating the quality of your source

Academic work requires academic sources.

Margaret Phillips (UC Berkeley Library, CA) says you should consider the following:-

### Scope

What is the breadth of the article, book, website or other material? Is it a general work that provides an overview of the topic or is it specifically focused on only one aspect of your topic? Does the breadth of the work match your own expectations? Does the resource cover the right time period that you are interested in?

### Audience

Who is the intended audience for this source? Is the material too technical or too clinical? Is it too elementary or basic?

### Dates

When was the source published? If it is a website, when was it last updated? Avoid using undated websites. Library catalogues and periodical indexes always indicate the publication date in the bibliographic citation.



### **Authority**

Who is the author? What are his or her academic credentials? What else has this author written? Sometimes information about the author is listed somewhere in the article. Other times, you may need to consult another resource to get background information on the author. Sometimes it helps to search the author's name in a general web search engine like Google.

### **Documentation**

A bibliography, along with footnotes, indicates that the author has consulted other sources and serves to authenticate the information that he or she is presenting. In websites, expect links or footnotes documenting sources, and referring to additional resources and other viewpoints.

### **Objectivity**

What point of view does the author represent? Is the article an editorial that is trying to argue a position? Is the website sponsored by a company or organization that advocates a certain philosophy? Is the article published in a magazine that has a particular editorial position? Think whether the publication is known to be conservative or progressive, or is affiliated with a particular group.

### **Websites**

While most of the strategies listed above for evaluating information can be applied to any type of resource (books, articles or websites), the unfiltered, free-form nature of the Web provides unique challenges in determining a website's

appropriateness as an information source. In evaluating a website, these are some questions that you can ask yourself:

- Is there an author of the document? Can you determine the producer's credentials? If you cannot determine the author of the site, then think twice about using it as a resource.
- Is the site sponsored by a group or organization? If it is sponsored by a group or company, does the group advocate a certain philosophy? Try to find and read "About Us" or similar information.
- Is there any bias evident in the site? Is the site trying to sell you a product? Ask why the page was put on the web?
- Is there a date on the website? Is it sufficiently up-to-date? Undated factual or statistical information should never be used.
- How credible and authentic are the links to other resources? Are the links evaluated or annotated in any way?

[<http://www.lib.berkeley.edu/instruct/guides/evaluation.html>]

### **Academic v popular information**

Academic work found in books and periodicals (journals) is usually original work.

It will almost always include good references including a bibliography and footnotes and will give the author's name and qualifications.

Popular work is often anonymous and covers areas previously written about by other people. The author, if named, does not have appropriate qualifications and the work is not supported by good referencing.



## How to set out word-processed work

When presenting word-processed academic work you should present it appropriately. Here are some basic points:

- Don't cause your reader any stress in reading your work.
- Choose a font that is easy to read, such as Times New Roman, Arial or Verdana (see below for examples)
- Be consistent in your choice of font for one piece of work.
- Print in black ink on white paper.
- Double space or one and a half space your work. (The option is there in the word processing software.)
- Leave a reasonable margin round your work. Microsoft defaults are 2.54cm for right and left margins and top and bottom of your page. If you can, set margins to 3cm. If you are using any type of binding then you may need to extend your left hand margin.
- Number the pages.
- The word count refers to your work without footnotes/endnotes and bibliography, it is worth putting the word count at the end of your essay.
- It's easier to put in notes as endnotes rather than footnotes, i.e. start a separate page not connected to your essay page and add the notes one by one as you write your essay. That way you won't have editing problems with your word processing package.
- Spell check to pick up obvious mistakes. A spell checker will not notice mistakes that are proper words, e.g. there and their, practice and practise. Be aware that some spell checks are set to American English.
- Proof read your work
- Ask someone reliable to check over your work as you will tend to see what you think you have put, not what is actually there.

### Examples

#### **New Roman (heading in 14pt bold)**

The quick brown fox jumped over the lazy dog. (text in 12pt regular)

#### **Arial (heading in 14pt bold)**

The quick brown fox jumped over the lazy dog. (text in 12pt regular)

#### **Verdana (heading in 12pt bold)**

The quick brown fox jumped over the lazy dog. (text in 11pt regular)



# Plagiarism

*This section is based on the Oxford University Educational Policy and Standards documents:*

Search for 'University of Oxford academic good practice' and this will take you to the University's Student Gateway for academic good practice with a section on plagiarism.

## What is Plagiarism?

Plagiarism occurs when a student uses someone else's words and ideas and passes them off as his/her own. The word plagiarism comes from a Latin word for kidnapping. A kidnapper steals another person, a plagiarist steals another person's ideas or work.

