

SCAN

Vol 22 Number 1 February 2003

Professional Support and Curriculum Directorate

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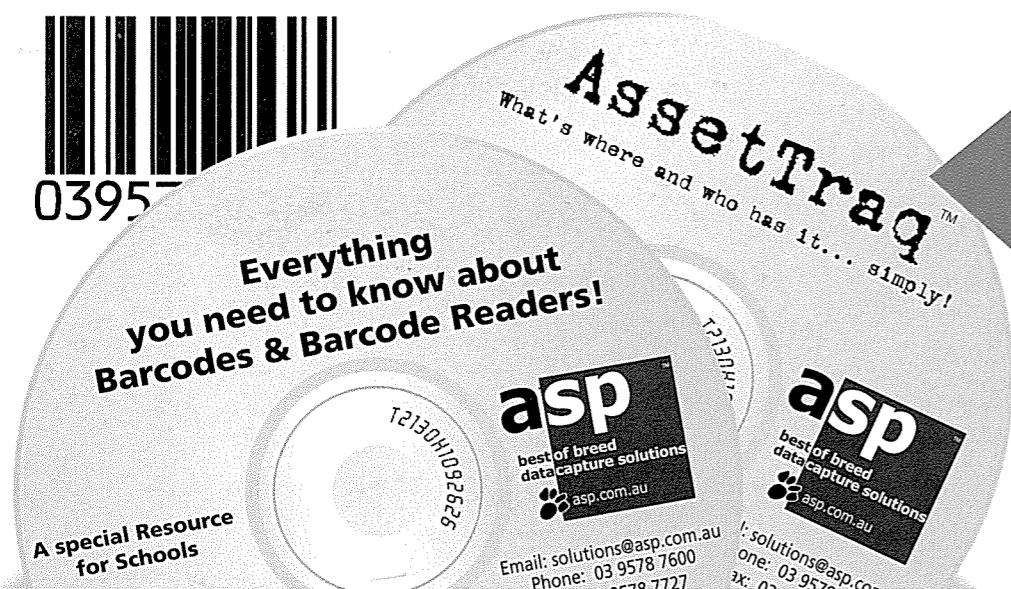


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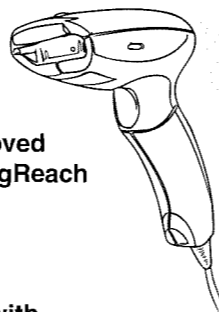
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From the Editor



Welcome back to *Scan* for another year. As the incoming Editor, I look forward to the task of presenting further professional support and information for teacher-librarians and teachers in 2003.

The feedback about *Scan* that is received from individuals and network meetings is that it is an invaluable reference journal, especially appreciated for inclusions such as online learning ventures (book raps and Quality Teacher Projects), resource reviews and SCIS and *OASIS Library* news. Such feedback is always welcome and enables the School Libraries and Information Literacy team (SCIS/*Scan*), to produce a relevant resource which supports teacher-librarians and teachers.

This issue of *Scan* contains some exciting new design features which enhance the articles. We hope you enjoy the addition of colour to selected segments. To reflect the current priorities from our Directorate, a new section has been added, from *Professional Support and Curriculum*. *Noticeboard* and *Briefly* continue to report events, awards, and news from other educational organisations. We look forward to receiving items of interest from our readers to include in these sections. If you know of an upcoming conference, professional development activity, award ceremony, or teacher-librarian in the media, do what Sue Macaulay at Corowa Public School did (see page 42) and let us know about it! The contact details for our team are in Colleen Foley's *Currents* column.

In 2002 Ross Todd brought us the latest research into evidence based practice. Several articles and reports were published in *Scan* showing how this was being implemented in collaborative planning and teaching. The emphasis on demonstrating the way that teacher-librarians are making a difference will continue throughout the year, with the first two examples appearing in this issue. The adoption of an evidence based practice approach into a program of independent learning has been successful at Asquith Girls High School. Jenny Scheffers has also adopted this approach, in collaboration with a classroom teacher, on a book rap at Marayong Public School. If you gather evidence about the impact of your role as a teacher-librarian, why not share your experience with your colleagues and write a report for *Scan*?

The literacy demands of the HSC science syllabus are explained in two articles in this issue. Ric Tester writes about information literacy and outlines some strategies for teacher-librarians to integrate the information skills process with the secondary science curriculum. In their article, Alexia Martin and Pam Dunstan discuss scientific literacy and give examples of how the information skills process assists in deconstructing HSC questions.

If you require an additional subscription for *Scan*, the subscription form/tax invoice is available from the *School libraries: empowering learning* web site at <http://www.schools.nsw.edu.au/schoollibraries/scan/subscribe.htm>

Remember to check the site for information about raps, past issues of *Scan*, District network news, the database of resource reviews and publications available for teacher-librarians. The information skills process is available as a PDF document from <http://www.schools.nsw.edu.au/schoollibraries/resources/policy.htm>

I hope that the start of the year is rewarding for everyone and that you enjoy this first issue of *Scan* for 2003.

Sally Rasaiah

Currents



Colleen Foley is
Manager, School
Libraries and
Information Literacy
Unit (SCIS/*Scan*).

2003

promises to be another exciting and challenging year and I wish you all the very best.

New Editor

I would like to formally welcome Sally Rasaiah, the new *Scan* Editor, to our team. Sally brings extensive experience as a teacher-librarian, mentor, reviewer and assistant editor. Both Sally and Liz Maxwell, our other new team member introduced last issue, will enrich the support we offer teacher-librarians and school libraries across NSW.

On the Internet

By now you will be seeing some changes happening in our web presence, *School libraries empowering learning* at <http://www.schools.nsw.edu.au/schoollibraries>, as part of the update of the Professional Support and Curriculum Directorate site update. Watch our site for further changes as the term progresses. Thank you to all those who provided invaluable feedback and suggestions to help us improve our site. We are also updating the District contact details on the site. Again thanks to those who have provided updated information to include. If you notice any changes required in the contacts list please let me know.

...and information communication technologies (ICT)

In this issue you will find updated information regarding the new Internet Services and Products (ISP), some ICT related professional development opportunities, and computer skills assessment. We will continue to provide updated information supporting integrating ICT in teaching and learning, implications for teacher-librarians, and related professional development in *Scan*, and on our web site through the year. Copies of *Curriculum support*, sent to NSW government schools each term and available to others by subscription, is also a good source of up to date information in this area.

The *Linking syllabus outcomes and information skills* online courses will continue to be offered in 2003, with the next courses commencing in Term 2.

Our exciting program of raps and book raps also continues. To view current and planned raps and book raps go to <http://www.schools.nsw.edu.au/schoollibraries/teaching/raps/> To ensure you are viewing the latest version of these web pages simply hold down your Shift key and click Refresh or Reload on your web browser.

District support

Members of our team are keen to attend District and cross District events, network meetings and conferences. Working together is what we teacher-librarians and teaching colleagues do so well. These are important occasions for sharing ideas, visions and directions and ensuring our team meets the needs of our teacher-librarian and teacher colleagues. We also welcome opportunities to assist at such events by providing professional development sessions or workshops in areas you require,

including: visions and best practice; collaborative teaching and learning; making a difference; mapping syllabus outcomes and information skills; integrating ICT; *SCISWeb*; *SCIS OPAC*; and *OASIS Library*. If you would like such support or would simply like to discuss ideas for providing professional development do not hesitate to contact me on 02 9886 7488 or colleen.foley@det.nsw.edu.au

OASIS Library training

The program continues with more courses available this year. Contact me if you, or a colleague, are interested.

The School Libraries and Information Literacy team

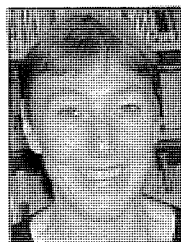
This first issue of the year is a good opportunity to introduce the whole team. Every member of the team here at Ryde contributes to supporting the work of teacher-librarians in schools. Our team members are:

Jenny Avery, Library Technician, SCIS
Tony Brooks, Assistant Library Technician, SCIS
Anne Burke, Cataloguing Editor
Anne Dowling, SCIS Cataloguing Coordinator
Wendy Elliott, Resource Support Officer
Colleen Foley, Manager, School Libraries and Information Literacy Unit (SCIS/*Scan*)
Christine Hynes, Librarian, SCIS
Elizabeth Maxwell, Curriculum Adviser, Review Coordinator
Sally Rasaiah, Curriculum Adviser, *Scan*
Brendan Wallis, *Scan* Subscriptions Clerk

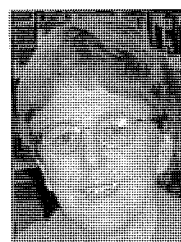
The unit can be found at Professional Support and Curriculum Directorate, 3a Smalls Road, RYDE NSW 2112. Contact the team on: (ph) 02 9886 7488 (fax) 02 9886 7413 Email colleen.foley@det.nsw.edu.au

Evidence based practice at Asquith Girls High School:

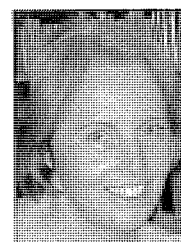
Independent learning



Frances Plummer,
Principal Project
Officer, QTP,
interviewed



**Margaret
Youdale** (English
teacher) and



**Christine
Bellchambers**
(teacher-librarian)
about their
collaboration to
implement a
program of
independent

learning with Year 7 students at Asquith
Girls High School.

A dopting an evidence based approach, the teachers at Asquith Girls High School (AGHS) used student and school data to develop a program of independent learning where students became researchers to investigate areas of interest across the Stage 4 curriculum. The program used transformational learning to support the students to further develop the intellectual quality of their work by applying the skills they had developed in the school's *Learning to learn* program (see Figure 1 on p. 8). In 2002, *Learning to learn* was embedded in the Year 7 English curriculum and Year 8 Human Society and Its Environment syllabuses. In 2003, the program will be extended into Year 9, with rotation to other faculties planned in future years.

An introduction to self directed learning

How do students make effective choices about when, what and how they will engage in self directed learning so that the result is an effective learning experience? Teachers and students at AGHS have demonstrated through the *Learning to learn* program that effective learning can occur when students engage in an interactive process of participation, reflection and sharing in a learning environment where:

- teachers have high expectations of all students
- students are given time to think and digest new ideas
- students are challenged and experience success
- students feel safe and valued.

(Pedagogy for the future, 2000)

In order to provide learning programs for effective learners, new learning

challenges must be sustained with opportunities to solve real problems, be able to treat information as problematic and respond to developments in intellectual growth. Over a period of six years, a team of teachers working with the teacher-librarian at AGHS have systematically shaped and planned the *Learning to learn* program to incorporate personalised instruction with student directed learning in challenging curriculum contexts. This has occurred within a collaborative culture of inquiry, reflection and self evaluation, where observations and questions drive the teaching.