## Why should I avoid Plagiarism?

In the Sixth Form and at University your teachers and lecturers will encourage you to become an independent thinker; to read and assess other's work, weigh up different arguments and draw your own conclusions. At first you may find it quite difficult to do this as it is much easier and very tempting simply to paraphrase the work of others. However with more experience and careful citing of sources it will soon become second nature.

Do not be frightened of using the work of other authors. It is vital that you use other people's material in order to inform your argument. This material may take the form of text books, journal articles, websites and other media. However you must always acknowledge your sources and give credit to the authors of the work that you have used. Not to do so is lazy and sloppy academic practice. Do not be nervous of using other people's work. Just make sure that you show where the information came from.

Students are more and more likely to be found out if they plagiarise. Many examination boards and academic institutions now run detection software which can pick up plagiarised work. Students

who plagiarise are often disqualified from their assignment or course and in extreme cases sent down from their university or college.

## Types of Plagiarism

- Verbatim (word for word) quotations taken from another person's work
- Paraphrasing someone else's work by altering only a few words or simply changing the order of their words
- Giving a misleading impression that work is your own when in fact it has been taken from someone else
- Cutting and pasting from the internet
- Collusion

## What is Collusion and why should I avoid it?

Collusion occurs when a student dishonestly submits work that has been copied from someone else with that person's permission. Or when a student pays another person to do work for them or buys an essay from an internet site. Collusion is cheating.

## Unintentional Plagiarism

Not all cases of plagiarism arise from a deliberate intention to cheat. Sometimes a student may forget to cite his/her sources or not realise that a citation is required. Unfortunately these are not excuses for plagiarism and students will find themselves penalised.



### **Why should I cite my sources?**

- Not to do so is dishonest. Passing off other people's work as your own is stealing
- Good citation practice allows the person who is reading your work to follow up your references
- Good citation practice shows that you have completed the task yourself and not just used other people's work
- If you need to check later where information comes from you will be able to do so quickly and efficiently

### **Citing v referencing**

Both terms mean the same, i.e. to write down in a recognised format the source of information or quote that you have used in your work.



## Listening skills

**Good listening is important – focus on what your teacher is saying. As you take notes, think about what is being said. You will have to decide what is essential for your notes and what you can leave out.**

There are key words or phrases which hint that something important is going to be said, these include:-

- One of the key areas ...
- To sum up ...
- Major issues are ...
- There are two main theories ...

If you find you don't understand what is being

said, ask questions. It pays to be polite, put your hand up and wait to be noticed then say:-

- I'm sorry, could you explain what you mean by ...?
- Excuse me, I didn't understand ..., could you go over it again, please?
- Sorry for interrupting but I'd like to ask a question about ...

If you did not hear what the teacher said, put your hand up, wait to be acknowledged and ask for the information to be given again.

If there is something you did not understand, at the end of the lesson, go to your teacher and ask for clarification or, if there is no time, make an appointment to see them.



## A guide to note taking

Good notes make a huge difference when you need to write an essay or revise a topic.

Choose a style of note taking that suits you, but don't try to fool yourself that you don't need to take any ...

Good note taking starts with good listening.

Good lesson notes will record:-

- the topic
- sub-topics, if applicable
- who taught the lesson
- date of the lesson
- numbered pages, if you need more than one

If you get used to doing this now, it will become second nature and be invaluable later at college or university as it will help you keep track of notes when you need to look at them months later.

### Different forms of notes

- Notes from a lesson or lecture
- Handouts
- Notes from a book or periodical
- Notes from notes that you will use for revision
- Notes to help you get to grips with a topic
- Notes with instructions e.g. when an essay is due or the exact form in which your teacher expects work to be submitted

You can choose to use:

- a) a bound notebook (useful if you like all your notes following on one from another and in one place. Be aware that there is little flexibility in this layout.)
- b) pages from a pad which you then put in a binder. (You can move notes around and insert relevant notes from books and/or articles etc. Be aware that it is easy to misplace them if you don't file

them as soon as possible.)

- c) If you are using your own book or copy of an article you can use highlighters, underline passages and/or make notes in the margin that are useful to you. NEVER MARK UP A BOOK OR ARTICLE THAT IS NOT YOURS.

If you are taking notes from a lesson do not write everything down. You need to get the gist of what is said:-

- select what is most relevant
- if something occurs to you that your teacher has not said but seems relevant make a note of it. You could ask a question about it later to see if it is a useful point.
- use abbreviations, invent your own shorthand if necessary but be consistent!
- do not write full sentences
- If you are given hand outs during a lesson you could staple them to your notes so that they stay together

### The Cornell Note Taking System

#### Preparation

- Use a loose-leaf pad and write only on one side of the paper.
- Draw a margin about 5cm in on one side of the page (which side depends on you; right handers may prefer the left hand side, left handers may prefer the right hand side. Be consistent)
- This is the RECALL column.

#### In class

- You will write your notes on the wider side of the margin.



- As your teacher is talking, take notes.
- Write as clearly as you can but do not write in sentences. Do not write everything down, get the general gist of what is said.
- Use paragraph format to keep like with like.
- Skip a line to show a break in subject, thoughts, etc.

### **After class**

- After the class read through your notes and sort out anything that is not legible.
- Use the recall column to jot down ideas or key words that are important.
- Cover up the right-hand column and see if you can go over the basic points of the class.
- If you lay your notes out showing just the recall columns you have your revision points.

## **Other note taking styles**

### **Spider diagram**

These work well if you are a visual learner.

Write the main point that you wish to make notes about in the middle of your paper and draw a ring around it. Write sub-headings around this, connect them to each other if they are linked. A spider diagram shows logical links in a graphic format.

Look on the internet for examples of this study technique.

### **Mind map**

Mind maps were developed by Tony Buzan; they are a compact form of note taking which uses less paper than conventional notes. Mind maps use key words and images.

- You need to start with a blank piece of paper with the long side top and bottom.
- Begin in the very middle.
- Use at least three different colours of pen.
- Put your main idea (topic heading, subject, quote ...) in the centre.
- Put anything you think is linked to this around it, use a thick line to link the original idea with each second level notion
- Allow your thoughts to come freely
- Use pictures rather than words if you can.
- Use different colours, make it as attractive as you can
- Your mind map is very personal put down just what you need to remember.
- You can tape several mind maps together to make a giant map.

Look on the internet for examples of this study technique.

### **Lists**

You may be one of the people who does not like to use spider diagrams or mind maps but finds lists really helpful. In this case you might like to make lists of points and indent to show sub-points.

**What you need to do is to work out which system (or combination of systems) works best for you and then use it.**



## Useful abbreviations for footnotes and end notes

If you are writing formally, do not use these abbreviations – write the words in full, in English. If you are writing about an organisation that is known by an acronym write it out in full first with the acronym in brackets after. Once you have done this you may use the acronym, for example Library Resource Centre (LRC).

|          |   |
|----------|---|
| app.     | appendix  |
| b.       | born  |
| c. or ca | circa (about), used with dates when the exact date is not known |
| cf.      | (confer) – compare  |
| ch.      | chapter, pl. chs.   |
| d.       | died  |
| e.g.     | (exempli gratia) for example                                    |
| ed.      | edition, editor, edited by, pl. eds                             |
| esp.     | especially  |
| et al    | (et alii) and others  |
| etc.     | (et cetera) and the rest  |
| et seq.  | (et sequens) and the following                                  |
| fig.     | figure  |
| f. or ff | following, e.g. 22ff. means on page 22 and the following pages  |
| ibid     | (ibidem) in the same place                                      |
| i.e.     | (id est) that is  |
| loc.cit. | (loco citato) in the place cited                                |
| n.d.     | no date given   |
| no. / #  | number  |
| op.cit.  | (opere citato) from the source already quoted                   |
| p/pp     | page/pages  |
| passim   | throughout  |
| q.v.     | (quod vide) denotes a cross reference                           |

|        |  |
|--------|--|
| Q.E.D. | (Quod Erat Demonstrandum) that which was to be shown                                       |
| sic.   | put in brackets after a quote to show that you recognise it looks wrong but it is accurate |
| trans. | translator, translated by  |
| viz.   | (videlicet) that is to say ...   |
| vol.   | volume pl vols.  |
| >      | greater than, more than  |
| <      | lesser, smaller than   |
| ∴      | therefore  |
| ∵      | because  |

### Making your own abbreviations

**Make sure you can work out the original word! Context is useful here.**

Some words have accepted abbreviations, e.g.

|       |             |
|-------|-------------|
| dept  | department  |
| govt  | government  |
| maths | mathematics |

You can choose to write just the beginning of a word, e.g.

|        |            |
|--------|------------|
| diff   | different  |
| expans | expansion  |
| parl   | parliament |

You can choose to leave out vowels, e.g.

|          |             |
|----------|-------------|
| clrty    | clarity     |
| prmsv    | permissive  |
| substntv | substantive |
| tmrty    | temerity    |



# Types of reading necessary for academic study

## Reading is not passive.

If you are reading a text for any academic purpose then you have to connect with the text in order to extract the information you need.