Personalisation of instruction and learning is the effort on the part of a school to organise the learning environment to take into account individual student characteristics and needs and make use of flexible instructional practices.

(Keefe & Jenkins, 2002)

Learning opportunities for students

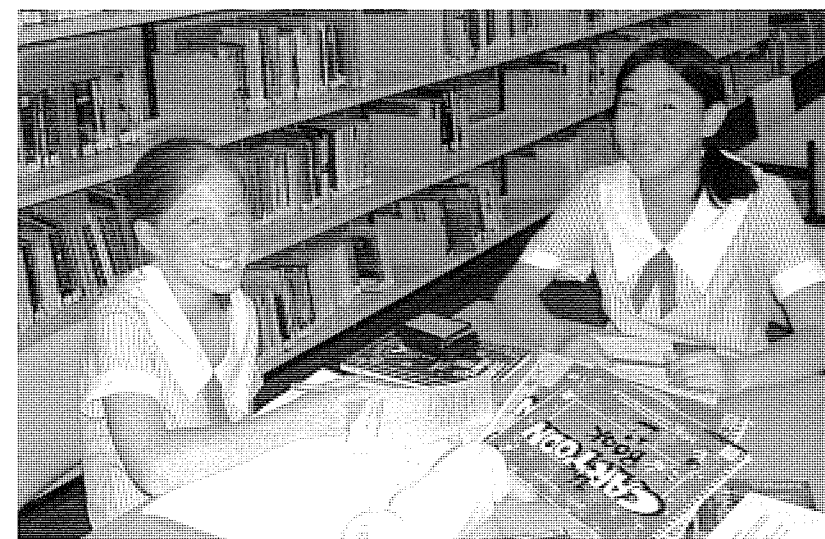
The genesis for this program came from published research (McGuinness, 1999 and Russell, 1999) and school based survey findings derived from the day to day observations and experiences of teaching and learning at AGHS.

Research informing practice, and practice informing research, is a fundamental cycle in a sustainable profession.

(Todd, 2002)

The result of this evidence led to the refinement of the *Learning to learn* enrichment program to bring together the targeted thinking skills with the best learning designs for project based student work where the school library is the centre of learning.

The program aims to maximise deep learning experiences for students,



"the students experiencing powerful learning, making learning memorable, exciting and connected to their world"

focus on explicit learning goals and systematically guide students through a learning pathway in a curriculum context of their choosing (Todd, 2002). Students engage in a constructive process of learning as they make personal meaning of the information selected and demonstrate their understanding by applying the information in new ways. Finally, the students deliver a presentation to an invited community group as a celebration of their learning and achievements.

The students as researchers are active, independent and constructive learners guided by Margaret Youdale and Christine Bellchambers, who provide rich contexts for students to construct their own learning programs. As Margaret commented "Students today need to develop a repertoire of information processing skills to read, interpret and critically appreciate multiple forms of information accessible to them. The constructivist focus of this project nurtures students to refine their information literacy skills through a self directed learning process to conceptualise solutions to real problems and communicate effectively the outcomes of their learning".

This process draws from the Vygotskian theory that knowledge is socially constructed and context dependent.

In a constructivist framework, learning should start with issues and concepts whereby students can construct meaning. Perceptions, assumptions and constructs must be accounted for by the learner for successful knowledge construction to occur.

(Brown & Bamford, 2002)

Selecting the students for this enrichment program

The group consisted of Year 7 students who had previously participated in extension programs and had been identified as gifted and talented by their current teachers and teachers from their primary schools. The criteria for selection included recognising those students who would most benefit from a program of constructivist learning that explored how they learnt. The selection process was triangulated by the ELLA results that were available to the school in May 2002. The enrichment program started with sixteen students in Term 2 with twelve students completing the program with a presentation in December, 2002.

The context of the project

The program was an initiative of Margaret Youdale, who approached Christine Bellchambers with the aim of providing Year 7 students with explicit direction and support in student based research strategies.

This provided these students with an opportunity to practise the skills they had been introduced to in the *Learning to learn* component of the subject based curriculum. It was designed to enhance their thinking about learning and to encourage them to think about their own learning styles and skill development. The reflective aspect of the project was aimed at providing students with insights into their individual learning approach, needs and growth in the lifelong learning process.

Outline of the program

The program provides the nominated Year 7 students with learning opportunities to:

- negotiate a learning pathway focusing on one area of special interest to extend their learning in one or more of their current subjects
- refine specific skills in applying strategies from the *Learning to Learn* program
- engage in learning activities that constantly invite students to search for new meanings and construct personal realities
- engage in critical thinking skills to interpret, structure, organise information and present new information
- incorporate information skills and learning technologies into their research and presentation
- engage in reflective learning using a structured learning log to record and reflect on their learning experiences, challenges and achievements (Plummer, 1999)
- identify and work with a mentor from the community
- use a structured action learning process to gather and analyse information and evaluate the learning process
- develop a creative presentation and assessment criteria for demonstrating the level of achievement acquired through the learning process

These signposts have become indicators for assessing the success of the program providing evidence of student achievement on which to base the future refinements of the program.

Role of the learning coach

Margaret sees her role as a *learning coach*. Just as a sporting coach identifies talented young people who show a potential and appetite for further skill enhancement, the program provides the offer to learn, while the 'coach' provides the encouragement to seek out new learning and the enthusiasm to generate high levels of motivation within the student group. The students also sustain the group's motivation as they have become a cohesive group of learners, gaining from each other's experiences, mistakes, risks and innovations. Margaret, while also taking the role of a *sideline barracker*, expertly integrates explicit teaching through personalised instruction so that all the students are aiming to achieve their *personal best*.

Role of the teacher-librarian

Christine provided expertise as the *information specialist*. This included collaborating with Margaret to develop the specific strategies they would use with the students to focus the development of the students' thinking skills as they applied the relevant steps in the information skills process. Christine's input with the students was highly focused on what they were investigating and the particular and individual sources of information that were relevant to their project. The students displayed a common tendency, to let the project narrow their perspective, by working within the safe parameters of prior learning and existing skills. They were initially resistant to more risk taking and innovative ideas. The challenge for Christine as a teacher-librarian, who had provided the explicit input to investigate appropriate resources, was to motivate the students to put the ideas into practice. Margaret found that, at this point, the students had engaged in the information and had shared ideas with other students but had

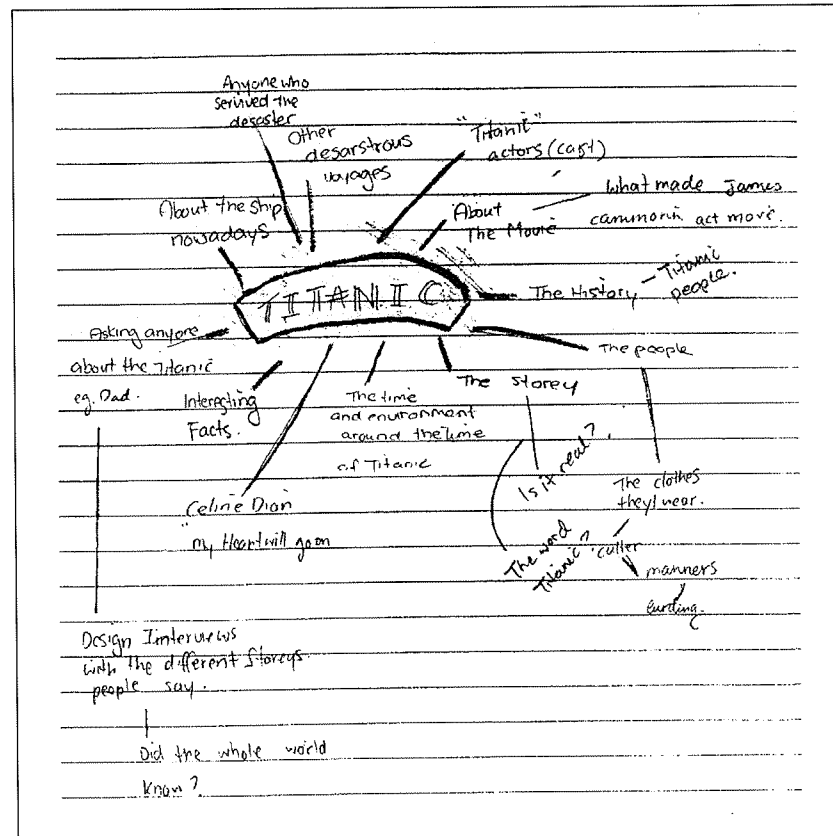


Figure 2 Students use graphic organisers to expand and sort information. (see step 3 in the research process)

become confused about their focus. Margaret's challenge was to provide the students with the opportunity to engage in an open ended investigation whilst offering a more structured framework of learning. Both teachers commented that this required a one on one learning context so that individual student's learning needs were addressed.

The teachers displayed a commitment to:

Personalising instruction [to] help their students develop personal learning plans, assist in diagnosing their cognitive strengths and weaknesses, help adapt the learning environment and instruction to learner needs and interests, and mentor authentic and reflective learning experiences for their students.

(Keefe & Jenkins, 2002)

Both Margaret and Christine recognised the need to work with students on a personalised basis to address the barriers at this stage of the research process and to extend the students' learning pathways.

Negotiated assessment criteria

The students, teacher and teacher-librarian negotiated the assessment criteria by having a conversation around what is important to assess. The students and teachers agreed that the assessment criteria should be based on the students':

- level of engagement in completing the activity
- documentation of the learning process, including the learning log
- interaction with the audience during the presentations
- quality of the presentations, especially if students had tried something they had not done before
- reflection on their ability to make judgements and more informed decisions about how they would approach a similar activity next time.