Reading for study will involve either skimming, scanning or close reading.

## Skim reading

Read as quickly as possible picking out the main ideas but don't concentrate on background or supporting material. You are looking for the gist of the information.

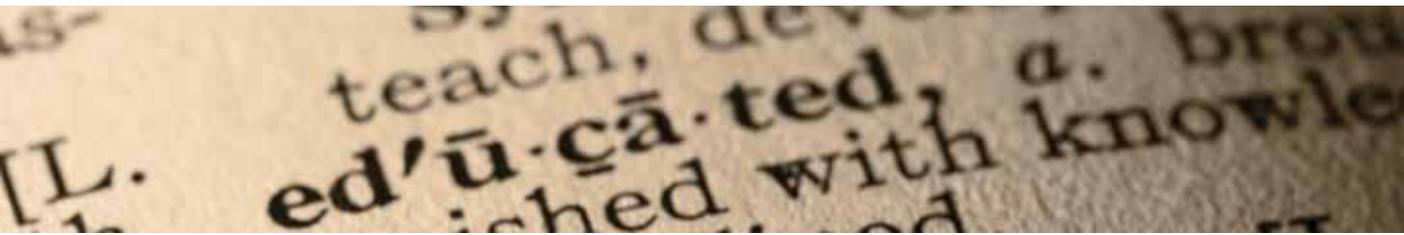
## Scanning

This is useful when you want to find out something specific that is in the middle of a list of some sort. It may be a name, a word (e.g. in a vocabulary list) a time/date ... Look over the page(s) as quickly as possible until you find what you are looking for.

## Close reading

This is the type of careful and methodical reading required for academic study:

- you will have to concentrate on the material and think about what you are reading.
- ask yourself questions as you read e.g. do you agree with the author? Is there anything to be added to what they say?
- if you don't understand something the first time you read it, try again. Sometimes it may take several readings before you understand what is written.
- talk to your teacher if you still need help to make things clear.
- Try to develop a strategy for close reading that suits you and your learning style.



## Some key vocabulary for academic study (Definitions are from Chambers 21st Century Dictionary)

|            |  |
|------------|--|
| Analyse    | to examine the structure or content of something in detail           |
| Calculate  | to work out, find out or estimate, especially by mathematical means. |
| Cite       | list your sources in full  |
| Compare    | examine items to see what differences or similarities they have      |
| Complete   | make something whole, or finished                                    |
| Consider   | assess something in a thoughtful manner                              |
| Contrast   | point out the differences between items                              |
| Criticise  | analyse and assess   |
| Debate     | discuss this topic, these topics                                     |
| Define     | give an exact meaning of term or terms                               |
| Describe   | say what something is like   |
| Diagram    | draw and label   |
| Discuss    | consider a topic from several points                                 |
| Enumerate  | set out in list form   |
| Evaluate   | discuss and make a judgement about a topic                           |
| Explain    | give a clear account of a topic, make it understandable              |
| Illustrate | make something clear by providing examples                           |
| Interpret  | explain the meaning of something                                     |
| Justify    | show something to be right   |
| Name       | provide a list of people/theories etc                                |
| Outline    | give the main points of something without going into detail          |
| Predict    | give a forecast of what may happen                                   |
| Prove      | show something to be true  |
| References | a full list of your sources  |
| Relate     | show a connection between things                                     |
| Review     | give a survey of something in a formal style                         |
| Show       | prove or demonstrate something                                       |
| Sketch     | give a short, descriptive account of something                       |
| Solve      | explain something and/or give an answer                              |
| State      | express clearly  |
| Suggest    | put forward a possibility of something                               |
| Summarise  | explain something in as few words as possible                        |
| Trace      | explain something step by step                                       |
| Verbatim   | quoting someone else's work, word for word                           |



## How to compile and set out a bibliography

**A bibliography is a complete list, in alphabetical order, of the books, periodicals etc. that you have used researching your work.**

Your bibliography should give details of any resources you have used for your work. This includes books, articles, DVDs, e-books, the internet, TV programmes or newspapers.

A bibliography should be on a separate page (or pages if you have used many sources) at the end of your work, set out in the alphabetical order of authors' surnames. Sources that don't have authors (for example, encyclopedias, films) should be listed by title.