The research process

Steps in the research process	Explicit teaching processes	Student reflections	Learning skills addressed
<p>Step 1</p> <p>The students:</p> <ul style="list-style-type: none"> • brainstorm areas of interest (Figure 2) • frame the topic for the area of interest • think about the qualities desirable in a mentor for this project 	<ul style="list-style-type: none"> • re-visit the <i>Learning to learn</i> thinking skills • explore ways of organising time, mainstream subject commitments and maintaining the learning log. 	<p><i>I would choose a topic I don't know about so I would be fascinated with the information. But because I knew quite a lot of information already, I was more organised.</i> (Rainbow)</p> <p><i>We all have to be responsible to do our own tasks without the teacher telling us what to do.</i> (Christine)</p>	<p>Information skills: defining related thinking skills:</p> <ul style="list-style-type: none"> • mind mapping • cooperative learning • goal setting • study skills.
<p>Step 2</p> <p>The students address the questions:</p> <ul style="list-style-type: none"> • What information do I need? • How will I locate this information? • How relevant will the information be to the topic and its presentation? 	<ul style="list-style-type: none"> • group instruction in locating sources of information and processes to validate sources by accessing multiple sources • personalised instruction that focused on exploring further ideas to refine information sources and, if necessary, redefine the topic area. 	<p><i>What surprised me was that if something I wanted to do wouldn't work, then if I went back and approached it a different way, then it would work.</i> (Amy P)</p> <p><i>I learnt about the thinking process. I also realised that I was really organised. I also think that I learnt how much one topic can branch off and trigger many questions. What really surprised me was the fact that I changed my topic about seven times!!</i> (Jennifer)</p>	<p>Information skills: locating, selecting and redefining related thinking skills:</p> <ul style="list-style-type: none"> • use of technology • information and research skills • study skills.
<p>Step 3</p> <p>The students:</p> <ul style="list-style-type: none"> • made important decisions about what information to include, how it applied to their topic and what was its potential to be demonstrated in their presentation • refined and redefined the parameters and direction their inquiries were taking in the knowledge building process. 	<ul style="list-style-type: none"> • use of graphic organisers and the potential for their use to sort and organise information (Figure 2) • monitoring individual progress to support the students to stay on task and keep the topic manageable. 	<p><i>I felt confident about the presentation and with my script because I was organised. In the beginning I was so confused about what topic to do because it was so open ended ... but I have already researched so much so I kept with it and tried to make the work interesting for me.</i> (Rainbow)</p> <p><i>This project was different because I worked at my own pace ... also the teacher looked at your needs and gave me [the help] I needed to complete my work.</i> (Amy P)</p> <p><i>During this project, I was allowed to work at my own pace, research a topic of my</i></p>	<p>Information skills: selecting, organising, and presenting related thinking skills:</p> <ul style="list-style-type: none"> • convergent thinking skills • critical analysis • prioritising "cutting it down to size" • cooperative pooling of ideas.

The research process (cont.)

Steps in the research process	Explicit teaching processes	Student reflections	Learning skills addressed
		<p><i>choice, present it in any way that I liked and was able to use many different types of technology during the presentation. (Amy M)</i></p> <p><i>We got to learn how to improve the way we do assignments and learn how to write everything we plan or do down. It also taught me different ways to research and how to plan out and present my ideas. (Erin)</i></p>	
<p>Step 4</p> <p>The students:</p> <ul style="list-style-type: none"> • think about how they would do this differently next time • reflect on what learning is transferable • consider where engagement in this project is leading their learning. 	<ul style="list-style-type: none"> • for the next cohort, the project will be more intently focused on the specific skills that are developed by moving through the integration of the information skills at each of the levels in the <i>Three storey intellect</i>. (Fogarty, 1997) • explicit processes for redefining the intellectual quality embedded in the project focus so that information is treated as problematic • the research process is more explicitly focussed by designing a research question that requires deep learning to be demonstrated. 	<p><i>The things I would do differently are to organise my time better and choosing my topic carefully because I changed my idea three times. (Nicky)</i></p> <p><i>I learnt a lot more about organising my time than I thought I would. Next time, I probably will try to organise my time better. (Ashleigh)</i></p>	<p>Information skills:</p> <p>Assessing related thinking skills:</p> <ul style="list-style-type: none"> • sharing ideas • reflective thinking using the learning log • realistic goal setting • self reflection that rewards persistence

Learning to Learn

This program aims to increase students' awareness of themselves as learners. Asquith Girls High School has as its statement of purposedeveloping young women as independent and responsible learners and leaders for cooperative citizenship". The school believes that, if students are to be developed in this way, there needs to be a curriculum that encourages these skills and habits. The school has introduced the *Learning to learn* program aiming to increase students' awareness of themselves as learners, and to increase teachers' capacity to be creative designers of learning. Through specifically designed lessons students will develop skills and understanding in:

- researching using the information skills process
- cooperative learning
- reflection and self-assessment
- problem solving
- how to study (including the use of graphic organisers)
- how the brain learns, learning styles and multiple intelligences
- ICT

The aim is to enhance positive attitudes towards learning by assisting students to further engage in and manage their own learning.

Conclusion

The program values the learning process and has a range of positive outcomes for students actively involved in their learning, including:

- the students maintaining choice and control of their project, with the support of specialist teachers
- the students engaging in collaborative learning with their projects negotiated individually
- forming a learning community among the teachers, students and mentors (although not part of this initial program, it is proposed that community members will act as mentors in future programs)
- the students experiencing powerful learning, making learning memorable, exciting and connected to their world

- the students realising that choice means responsibility, and that undertaking open ended tasks requires organisation and self discipline to reach their goal.

Lifelong learning is not some distant end point, it is a process made up of multiple moments in time.

(Todd, 2002)

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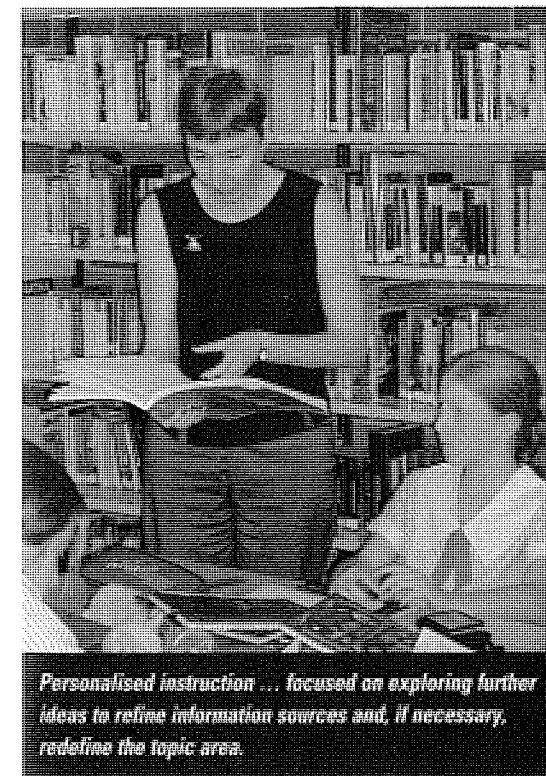
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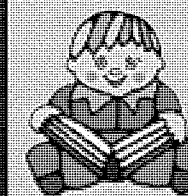
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Personalised instruction ... focused on exploring further ideas to refine information sources and, if necessary, redefine the topic area.



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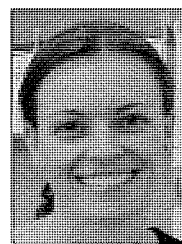
And please do visit our website.
www.shearersbookshop.com.au

Evidence based practice at Marayong Public School:

The enhancement of student learning through participation in a book rap



Book raps support literacy teaching and learning. The support materials address syllabus



outcomes and integrate information and communication technologies (ICT).

Jenny Scheffers, teacher-librarian, and Julia Bohman, classroom teacher, worked collaboratively on a book rap. The results clearly showed how engaging this teaching and learning experience was for students.

During Term 4 2002, Year 5 students at Marayong Public School participated in a most exciting book rap, based on the popular novel *Harry Potter and the chamber of secrets*. This Stage 3 and Stage 4 book rap attracted over twenty schools (both primary and secondary), from across New South Wales, interstate and one school from overseas, the New Cairo British International School in Egypt.

Rap organisation

The book rap was implemented as part of the library's cooperative planning and teaching program and involved the collaboration of the classroom teacher, a student teacher and the teacher-librarian. Using flexibly timetabled sessions, the class visited the library for two, one hour rap lessons per week, over a seven week period. For the majority of the students, this was their first book rap experience.

Prior to the commencement of the book rap, students:

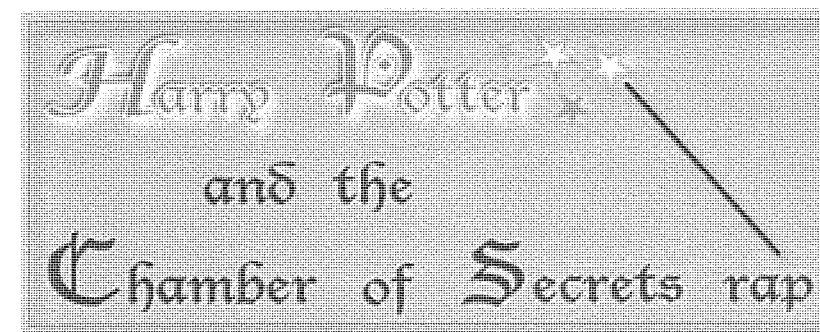
- read the text (as a whole class)
- selected a partner to work with
- were issued with individual rap booklets (these booklets contained pre and post rap student evaluation sheets and journal pages; plastic sleeves were used to store partners' booklets and later, the rap point proformas)

- discussed the concept of a book rap and the associated rap terminology and etiquette
- explored recommended *Harry Potter* Internet sites, as listed on the rap site [Editor's note: see reviews of supporting web sites accompanying this article].
- completed written pre rap evaluations.

How the lessons were structured

A similar lesson format, incorporating the information skills process to support the syllabus outcomes, was utilised throughout the duration of the book rap. Lessons involved:

- the particular rap point or activity being explained by the teacher-librarian and/or class teacher
- pairs of students joining with another pair to brainstorm and discuss the given rap topic, then recording their shared ideas on rap sheets



<http://www.schools.nsw.edu.au/schoollibraries/teaching/raps/harrypotter/welcome.htm>

- a representative from each group reporting their ideas back to the class
- the teacher-librarian recording groups' ideas on butcher's paper for the class to discuss and vote upon
- a joint class response being drafted, involving the explicit teaching of particular types of texts
- the class response being word processed by a pair of students, approved by a teacher and sent as an email to the listserv (incorporating rap email etiquette)
- students writing journal entries at the conclusion of each lesson, describing the particular rap activity and their personal reflections, based on their experiences
- using the library's bank of Internet computers to access the Archives of the class email discussion at <http://www.schools.nsw.edu.au/schoollibraries/listserv/harrypotter/maillist.html> where students could read and discuss their own class' and other schools' responses to the rap points.

Achieving syllabus outcomes

Outcome WS3.9 in the rap, English Stage 3 programming and planning resource for teachers states that students will:

Produce(s) a wide range of well-structured and well-presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics,

ideas, issues and written language features. (*English K-6 syllabus*, 1998)

This outcome was addressed using a range of the suggested teaching and learning strategies included in the programming and planning section. Proformas to support students were also available in this section as clickable links. All of the rap point tasks incorporated different types of texts. The introductory message required students to explain various aspects about their class and school in a brief report format. Rap point 1 involved students designing an investigative report, whilst rap point 2 stipulated the creation of a set of game rules. A wider choice of response formats was available in rap point 3, including a newspaper article, a poem, an interview or a play script. The concluding rap wrap up message was based on students' reflections about what they had learned and enjoyed from their participation in the book rap.

Evaluation of the rap

Evidence of the valuable student learning that occurred was obtained from several sources: the students' pre and post book rap evaluations, their journals, and from the teachers' observations. Some representative comments follow.

Students' pre rap reflections

Prior to the official commencement of the book rap, many students indicated they were looking forward to participating in this program.

"I feel excited and nervous because this is my first book rap

and I haven't communicated with high school people before, and I'm really looking forward to reading the book." Alison

Students also expressed their interest in learning more about other schools, their ideas and feelings about the book.

"I hope to learn about other schools and how they feel about Harry Potter." Navin

"I hope to learn about other schools and a bit about Harry Potter." Shaun

Many students who had already read the book made positive comments.

"It is cool and exciting and things suddenly happen and there are lots of problems." Sheriff

Students' journal entries and post rap evaluations

Students' journal comments and post rap evaluations indicated the high level of engagement in the tasks, including:

- using imagination
"It was great imagining what the muggle items would do." Rodney
"I learnt that I have a bigger imagination than I thought." Sheriff
"I learnt that I can be imaginative and creative." Tyson
- gaining a new approach to reading novels
"Harry Potter (the book) was awesome and wicked before the rap but after I did this rap, it made more sense, when we read it as a class." Andrea
"It took twists and turns in the book and now I look at books in another way." Richie
"...the book rap made me look really closely, like what Harry showed (courage) when he went into the chamber of secrets." Natasha
"...books are better than videos because you can imagine in your head." Alison

- enjoying sharing others' ideas
"This is very interesting because lots of people had different, enjoyable ideas." Tiffany
- developing positive feelings about ownership, contribution and working hard
"I felt proud because I thought my ideas were good." Andrew
"I felt excited because I helped out a lot." Heather
"I feel proud of myself and 5T as it was the hardest rap point; we got through it together with lots of interesting sentences." Kezia
- co-operating
"I feel proud of the way the class helped each other out." Richie
"We thought up a great sport because we worked as a class." Natasha
"I have learnt that our class can work together as a team and think of wonderful ideas." Andrea
"I have also learnt to work with other people in small groups." Gennie
- identifying values
"I learnt that it's good to save your friends and have courage in yourself like Harry Potter." Lisa
- acquiring knowledge about other schools
"I have learnt about other schools and where they are mapped." Andrew
- developing ICT knowledge and skills
"I have learnt how to communicate with other people on the Internet by sending a simple letter (email)." Shane.

"Students' writing, reading and computer skills were further developed by word processing, sending, accessing, reading and printing the rap emails".

Teachers' observations

"The students were actively engaged in this book rap. Their interactions in small group work showed an increased level of enthusiasm and motivation. The rap organisation required the students to work cooperatively, in small groups and as a class, to formulate joint class responses, based on particular types of texts. During the whole class discussions, students listened intently to the ideas and opinions of others."

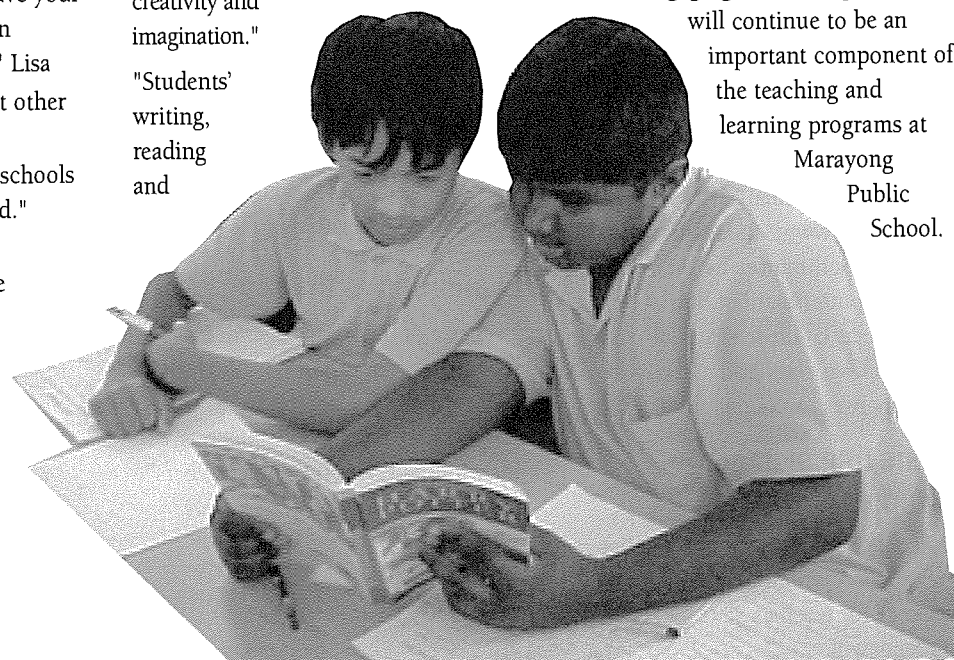
"Students enjoyed the in depth analysis of the various characters, themes and issues in the novel. Students were able to build on the thoughts and ideas of other classmates, to further develop their own creativity and imagination."

"Students' writing, reading and

computer skills were further developed by word processing, sending, accessing, reading and printing the rap emails. The students' mapping skills were greatly enhanced by the completion of the rap maps supplied on the web site. Students located participating Sydney schools on a street directory map and also plotted country schools on a NSW map. The relative locations of other schools compared with Marayong were discussed using compass directions."

Rap rap up

Participation in this book rap has proven to be a most rewarding experience for everyone involved. The collaborative teaching partnership between the classroom teacher and the teacher-librarian enhanced a range of social, literacy and ICT skills for the students. There were clear indicators that students were working well towards the achievement of the programmed Stage 3 writing outcome as evidenced by the written responses and emails. Collaboration between teachers and the teacher-librarian engaging in book raps and raps will continue to be an important component of the teaching and learning programs at Marayong Public School.



Raps and book raps

Home Raps Book raps FAQs Contact

Harry Potter and the chamber of secrets: page to screen



The film version of 'Harry Potter and the chamber of secrets' has replicated the book as closely as possible. **Cathy Sly**, English/Drama teacher at Barrenjoey High School, explains how both genres succeed in bringing this delightful story to life for audiences

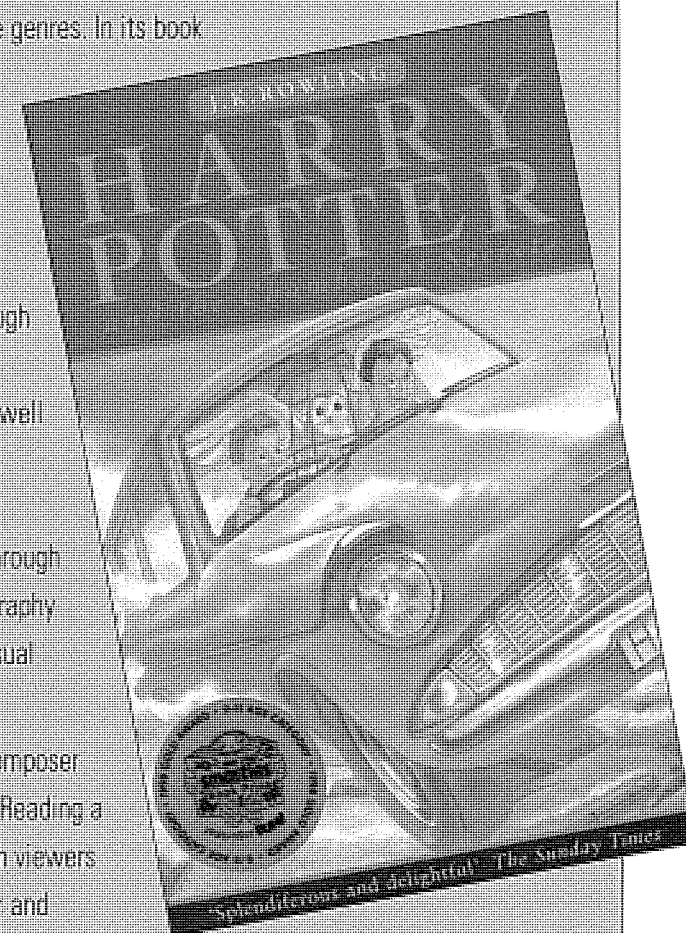
Just as the Ancient Greeks, the Elizabethans, and people of many cultures in the past

flocked to see theatrical representations of known tales, so too in today's society, the medium of film draws mass audiences to engage in audio visual re-enactments of known stories. Born in print form, 'Harry Potter and the chamber of secrets', like its predecessor 'Harry Potter and the philosopher's stone', was bound for the big screen.

While it is inevitable that some will want to compare the film text with the print text, it is important also to appreciate the unique differences of each of these genres. In its book

form, the second Harry Potter adventure had already enthralled millions of children and adults across the world and many fans eagerly awaited the filmic version. As a film, it offers audiences a somewhat different spin on the Harry Potter adventure and takes viewers on a magical fantasy constructed for 'reading in the dark' through the medium of cinema. Its faithfulness to the book and veracious representation of characters young and old, as well as the creatures great and small, make for an endearing, memorable film. Director, Chris Columbus, captures the essential mood of mayhem and magic that is conveyed through the creative mastery of J. K. Rowling. Modern cinematography and astonishing special effects offer an exciting audio visual rendition of this captivating narrative.

Reading a book is often a solitary experience, with the composer deftly harnessing and directing the reader's imagination. Reading a film, on the other hand, is generally more communal, with viewers sharing the moments of humour, excitement, anxiety, fear and triumph. Like audiences of past eras, children and adults of today still love to see and share our fables, myths and fantasies in audio visual form. Cultivating the visual literacy skills necessary for reading film effectively is equally as important as cultivating the skills associated with reading books. *Harry Potter and the chamber of secrets* offers the opportunity for students to engage with qualitative literature in both print and film genres. ■



Learning to read film

Note that the following suggested activity relates to outcomes in the new English Years 7-10 syllabus to be implemented in 2004.

Topic/Unit: Learning to read film

This activity could complement a unit of work on film and may be applied to *Harry Potter and the chamber of secrets*; *Harry Potter and the philosopher's stone*; or to any other film text appropriate to Stage 4. The use of DVD or video format is particularly useful because discrete sequences can be viewed and reviewed in the classroom. As a unit on film this presupposes some awareness of the language of film. Teachers may choose to give their students a glossary of some of the language of film study prior to beginning the activities in this unit.

Outline: The aims of this activity include:

- involving students in taking an active role in engaging with a film text;
- encouraging students to move beyond the narrative of a film to analyse the elements used to construct the visual representation;
- familiarising students with some of the techniques of film such as: shots; camera angles; camera movement; editing; sound; and lighting.

Pre-unit assessment to gauge current level of understanding:

Brainstorm and list any of the elements of film that students are aware of that the director has at her/his disposal to manipulate and present images in certain ways. Consider, for instance, how a film sequence may be seen very differently if the sound track was turned off; if the lighting was different; or if the setting was to be altered.