**Bibliographies can also be known as References.**

The most important thing to remember about a bibliography is that:

1. You really need to make sure you take down all the relevant details when you first use your source.
2. Do not believe that you will remember later on. You will not. For books you must make a note of author, title, publisher, place of publication, date of publication. For nonprint media you need to give the dates of production/publication as well as the date you viewed/accessed the information.
3. ISBNs are invaluable if you are tracking something down but are not required in the actual bibliography. They will help if you have lost some essential detail as you can then trace the item and get the correct details.

4. It is a good idea to use a card index system, or a notebook for recording these details. If you use a computer always have a backup of some sort.
5. You must be consistent in how you set out your bibliography.

**Where to find the information for a bibliography**

Where do you get the information from? In books it is generally on the title page and the back (the verso) of the title page. Sometimes publishers put the relevant information at the very back of a book just to keep you on your toes.

In periodicals (magazines and newspapers) the information will usually be at the front but be aware that you need to check the exact page numbers of the article.

If you can't find all the information, put down what you have got (you could always ask someone else to look just to double check that it really isn't there). If, for example, you cannot find a date put n.d.

If you take the ISBN or ISSN (unique identifying numbers for books and periodicals) you might be able to check the details on an on-line library catalogue or even Amazon. Bibliographies never ask for ISBNs but when you are taking your notes it can be a really helpful backup if you've forgotten to write down something vital.

N.B. Once you get to college/university you will find that different institutions or even different departments in the same institution require different layouts for bibliographies. What you need to remember is that, in academic life, bibliographies,



references and quotations are taken extremely seriously and must be set out as required. You will lose marks if you don't follow the recognised style.

It is really good practice for you to be using a style guide now. If you ask anyone who has submitted essays, dissertations and/or theses they will tell you that preparing the bibliography and checking references was a most painstaking task which had to be done properly as your tutor/supervisor will check them with great care.

This style guide is based on the Harvard system emphasising author – date. Using this system you should indent from the second line onwards.

If you are writing by hand you should underline titles of books, if you are word processing, put the title in *italics*.

## Books

### Single author:

Last name of author, initial(s)/name(s) (date of publication) *Title of the book*, place of publication: publisher

e.g.

Manguel, Alberto (1997) *A History of Reading*, London: Flamingo

Note the use of the comma after the title and the colon between the place of publication and the publisher.

### Two (or three) authors:

Last name of first author, initial(s)/ name(s) and first name of second author/ initials Surname (date of publication) Title, place of publication: publisher  
e.g.

Smith, A. J. and Catherine Phillips (1996) *John Donne: The Critical Heritage*, London: Routledge  
(Note the change in the order of the second author, it would be in the same order for a third author too.)

### Four or more authors:

Last name of first author, initial(s)/name(s) followed by et al. (date) Title, place of publication: publisher  
e.g.

Salmon, Merrilee et al (1992) *Introduction to the Philosophy of Science*, New Jersey: Prentice-Hall  
(et al is Latin for 'and others')

### Editor:

Last name of author, initial(s)/first name(s) (ed.) (date) Title, Place of publication: publisher  
e.g.

Gates, Henry Louis (ed.) (1990) *Black Literature and Literary Theory*, London: Routledge

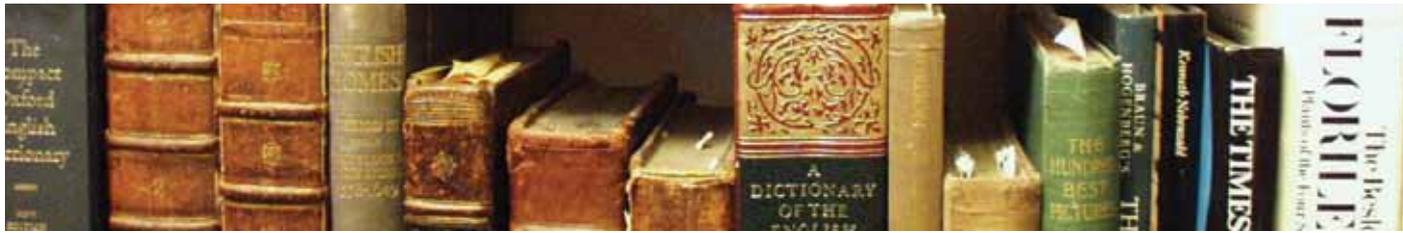
If there is more than one editor use the same style as for a book with more than one author remembering to put (eds.) in brackets before the date

### If a book is a second (or subsequent) edition:

Follow the general style for single or multiple authors making sure that you state, in brackets at the end of the citation, when the book was first published.

e.g.

Defoe, Daniel (1992) *Robinson Crusoe*, London: Everyman (First published 1791)



**If the same author has more than one book, article in a journal or chapter in a book listed in your bibliography:**

Order these by date of publication. If there are some published in the same year differentiate between them by using lower case letters of the alphabet, starting with the letter 'a'. (If it's not clear you just have to make a decision but the details should be available somewhere.)

e.g.

Nikolajeva, Maria (1996) *Children's Literature Comes of Age: Towards a New Aesthetic*, New York: Garland Publishing

Nikolajeva, Maria (2000) *From Mythic to Linear: Time in Children's Literature*, Lanham, Md: Scarecrow

Nikolajeva, Maria (2002a) *The Rhetoric of Character in Children's Literature*, Lanham, Md: Scarecrow

Nikolajeva, Maria (2002b). 'The Verbal and the Visual: The Picturebook as a Medium', in Sell, Roger D. (ed.) *Children's Literature as Communication*, Amsterdam: John Benjamin's Publishing Company

**If the book has been translated:**

You should acknowledge the translator. Use the regular style for citing the author but add (translated from the Language ... by name) after the title

e.g.

Derrida, Jacques (2004) *Writing and Differences*, (translated from the French by Alan Bass) London: Routledge

**For chapters/articles in books:**

Last name of author, initial(s)/name(s) (date of publication) 'Title of article in single inverted commas' in last name of author, initial(s)/name(s)

Title of Book, place of publication: publisher. e.g.

Galbraith, David (2002) 'Theories of Comedy' in Leggatt, Alexander (ed.) *Shakespearean Comedy*, Cambridge: Cambridge University Press

**For an e-book:**

Author, (Year) Title of Book, Publisher/Version, date accessed. e.g.

Smith, Adam (2008) *The Wealth of Nations*, Kindle version, accessed 15th July 2012 from amazon.co.uk

**Periodicals**

**For an article in a journal or magazine:**

Last name of author, initial(s) or first name(s) (date of publication) 'Name of article in single inverted commas', Title of journal, volume 'no.', number of journal, page numbers of article. e.g.

Newman, Barbara (2004) 'Rereading John Donne's Holy Sonnet 14', *Spiritus: A Journal of Christian Spirituality*, Volume 4, no. 1 Spring, 84-90

**For a newspaper article**

Last name of author, initial(s) or first name(s) (date of publication) 'Title of article in single inverted commas', Title of newspaper, day and month, page number. e.g.

Alberge, Dalya (2005) 'John Donne: 17th Century poet of pop', *The Times*, Monday 9th May, 47



## Electronic Media

### For a web document with one author

Last name, initial(s)/name(s) Title of Web Page, (date of posting/revision) name of organisation/institution affiliated with the site, Date retrieved from <electronic address>

e.g.

**Kelly, Kate** *Infusing Information Literacy and Big 6 Information Problem Solving: Research Project Worksheet*, (2004) Chariho Regional School District, Retrieved 07/09/2006 from <<http://www.chariho.k12.ri.us/hv/Infolittem.htm>>

### For a web document with no author:

Title of web page, (date) date retrieved from <electronic address>

e.g.

**Information Literacy in Schools**, (2001) Retrieved 15/09/2006 from <<http://dis.shef.ac.uk/literacy/school.htm>>

### For a web document with no date:

Institution (n.d.) Title of the web page, date retrieved from <electronic address>

**Chinese Culture Centre Zodiac Page**, (n.d.) Retrieved 15/09/2006 from <<http://www.c-cc.org/chineseculture/zodiac/zodiac.html>>

### For a Podcast

Broadcaster/Author, Year. Programme title, Series Title. (if relevant) [type of medium] date of transmission. Available at: include web site address/URL (Uniform Resource Locator) [Accessed date]. e.g.

**National Gallery**, 2008. *Episode Seventeen (March 2008)*, The National Gallery Monthly Podcast. [podcast] March 2008. Available at: <<http://www.nationalgallery.org.uk/podcasts>> [Accessed 23 June 2009].

### For a personal e-mail

(which may include attachments)

Surname, initial(s)/name(s) (date) <e-mail address> Message/Attachment Header or Title, message/attachment sent to Surname, initial(s)/name(s) <e-mail address> (sent dd/mm/yy, accessed dd/mm/yy). e.g.