Outcomes:

English Stage 4

1. A student responds to and composes texts for understanding, interpretation, critical analysis and pleasure.
4. A student uses and describes language forms and features, and structures of texts appropriate to different purposes, audiences and contexts.
7. A student thinks critically and interpretively about information, ideas and arguments to respond to and compose texts.

Teaching and learning activities/strategies

In the medium of film, directors use and manipulate images to convey particular messages. Some of the aspects of film that are useful to understand in reading film are:

Shots: long; wide; mid; close up; extreme close up

Camera angles: low angle; high angle

Camera movement: Pan; tilt; tracking; zoom; crane; aerial

Editing: cut; fade; dissolve

Sound: soundtrack; sound effects

Lighting: artificial; natural; colour filters

The following suggestions may be used for individual or group activities and students should be encouraged to share their perceptions with the class.

If teachers have the DVD or video of the film being studied it is useful to show the class the scenes in question once for an overview, a second time while students make notes; then a third time for consolidation of ideas.

- Consider the ways in which the title and opening credits sequence is presented in order to engage the audience and create the atmosphere of the film that is to follow.
- Select two interior scenes from the film that represent different places, e.g. in *Harry Potter and the chamber of secrets*, the Dursley's home and the Burrow where the Weasleys live. What is the atmosphere of each? Make a note of the techniques used by the director to convey the atmosphere of each place. Look closely to see whose point of view the aspects of the setting are observed from. Repeat this exercise using two exterior scenes.
- Choose a film sequence that relies on special effects, e.g. in *Harry Potter and the chamber of secrets*, the scenes with Dobby; the mandrake repotting; or Harry and Ron changing into Crabbe and Goyle. Make a note of the special effects used. View the film closely to note the techniques the director uses to make the special effects convincing to the audience. Are there any inconsistencies, 'bloopers' that destroy the credibility of the sequence?

Post unit assessment tasks to determine progress towards stated outcomes could include:

- write an evaluation of the way another related film presents the opening credits to engage the audience and create atmosphere
- write an evaluation of a film focusing on the tools used by the director (in at least two scenes) to create atmosphere
- write evaluative comments about the effectiveness of special effects in a film or television show, describing the special effect, the context in which it is used, and its effectiveness.

References and further reading

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Some related web sites...

International cover art for Harry Potter

<http://www.teachervision.com/lesson-plans/lesson-2692.html>

Harnessing students' interest in Harry Potter to cultivate skills in visual literacy is possible with the resources available on this site. Its focus is an analysis of Harry Potter book covers from several countries around the world. Cover designs from Britain, Denmark, Holland, France, Germany, Italy, America, Iceland and Japan are on display and it is fascinating to note how they differ from culture to culture. An outline of lesson procedures offers a guide to teachers conducting group and individual learning activities. A printable worksheet of questions to guide students in their reading of the cover designs is also available, making this site particularly useful in the teaching and learning process. C. Sly

USER LEVEL: Stage 3 Stage 4
KLA: English
SYLLABUS: English K-6; English 7-10
SCIS SUBJECTS: Book design; English language – Comprehension – Study and teaching
PUBLISHER: Family Education Network, USA
REVIEW DATE: 17/12/02 [823] SCIS 1116175

Word parts: the roots of vocabulary

<http://www.resourceroom.net/Comprehension/wordparts.asp>

Extending and enhancing vocabulary using the Harry Potter books as a basis, is supported by this well constructed site. Etymology can be fascinating for students as they learn to trace root words, evident in word symbols like 'Voldemort', to their origins from **Vol** and **mort** and then make connections to other words such as: volunteer; volition; mortal; or mortify. A number of word roots are given along with many examples of words derived from these roots. Writing, illustrating, and cloze activities are available to aid students in their development of a more extensive vocabulary. This is an excellent site for cultivating many skills associated with words. C. Sly

USER LEVEL: Stage 3 Stage 4
KLA: English
SYLLABUS: English K-6; English 7-10
SCIS SUBJECTS: English language – Etymology; English language – Vocabulary
PUBLISHER: Team Prairie, USA
REVIEW DATE: 17/12/02 [428.1076] SCIS 1116185

Sparknotes: Harry Potter and the chamber of secrets

<http://www.sparknotes.com/lit/potter2/>

A detailed study of the print version of *Harry Potter and the chamber of secrets* would be well supported by using information available on this site. There is a **Summary** of the text; an **Analysis of major characters**; information on **Themes, motifs and symbols**; as well as a chapter by chapter analysis. Having initially accessed the sample chapters it is necessary for users to register, in order to gain entry to additional resources. **Study questions** and a multiple choice **Quiz**, which can be corrected online, provide valuable material for teaching and learning. A clearly presented, easily navigable site, this is a very useful electronic resource for English literature studies. C. Sly

USER LEVEL: Stage 3 Stage 4
KLA: English
SYLLABUS: English K-6; English 7-10
SCIS SUBJECTS: Harry Potter and the chamber of secrets; Rowling, J. K.
PUBLISHER: Sparknotes.com, USA
REVIEW DATE: 17/12/02 [823] SCIS 1116192

Harry Potter and the chamber of secrets

<http://www.scholastic.com/harrypotter/books/chamber/>

The visual appeal of this site is striking, with the colour and images of all of the Harry Potter books dominating the home page. These features may result in a slow loading time, which users could find frustrating. **Pronunciation guide** provides the phonetic spelling and spoken pronunciation for 39 names taken from the novels. **Discussion guides** summaries aspects such as **Plot, Theme, Conflict** and **Characterisation** with probing **Questions** which teachers may find useful. An online game, **Wizard challenge**, encourages students to notices details within each Harry Potter book. Navigation throughout sections of this site can be clumsy. S. Rasaiah

USER LEVEL: Stage 2 Stage 3
KLA: English
SYLLABUS: English K-6
SCIS SUBJECTS: Authors, English; Children's literature, English; Rowling, J. K.
PUBLISHER: Scholastic, NY
REVIEW DATE: 7/12/02 [823] SCIS 1019244

The Harry Potter lexicon

<http://www.i2k.com/%7Esvderark/lexicon/index-2.html>

Providing a meticulous coverage of every detail of the Harry Potter phenomenon, this site is a reference work, created by a teacher-librarian. Using research tools such as an **Encyclopedia of spells**, **A wizard's atlas**, **Time lines** and **Dictionary of magical items** the user has ready access to a wealth of information. The layout of the site is artistic and creative. Navigation is fast and logical using facilities such as **Master index** and **Search**. Teachers will find the design features reflect the teacher-librarian's input with alphabetical order, search tips and citation of reference material provided throughout the sections. This excellent site demonstrates the way the Internet can be a motivational tool in educating students through the integration of information communication technologies (ICT). S. Rasaiah

USER LEVEL: Stage 3 Stage 4 Professional
KLA: English
SYLLABUS: English K-6; English 7-10
SCIS SUBJECTS: Rowling, J. K. – Criticism, interpretation, etc.
PUBLISHER: Harry Potter Lexicon, USA
AUTHOR: Steve Vander Ark
REVIEW DATE: 6/12/02 [823] SCIS 1116414

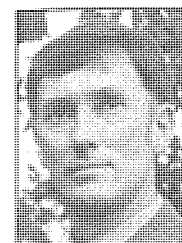
Welcome to the Potter project

<http://www.latis.net.au/resources/Harry/>

Inviting teachers and students to take up a virtual Hogwarts challenge, the developers of this site have constructed a stimulating project which meets a range of syllabus outcomes. Students complete a series of **tasks**, earning points which enable progression to the second and subsequent years of the quest. Teachers leads to: **Extra information** where there is instruction on manipulating electronic text and images; **Downloads** where documents, forms and templates such as **Teacher resource package** can be accessed, and **Search engines**. The tasks are constructed to cover the range of thinking skills from Bloom's Taxonomy. Student's work, for additional ideas, is arranged in **Library**. This is a well designed and attractive site which has much to offer teachers and students looking for extension activities integrating ICT. S. Rasaiah

USER LEVEL: Stage 3 Stage 4
KLA: English
SYLLABUS: English K-6; English 7-10
SCIS SUBJECTS: English language – Composition and exercises; English language – Comprehension – Problems, exercises, etc.; English literature – Problems, exercises, etc.
PUBLISHER: Latis Online, Darwin
REVIEW DATE: 11/12/02 [823] SCIS 1116448

Information literacy and the secondary science curriculum



Collaboration between science teachers and teacher-librarians in the implementation of the secondary science syllabuses creates opportunities to link syllabus outcomes with the information skills process. Ric Tester, District Science Consultant (7-12) for the Bondi and Port Jackson Districts, presents some strategies for this successful integration.

Teacher-librarians have a supportive role in the teaching and learning of science. The secondary science syllabuses provide many opportunities for science teachers to work in collaboration with their teacher-librarian to design meaningful and rewarding experiences that will assist students to learn how to effectively access and use information. The amount of global scientific knowledge doubles every five years, and the rate of knowledge generation will continue to increase. This presents a significant challenge to teachers and students. The current secondary science syllabuses encourage the study of science to be presented in a fashion that entices each student to be an active learner, a seeker of information, a designer, and a critical thinker.

A science syllabus snapshot

Science syllabuses for Stages 4-5 and Stage 6 utilise outcomes as a means of achieving course objectives. Outcomes are explicit statements of *what students know and can do*, and they place the student at the focus of the teaching and learning process.

Content statements serve to support course outcomes by describing the scientific knowledge and understanding, skills, and values and attitudes that must be addressed. It is the intent of the Stages 4-5 syllabus and the Stage 6 syllabus that the knowledge and understanding content will be integrated by teachers with the skills content to develop a coherent teaching program for students. The overview in the science syllabuses defines the outcome of the relationship between elements of the course. This relationship results in the student being:

An independent learner

creative, responsible, scientifically literate, confident and ready to take their place as a member of society.

Science: Stages 4-5 syllabus (1998), p 7; Senior Science: Stage 6 syllabus (1999)

Current teaching philosophy recognises science as being embedded in *process*, rather than existing as a static body of technical and descriptive information. The syllabus celebrates the investigative nature of science, and calls attention to the necessity for

science educators to teach scientific investigation skills explicitly and nurture an understanding of *scientific method*, a collective term that describes the logical process of making sense of the natural world through experiment and rational thought.

To highlight the relevance and appeal of science, the syllabuses require science faculties to build a science curriculum that is *contextually based*. Each unit of work in Stages 4-5 must use a context as a framework around which the course content is delivered. Modules in Stage 6 courses have been written in contexts by the Board of Studies to allow equitable, across state assessment. Contexts give students some familiar or relevant ground upon which they can build scientific understanding and make sense of the concepts that are being presented. As an example, a science unit that was presented as *The garden and the compost heap* could provide excellent context through which the science of multicellular and unicellular organisms, classification of living things, food chains, and nutrient recycling, could be studied and developed. The topic could be considered as in context if students are familiar with gardening or composting or if they can recognise the relevance of using environmentally sound practices.

Science syllabuses intend that students be given opportunities to engage in a multiplicity of teaching and learning activities that develop the skills of:

- observation
- forming hypotheses
- experimental design and procedure

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- data collection
- making predictions based upon experimental results
- drawing conclusions in the light of valid and reliable experimental evidence
- modifying hypotheses.

Engaging students in science

The syllabuses require that at least half of the course time be dedicated to students undertaking practical experiences. These would embrace examples such as: student centred laboratory experiments; fieldwork; research work in the school library and beyond; using the Internet to access information; processing data and presenting reports using information and communication technologies (ICT); and doing presentations using audiovisual aids.

Assessment tasks should be authentic for the outcomes being assessed and so should be inclusive of a diverse range of experiences. The goal of assessment should be to measure the degree to which specific course outcomes have been achieved.

Of particular importance in the current science curriculum are the Prescribed Focus Areas (PFAs), which constitute five syllabus defined outcome statements. Each PFA identifies a particular area of emphasis that is to be applied to student learning experiences: History of science; The nature and practice of science; Applications and uses of science; Implications for society and the environment and Current issues, research and development.

Every unit of work in Stages 4-5 is required to include at least one PFA outcome and content statement. PFAs have been written into Stage 6 modules and are identifiable in columns 1, 2 and 3. It is anticipated that, while the context will provide a familiar framework for learning, the inclusion of one or more PFAs in a topic will heighten student under-

standing of the importance of science in a specific area of human endeavour. Through their outcomes statements, the syllabuses make more than adequate provision for the development of literacy, numeracy, problem solving skills, critical thinking, and the values and attitudes that so frequently coalesce in the study of current scientific theory and research. The *Science: Stages 4-5 syllabus* contains optional material that may be included in a unit of work for extension.

All students must undertake at least one research project in each of Stage 4 and Stage 5. The project should be a scientific investigation lasting at least four weeks. At least one project must involve "hands-on" practical investigation. The Stage 4 project may be done in a group situation, but for Stage 5, an individual effort is required for at least one task.

Teacher-librarians supporting science teachers

Effective communication and close collaboration between the teacher-librarian and the science faculty enhances the teacher-librarian's understanding of how the science faculty is approaching the science curriculum and ensures that they can provide appropriate support for teachers and students. Some possible strategies for such collaborative planning and teaching can include:

- meetings with science staff and the teacher-librarian to discuss such issues as: the nature and intent of existing science programs; the support or modification of units of work and the use of the information process to support students, in relation to such things as research projects, homework, assignments, group work and assessment tasks
- exploring the outcomes and the specific literacy and numeracy demands for specific units of work, to identify how an information process could support these outcomes

- collaboratively planning to provide support for students with special needs, such as gifted and talented students and English as a second language students. The explicit teaching of information skills would form part of the teaching strategies
- designing and using a proforma to support staff when planning research related assignments. Documentation of the context, PFAs, and specific outcomes that form the focal point of the assignment, will be useful information to share between science teachers and the teacher-librarian for resource gathering, collaborative teaching, and for directing and advising students in their work.

Information skills supporting science syllabus demands

Utilising the information skills process in the context of units of work can provide students with the ability to evaluate and synthesise information relevant to science (see *Figure 1* on p. 20).

Both junior and senior syllabuses contain skills outcomes that rely upon the accessing, extraction and analysis of information from secondary sources.

How might the collaborative model be developed to support students?

Student research assignments will undoubtedly form a part of the teaching and learning process. Collaborative planning of the strategies that will be used in the explicit and systematic teaching of information skills will ensure that teachers and students are empowered to achieve specific syllabus outcomes, for example, in the Stages 4-5 syllabus, students will :

4/5.16 gather information from secondary sources to:

- use a range of sources, including CD-ROMs and the Internet, to access information

- use key words, skimming and scanning techniques to identify appropriate information
- extract information from column graphs, bar graphs, histograms, divided bar and sector graphs, flow diagrams, other texts and audio/visual resources
- summarise information from identified oral and written secondary sources.

In the *Senior Science: Stage 6 syllabus*, the content for outcome H12 requires students to:

12.3 gather information from secondary sources by:

- accessing information from a range of resources, including popular scientific journals, digital technologies and the Internet
- practising efficient data collection techniques to identify useful information in secondary sources
- extracting information from numerical data in graphs and tables as well as written and spoken material in all its forms
- summarising and collating information from a range of resources
- identifying practising male and female Australian scientists, and the areas in which they are currently working and information about their research

Resources suitable for science syllabuses

Brainstorming activities can raise students' awareness of available resources for science. The availability and accessibility of good stimulus material is a major factor in furnishing students with a rich learning environment. Such material will include:

- the database of DET resource reviews at: <http://www.dse.nsw.edu.au/appse/staff/F1.0/F1.3/>
- Professional Support and Curriculum web site at: <http://www.curriculumsupport.nsw.edu.au/science/index.cfm>
- awards, projects and competitions for secondary science (*Figure 2*)

- newspapers including *The Australian* and *The Sydney Morning Herald*
- online archives of newspaper articles for example, [Newstext.com.au](http://www.newstext.com.au/) at: <http://www.newstext.com.au/>
- periodical magazines, for example, *The School Science Review*, *American Scientist* and *Scientific American*
- databases such as *Guidelines* and *Education Guidelines*
- advertising material
- posters and charts
- media broadcasts and telecasts, for example, the ABC programs for schools available at: <http://www.abc.net.au/schoolstv/tresources.htm>
- audio and video tapes and DVDs
- computer simulations in science sections of encyclopaedia CD-ROMs
- science software
- NSW DET publications such as *Scan* and *Curriculum Support*
- Internet sites, for example, *New Scientist.com*

Many schools download relevant science web sites in *OASIS Library*, using selection aids such as the Internet site reviews in *Scan* and on the NSW Department of Education and Training web site and on *NSW HSC Online* at: <http://hsc.csu.edu.au/>

The communication and collaboration between the science faculty and the teacher-librarian can lead to an

increase in student and teacher usage of, and familiarity with, library resources. Creating a partnership with the library can enrich the teaching and learning of science in our schools. ■

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New Scientist.com (New Scientist.com: the world's no.1 science and technology news service)

<http://www.newscientist.com/>

Although British in origin, the coverage of information on this online magazine site is international, with issues in Australian science well represented. News stories give author credit, frequently offering related stories and links. Teachers are reminded that additional time needs to be allocated to verify the curriculum relevance of these linked sites. Hot topics contains recent articles, which would be relevant to a range of syllabuses. This site is a generous provider of free, useful material. Navigation is assisted by a search facility. The web site complements the **Print** version of *NewScientist* and subscribers of the journal have access to over ten years of archived articles. A. Glasscock

USER LEVEL:	Stage 5 Stage 6 Professional
KLA:	Science
SYLLABUS:	Biology Stage 6; Chemistry Stage 6; Earth and Environmental Science Stage 6; Physics Stage 6; Science Stages 4-5; Senior Science Stage 6
SCIS SUBJECTS:	Science; Technology
PUBLISHER:	Reed Business Information, London
REVIEW DATE:	19/8112 [500]

SCIS 1104894

THE INFORMATION PROCESS		
Steps in the process	Information skills	
<p>Defining</p> <p>What do I really want to find out? What is my purpose? Why do I need to find this out? What are the key words and ideas of the task? What do I need to do?</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> relate the task to their learning clarify the meanings of the words of the task identify and interpret key words and ideas in the task state the task in their own words work out the parts of the task 	
<p>Locating</p> <p>Where can I find the information I need? What do I already know? What do I still need to find out? What sources and equipment can I use?</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> recall relevant information and skills from previous experience recognise strengths and limitations of current knowledge and decide whether additional information and/or skills are needed limit an investigation to a manageable size identify possible sources (people, organisations, places, print, nonprint materials, objects) recognise the relative worth of sources select the best of these sources to use locate sources and appropriate equipment use appropriate equipment record details of sources that are used 	
<p>Selecting</p> <p>What information do I really need to use? What information can I leave out? How relevant is the information I have found? How credible is the information I have found? How will I record the information I need?</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> begin to assess the usefulness of each source use key words to locate potentially useful information within sources skim each source for information identify information that has links with the task decide whether information is closer to fact or opinion assess the credibility of sources which express opinion identify inconsistency and bias in sources devise a system for recording their own information summarise information record quotations and sources of information 	
<p>Organising</p> <p>How can I best use this information? Have I enough information for my purpose? Do I need to use all this information? How can I best combine information from different sources?</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> review the purpose of the task combine the information into larger units of information combine the units of information into a structure review the structure in light of the purpose of the task adjust the structure where necessary 	
<p>Presenting</p> <p>How can I present this information? What will I do with this information? With whom will I share this information?</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> identify the requirements of different forms of presentation consider the nature of the audience for the presentation select a form and style of presentation appropriate to the audience and the content of the material prepare the presentation present the information 	
<p>Assessing</p> <p>What did I learn from this? Did I fulfil my purpose? How did I go — with each step of the information process? How did I go — presenting the information? Where do I go from here?</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> review the extent to which the end product meets the requirements of the task assess their use of this process in completing the task examine strengths and weaknesses in specific information skills identify increases in knowledge set personal goals for the further development of information skills 	

INFORMATION SKILLS IN THE SCHOOL

INFORMATION SKILLS IN THE SCHOOL

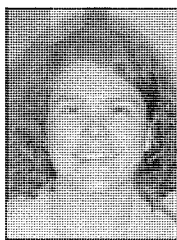
Awards, projects and competitions that relate to secondary science