**Marshall, Kate** (2006) <k.b.m.marshall@GRE.AC.UK> Cephalonian Induction, attachment sent to McKnight, P <user2775@wiseman.org.uk> (sent 04/08/2006, accessed 06/08/2006)

### For a TV programme

Series title (date) Title of programme [TV programme] Channel, date of transmission. If there is no series title, lead with the title of the programme Title of programme (date) [TV programme] Channel, date of transmission. e.g.

**Panorama** (2006) *Jill Dando's Murder: The New Evidence* [TV programme] BBC 1, 5/9/2006

or

**Akenfield Revisited** (2006) [TV programme] BBC 4, 24/4/2006



### **For a blog**

Author/User name, Year. Title of individual blog entry. Blog title, [medium] Blog posting date. Available at: include web site address/URL (Uniform Resource Locator) [Accessed date].

**Whitton, Felix., 2009. Conservationists are not making themselves heard. *Guardian.co.uk Science blog*, [blog] 18 June. Available at: <<http://www.guardian.co.uk/science/blog/2009/jun/18/conservation-extinction-open-ground>> [Accessed 23 June 2009].**

### **Blog comments**

Comment Author, Year. Title of individual blog entry. Blog title, [medium] Comment posting date. Available at: include web site address/URL (Uniform Resource Locator) [Accessed date].

**DGeezer, 2009. Conservationists are not making themselves heard. *Guardian.co.uk Science blog*, [blog] 18 June, Available at: <<http://www.guardian.co.uk/science/blog/2009/jun/18/conservation-extinction-open-ground>> [Accessed 23 June 2009].**

An in text reference for the above examples would read:

(Whitton, 2009)

(Geezer, 2009)

### **For a film**

Film title (date) [Film] Directed by Name, Place of production: production company  
e.g.

***The Wicker Man* (1973) [Film] Directed by Robin Hardy, UK: British Lion Films**

### **For YouTube video**

Screen name of contributor, Year. Video Title, Series Title. (if relevant) [type of medium] Available at: include web site address/URL (Uniform Resource Locator) [Accessed date].

**Mrgeorged, 2009. *Top Gear The Stig revealed Full*. [video online] Available at: <<http://www.youtube.com/watch#!v=eTapK5dRaw4>> [Accessed 23 June 2009].**

### **For a film or TV programme on DVD or video**

(use the style appropriate to either a film or a TV programme.) ***You also need to put down when you watched it.***

### **Film**

**Film** title (date) [Film on DVD or Video] Directed by Name, Place of production: production company (date viewed). e.g.

***The Wicker Man* (1973) [Film on DVD] Directed by Robin Hardy, UK: British Lion Films (viewed 07/09/06)**

### **TV programme**

Series title (date) Title of programme [TV programme on DVD or video] Channel, date of transmission. If there is no series title, lead with the title of the programme

Title of programme (date) [TV programme on DVD or video] Channel, date of transmission (date viewed) e.g.

***Brian Sewell's Grand Tour* (2006) [TV programme on DVD] Channel 5, Spring-Summer 2006 (viewed 9th September 2006)**

Susan Hill’s protagonist describes London as having “pools of sulphurous yellow light, as from random corners of some circle of the Inferno” (Hill 1998, p.26).

## Quoting other people’s work

When you are quoting from a source, verbatim, you should make it clear where your quote begins and ends. Short quotes can be put in the body of your text, the writer’s words should be set in double quotation marks and you should cite the source with the page number.

You would then, in your bibliography have the full details of the source of the quote.

**Hill, Susan (1998) *The Woman in Black*, London: Vintage Books**

### **For example:**

Susan Hill’s protagonist describes London as having “pools of sulphurous yellow light, as from random corners of some circle of the Inferno” (Hill 1998, p.26). This description typifies the gothic nature of the text.

If you have a long quote which will take up more than three lines you do not use quotation marks but employ indentation and separate the quoted text from your writing.

### **For example:**

Susan Hill uses evocative language to describe the atmosphere created by a foggy day in London. This resonates with the reader as a description of the bleakness and uncertainty surrounding the events of the book.

Fog was outdoors, hanging over the river, creeping in and out of alleyways and passages, swirling thickly between the bare

trees of all the parks and gardens of the city, and indoors too, seething through cracks and crannies like sour breath, gaining a sly entrance at every opening of a door. It was a yellow fog, a filthy, evil-smelling fog, a fog that choked and blinded, smeared and stained. Groping their way blindly across roads, men and women took their lives in their hands, stumbling along the pavements, they clutched at railings and at one another, for guidance. (Hill, 1998, p.25)

If you want to quote from a text but the quote is too long or not completely relevant then use ... (ellipsis) to indicate that you have left something out of the text.

### **For example:**

The protagonist describes Mrs Drablow’s house in terms that indicate to the reader that there is a strange and intimidating atmosphere.

“After what I had heard ... about the late Mrs Drablow, I had had all sorts of wild imaginings about the state of her house. I had expected it, perhaps, to be ... like the house of poor Miss Havisham.” (Hill 1998, p. 69).

## Footnotes

Footnotes should be very brief. They can supply comment on information provided or descriptions of additional sources of information.



## Revision

### Did you know?

The brain remembers:

- 20% of what is read in print
- 30% of what is heard in speech
- 40% of what is displayed
- 50% of what is said or explained to others
- 60% of what is done in hands-on activities
- 90% of what is read, heard, seen, said, and done!

Revision is essential if you want to do well but you need to develop a style that suits you. This may be linked to your learning style but does not have to be.

Use as many different techniques as you can face; it may help prevent boredom but do not fool yourself into thinking about revision rather than actually revising.

For example:-

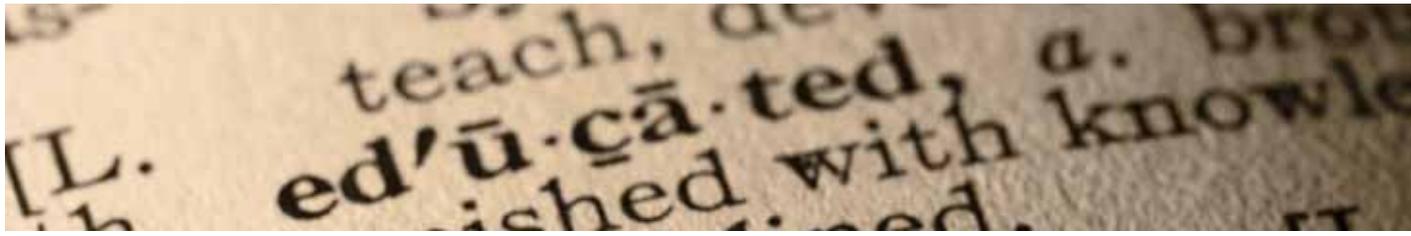
- If you are revising vocabulary for a foreign language you can record yourself on your phone or MP3 player and play back as often as you need in order to memorise the material.
- Index cards or post it notes can be useful if you want to write main points about a number of topics. You can put them in any order that suits you and go over the points relating to the topic.
- Mind maps or other graphic formats are helpful for some people.
- Take plenty of breaks as you revise but be realistic in allowing plenty of time for revision.
- Make sure you get plenty of rest.
- Make sure you exercise.
- You may find it helpful to divide your day into three parts. Always make sure that you have one part devoted to rest and recreation and the other two to work.

| Effective Revisers  | Ineffective Revisers   |
|---|--|
| Know their material so well that they are able to answer questions from any angle | Know only some sections really well so they have to make this material fit the exam question even if it is not a good match. They gamble on which questions will be set. |
| Continually ask questions around the topic.                                       | Limit themselves to what has been taught in class.   |
| Link the ideas in topics  | Do not link topics together.   |
| Discuss their revision with others.   | Do not discuss their revision with others.   |
| Look for examples.  | Do not think there is anything they can add to what they have done in class.   |



## Exam advice

- Get multiple copies of your exam timetable and put them up in obvious places.
- Do not rely on friends to give you exam times, check with school.
- Make sure the school has a current contact number for you.
- Get to school in good time for the exam.
- Make sure you have pens and any other equipment you need.
- Stay calm, try not to panic.
- Do not start asking other people: 'What have you done for revision?', 'Do you know about?' ... it will not help.
- Know yourself, do not cram in last minute revision if you tend to panic.
- If you think you have the wrong paper, attract the attention of an invigilator and make sure you have the correct paper.
- Read the front of the paper before answering questions.
- Make sure you have read all the questions, always check both sides of the paper.
- Read all the relevant questions before you make a choice of which ones to answer.
- Read the question more than once before you start to answer it.
- Make sure you have something to eat before your exam (more than just chocolate or crisps).
- Once an exam is finished, forget about it. Focus on the next one, not what you could have done in the last one.



## **The Cardinal Wiseman Catholic School**

Greenford Road, Greenford, Middlesex UB6 9AW

Telephone: 020 8575 8222 | Facsimile: 020 8833 2090

Web: [www.wiseman.ealing.sch.uk](http://www.wiseman.ealing.sch.uk) | E-mail: [info@wiseman.ealing.sch.uk](mailto:info@wiseman.ealing.sch.uk)