	Stage 4		Stage 5		Stage 6	
	Y7	Y8	Y9	Y10	Y11	Y12
AGL Sustainable Living Competition http://www.sustainableliving.com.au			✓	✓	✓	✓
Airwatch http://www.dar.csiro.au/info/airwatch	✓	✓	✓	✓	✓	✓
Annual Schools Web Site Design Awards http://www.schools.nsw.edu.au/events/statecompetitions/websitecomp.php	✓	✓	✓	✓	✓	✓
ASTA Australasian Poster Competition http://www.asta.edu.au/	✓	✓	✓	✓		
Australian Business Week Enterprise Education http://www.abw.org.au/				(✓)	✓	
Australian Schools Science Competition http://www.etc.unsw.edu.au/competitions/science.htm	✓	✓	✓	✓	✓	✓
Backyard Biodiversity http://www.curriculumsupport.nsw.edu.au/learningtechnologies/snapshots/science/bio	✓	✓				
BHP Billiton Science Awards http://scienceawards.bhpbilliton.com	✓	✓	✓	✓	✓	✓
Birds in Backyards http://www.users.bigpond.com/rosella63/backyard_survey/main.html	✓	✓	✓	✓	✓	✓
Chemistry, Biology and Physics Olympiads http://www.rtaso.org.au/					✓	✓
CSIRO CREST Awards http://www.csiro.au/crest/	✓	✓	✓	✓	✓	✓
Dung beetle mania http://www.amonline.net.au/biodiversity/dungbeetle/index.htm	✓	✓	✓	✓		
The Envirothon http://www.curriculumsupport.nsw.edu.au/enviroed/envirothon/detail.htm					✓	
GLOBE http://www.ea.gov.au/education/globe/globe.html	✓	✓	✓	✓	✓	✓
Hands on Learnscapes http://www.learnscapes.org/	✓	✓	✓	✓	✓	✓
Intel Young Scientist http://www.stansw.asn.au/ys/ysmain.htm	✓	✓	✓	✓	✓	✓
Macquarie University Eureka Schools Prize for Earth, Environmental and Planetary Sciences http://www.amonline.net.au/eureka/schools_earth_sciences			(✓)	✓	✓	✓
Matthew Filanders rap http://www.schools.nsw.edu.au/appse/staff/F1.0/F1.8/teaching/12.htm	✓	✓				
Minerals Council Awards for School Environmental Management Plan (SEMP) http://www.nswmin.com.au/education/news.shtml	✓	✓	✓	✓		
The Minister's Young Designers Awards (MYDA) http://www.boardofstudies.nsw.edu.au/myda2000/	✓	✓				
Murder Under the Microscope http://www.microscope.ozeducate.com.au/	✓	✓				
Questacon's Smart Moves http://smartmoves.questacon.edu.au/smart_moves.asp	✓	✓	✓	✓	✓	✓
RACI Titration Competition http://www.chem.unsw.edu.au/raci/SIGS/chemed.html					✓	✓
SPECTRA Awards http://www.asta.edu.au/activities/spectrastuinf.html	✓	✓	✓	✓		
Streamwatch http://www.streamwatch.org.au/	✓	✓	✓	✓	✓	✓
University of Sydney Faculty of Science Eureka Schools Prize for Biology http://www.amonline.net.au/eureka/schools_biological_sciences			(✓)	✓	✓	✓
Up Close and Spineless: Australian Museum Invertebrate Photography Competition http://www.austmus.gov.au/	✓	✓	✓	✓	✓	✓
Water Bug Survey, DLWC http://www.bugsurvey.nsw.gov.au/	✓	✓				
Young Achievement Australia http://www.yaa.org.au/frameset.html				(✓)	✓	

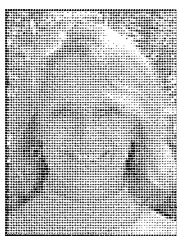
Figure 2. This table first appeared in Curriculum Support Vol.7 No.1 2002.

Figure 1.

Literacy in science



Alexia Martin,
Science consultant
for the Hornsby and
Northern Beaches
Districts in 2002,
now Head Teacher



Science at Asquith
Girls High School,
and **Pam Dunstan**
Literacy consultant,
write about meeting
the increased

literacy and critical understandings
demanded by the new science syllabuses.

The demands of the new science syllabuses and the high literacy demands of the 2001 HSC science courses have made it necessary for teachers to reflect on and modify their classroom practice to ensure that students have the prerequisite literacy skills to convey their scientific knowledge. Students need unique language understanding and skills to explore unfamiliar scientific resources or situations and to evaluate the available information. A nationally agreed goal of science education is to increase the scientific literacy of students to assist them to be better users of science. An improved control of scientific language assists students to become scientifically literate.

Science literacy in the syllabuses:

Stage 6 outcomes:
A student:

- H12:** discusses the validity and reliability of data gathered from first-hand investigations and secondary sources, and:
- H12:** evaluates ways in which accuracy and reliability could be improved in investigations

The content of these preliminary course outcomes is:

- 12.4** process information to:
 - (d) evaluate the validity of first-hand and secondary information and data in relation to the area of investigation
 - (e) assess the reliability of first-hand and secondary information and data by considering information from various sources
 - (f) assess the accuracy of scientific information presented in mass media by comparison with similar information presented in scientific journals

Stages 4-5 outcomes:
A student:

- 4.16** accesses information from identified secondary sources
- 5.16** accesses information from a wide variety of secondary sources
- 4.17** evaluates the relevance of data and information
- 5.17** explains trends, patterns and relationships in data and/or information from a variety of sources

Students will learn to:

- 4/5.16 gather information from secondary sources to:**
 - (a) use a range of sources, including CD-ROMs and the Internet, to access information
- 4/5.17 process information to:**
 - (b) distinguish between relevant and irrelevant information

- (c) check the reliability of gathered data and information by comparing them with observations or information from other sources
- (e) critically analyse the accuracy of scientific information presented in mass media

The syllabus outcomes and content describe both the scientific concepts that students need to learn, and indicate the depth of knowledge required. The depth of knowledge is conveyed by the use of imperative verbs. These verbs signal the type of response that is required in written assessments and research. They have specific meanings for the syllabuses. The meanings of verbs in the *Science: Stages 4-5 syllabus* are described in the *Glossary of terms* (pp 48-50). The meanings of verbs for Stage 6 are provided in *A glossary of key words*, and these are common for all HSC courses. Proficiency with these terms will assist students to write in a manner consistent with the purpose of a set task.

A list of verbs and their definitions can be found in *The new Higher School Certificate - Some key words in BOS Board Bulletin*, July 1999 Vol 8 No 5 and on the Board of Studies web site at: http://www.boardofstudies.nsw.edu.au/syllabus_hsc/glossary_keywords.html

Teacher-librarians are well placed to assist students to make the links between the information skills process and the verbs in the glossaries. This can make the verbs more relevant to students. A possible correlation between the information skills process and the required actions can be seen in *Figure 1*.

Information skills	Actions
Define	State meaning and identify essential qualities (Board bulletin, 1999)
Locate	Assess credibility, reliability and validity of range of sources
Select	Critically analyse, classify
Organise	Interpret, construct, synthesise, summarise
Present	Provide information for consideration (<i>Science: Stages 4-5 syllabus</i>)
Assess	Make a judgement of value, quality, outcomes, results or size (Board Bulletin, 1999)

Figure 1.

Define

The skill of defining the question or task requires a student to determine the key words, that is, the words which contain the main ideas and actions. Students need to think of the question in their own words, keeping in mind the very explicit definitions provided by the Board of Studies at the HSC level.

When students deconstruct a question in order to identify the main ideas, they need to consider:

1. the verb and its definition
2. the abstract noun and what it refers to; the abstract noun adds a more precise focus to the direction given by the verb, for example:
 - to discuss the implications of requires students to consider all arguments whether positive or negative
 - to discuss the advantages of requires students to consider only the positive arguments that support the specific issue
3. the content of the question i.e. the scientific knowledge required
4. the context of the question, for example: the social and political issues of the time; the purpose of the writer and experience of the intended audience

These steps will help students to know what information they need to look for and how to construct the answer.

Locate

Once students have defined what is required by the question, they need to locate information that is current, valid and reliable for the topic. The teacher-librarian can help students to assess the integrity, relevance and authority in a range of resources.

Media and journal articles are valuable in providing scientific information from current research. The Stage 6 science syllabuses require students to compare information in the mass media with that in scientific journals. A teacher-librarian, in collaboration with the science teacher, can assist students to examine these different

media in relation to their purpose, audience and context.

Students often feel that they have the necessary skills to locate information on the Internet but do not realise the range of search engines that are available and their specific purposes. A teacher-librarian can assist students to develop skills in using search engines (*Students searching the Internet, Scan*, 2002). Explicit teaching will equip students with the skills to select the most appropriate resources.

Select

Many of the questions that students confront in science require them to assess and analyse.

Assess - make a judgement of value, quality, outcomes, results or size

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

Board Bulletin (1999)

These same skills are described in the selection step of the information skills process (see p. 20). Students need to: prioritise the importance of information appropriate to the task; read in chunks, reflect on what has been read and understand technical and unfamiliar language. In collaboration with the science teacher, teacher-librarians can model the critical analysis of science resources.

Organise

Organising information for research or an exam question requires students to make notes and plan in a coherent, meaningful way by discriminating between main ideas and supporting details, and by organising these according to the purpose of the task. For example, the task may require an understanding of the structure of expository, explanatory, report or procedural text. In *Example 2*, on p. 24,

Verb	Layout
compare	table
explain	flow chart, diagram
outline	flow chart, point form
construct	diagram, graph, time line
summarise	point form

Figure 2.

which demanded an evaluative response, a student might address this by:

- identifying, describing, or explaining the components
- identifying possible positive and/or negative arguments and/or identifying the degree to which the quality of the abstract noun applies, for example, *How great is the impact?*
- organising the arguments or explanations into a logical sequence. In structural organisation, the processes may include:
 - linking or identifying relationships or refutations
 - balancing between positive and negative arguments
 - using examples, statistics, or diagrams to support opinions
 - commenting on the effectiveness or value which is based on the evidence, examples, facts, or statistics already included
 - concluding with an overall judgement after balancing and weighing the evidence.

Present

Once students have organised their work, they need to decide on the most appropriate layout. Diagrams and tables can be used to enhance their responses. *Figure 2* shows possible presentation models for some verbs:

Note: an evaluation would require a response that links the issues. A discussion could be limited if the response was presented in a table or point form.

Assess

The assessing and evaluating stage in the information skills process requires students to be self critical, analytical and willing to adapt and reorganise their presentation if required. This same skill is necessary in addressing the verbs *assess* and *evaluate* in science questions. This skill will equip students with the necessary vocabulary to express judgements and consider their own writing, and the writing of others, with a critical eye and a balanced approach.

Following are three worked examples that emphasise a particular step in the information skills process.

Example 1—defining

Explain the relationship between the cause and one symptom of one named non-infectious disease

HSC Biology, 2001

Using the steps above, a student would define the following aspects of the question:

1. *explain* requires students to *relate cause and effect; make the relationship between things evident; provide why and/or how* (Board Bulletin)
2. the abstract noun is *relationship*; to indicate the connection between components
3. the content of the question is about a non-infectious disease, a cause and a symptom; in this question, a student would have to be able to relate the cause to the specific symptom identified, this would impact on the disease and its symptoms, that a student may choose
4. the context of the question could be in the choice of disease, for example, there are some diseases that are better understood now than in the past.

An **explain** response for this question might look like this:

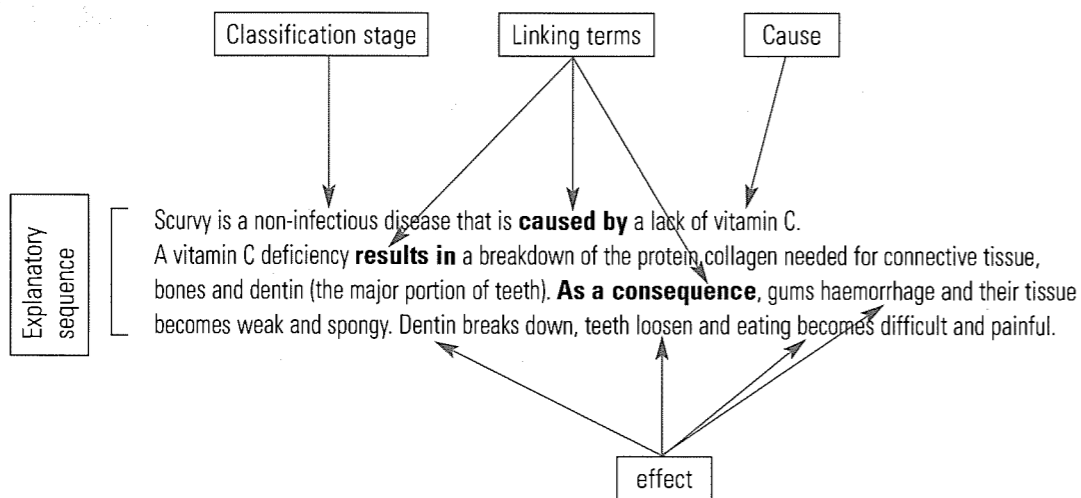


Figure 1 Text that explains

Responses to some of the verbs are more easily scaffolded than others. For example, **explain** will generally require students to tell how and why things occur in scientific and technical fields, as illustrated in Figure 1. There are other verbs which require a response that mixes types of text or requires a different form of writing.

Example 2—defining

Evaluate the impact of major advances in scientific understanding and technology, in the field of genetics, on developments in reproductive technologies.

HSC Biology, 2001

Using the same ideas as Figure 1, a student would define the following aspects of the question:

1. *evaluate* means *make a judgement based on criteria; determine the value of* (Board Bulletin)
2. the abstract noun, *the impact*, could indicate the major effects
3. the content of the question is about advances in the understanding of processes and actual technology that has resulted in scientists moving forward in the area of reproductive technologies; the plurals of the words *advances* and *technologies* would indicate more than one of each
4. the context of the question includes the socially accepted values of the period which did not impede progress in this area.

An **evaluate** response to this question might look like:

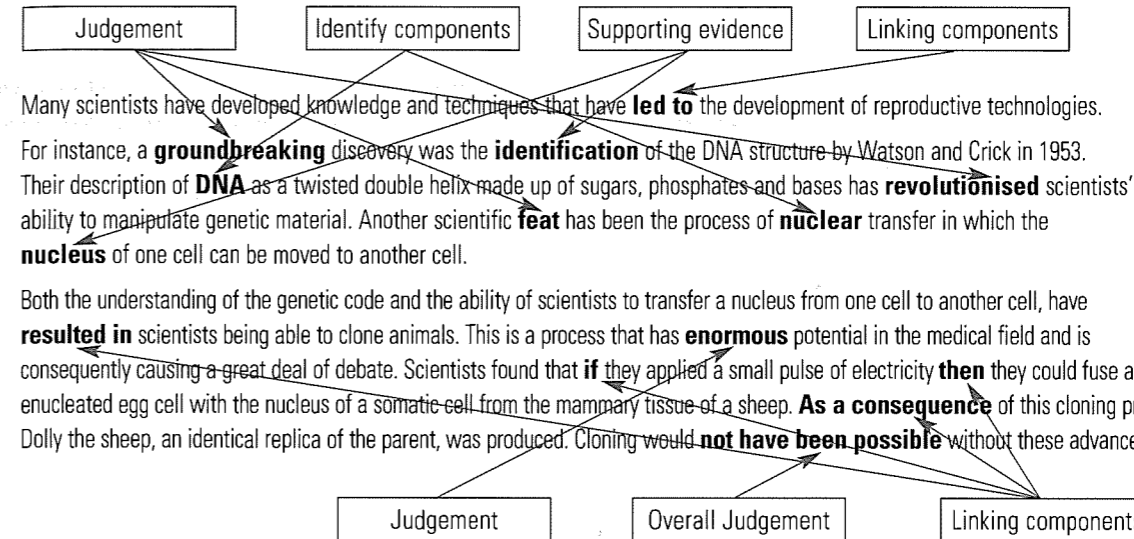


Figure 2 Text that evaluates

Example 3—select

Question 16 (4 marks)

Genetically modified food on menu

Australians are growing more accepting of genetically modified (GM) food, a federal agency survey has found. This survey found that 44 per cent of Australians now believe GM food would become more widely accepted and less risky in the next few years. An earlier survey revealed that people thought the risks outweighed the benefits, but that the situation would change.

- (a) State ONE opinion held by Australians about genetically modified food, according to this article.
- (b) Justify ONE piece of information you would need in order to determine the validity of the survey results.

HSC Biology 2001

Teacher-librarians could ask students to discuss and reflect on the text using critical literacy skills, prompting students with questions such as:

- What generalisations are being made?
- What persuasive devices are being used?
- Is there evidence of bias, inconsistency or omission?
- What intended audience, purpose and context might the writer of this article have?
- How can the reliability and validity of the survey and the article be tested?

By answering these questions, students are assessing the credibility of sources and ownership of the information. This empowers them to select information appropriate to the set question.

Conclusion

Students will use the range of library resources more effectively to address set tasks if, through explicit teaching to achieve outcomes, connections are made between the content and purpose of scientific writing and the literacy demands of the science syllabuses. Science teachers and teacher-librarians working collaboratively can apply the suggestions given in this article to deconstruct the outcomes in the science syllabuses and integrate the information skills process into the application of tasks. ■

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Scan's regular Research columns feature is refereed by Dr Ross J. Todd. Research columns continues to build a value for research as a process, strengthening the theoretical basis for the practice of teacher-librarianship. It gives particular emphasis to demonstrating how research can inform practice through the application of findings, questioning of assumptions, and identification and analysis of practical problems. In this issue, Ross gives emphasis to the way that online environments could be designed, with particular emphasis on gender inclusivity, to foster collaborative and effective learning.

ogy, a place for information technology empowerment. Jaron Lanier, acknowledged as the pioneer of virtual reality states: "This generation has the potential to create more beauty, meaning, and fun than ever before. If we stop thinking of technology as a way of being powerful, and instead think of it as a form of art, a way of reaching out to cross the gaps that exist between people, then life becomes newly adventurous" (Lanier, 2002). This is a key challenge for teacher-librarians and teachers.

Professor Kay Vandergrift, Director of the Youth Literature Online Certificate Program and founding Director of the undergraduate Information Technology & Informatics program at Rutgers University, poses some interesting questions. She asks educators and researchers as they create environments, where the digital and traditional media intersect, to consider:

- How can educational and philosophical values be conveyed on the WWW or in online learning environments?
- How can digital learning environments be designed and used to "balance the playing field", accommodate diversity and foster inclusivity?
- How can they be mindful of gender balance, incorporating sufficient visual and operational appeal for all users?
- How can they be flexible, responsive, and facilitate interactive learning and teaching, creative thinking, and collaborative activities?

- What underlying assumptions about learning, teaching, technology, rational thought, human values, etc. are implicit and unexamined in our creation and uses of information technologies? What kind of student behaviours, communication patterns, and methodologies are embedded?
- How can educators more effectively match the capabilities of technologies to the learning needs of students?
- How do we sustain the effort required to develop and maintain technological learning resources?
- Does the time and effort educators devote to innovation and maintenance of technological learning resources result in a net gain or a net loss in teaching and learning?
- What are the most practical and effective means of researching the practices and processes of those using technology in education? How can evaluation of an electronic learning environment be built into curriculum content? Is electronic tracking of students ethical? What new research problems and configurations are emerging in technological learning environments?
- How can the Internet extend the roles of the local educational community into a global community? How can we create possibilities for cooperative work for teachers and students both within and beyond our local educational environments?
- How can teachers balance the process of providing resources

How can evaluation of an electronic learning environment be built into curriculum content?

Growing up digital represents a significant challenge for all educators. The research of Subrahmanyam & Greenfield (1998) shows that often girls can feel alienated by some technology. The history of computing itself shows how women have played a significant role, as seen, for example, on the University of Alberta's web site, *Women & computers* at <http://www.ualberta.ca/~nfriesen/582/intro.htm>. Many of the early adopters of information technology in schools in Australia were women, including teacher-librarians involved in the automation of library systems and information records to provide access to sources, and their management and movement. In recent years, teacher-librarians have led the way with the development of networked information access across schools, providing the teaching and learning interventions and professional development essential to the effective take up and use of information technology in schools.

School libraries are a key place in the school where an inclusive community can be fostered, a place for bridging the gaps between gender and technol-

with that of encouraging students to find new or different material on their own and to share their discoveries with others?

- What is the relationship between the use of digital environments and patterns of lifelong learning?
- What are the unintended results of using digital resources and environments in education? (Adapted from Vandergrift, 2002)

This Research Column provides some insights into these complex questions. In some ways, it is a departure from the typical Research Columns in Scan. This column explores how online

environments might be designed considering gender inclusiveness to foster collaborative and effective learning. The author is Dr Denise Agosto, Assistant Professor, College of Information Science and Technology, Drexel University, Philadelphia. Her research centres on: young people and the World Wide Web; youth information seeking behaviors; gender-based differences in digital information evaluation; and Hispanic and multicultural issues in children's and young adult literature. It raises interesting questions about engaging young people using technology, and issues related to the

need for explicit teaching of skills in context and for meaningful purposes in developing critical and competent users of ICT. ■

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Connecting girls to computers: an investigation of girls' web site design preferences

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Introduction

It is widely recognized that computers tend to be less central to girls' lives than they are to boys' lives (i.e. Cassell & Jenkins, 1998; Comber et al., 1997; Gorriz & Medina, 2000; Inkpen et al., 1994; Mumtaz, 2001). One possible explanation is that most web sites, CD-ROMs, and other digital resources do not reflect girls' design and content preferences. This paper describes a qualitative research study that resulted in the creation of the GirlsTech model for selecting digital resources of high interest to girls. *Girls tech* [website] is located at <http://girlstech.douglass.rutgers.edu/>

The research approach

The creation of the *Girls tech* model involved a number of steps. First, the project investigator (the author of this paper) conducted a literature review of the research related to gender and technology. Based on the results of this

review, she then created a working model of girls website design and content preferences. The third step in the research process entailed group interviews to test the working model. Analysis of data collected during the group interviews lead to a revision of the working model. The revised working model was then presented to an expert panel. Feedback from the expert panel resulted in another model revision stage and the completion of the *Girls tech* model. Each of these research stages is detailed below.

Literature review

Analysis of the literature relating to gender and technology indicated that gender exerts a strong influence on girls' digital resource design and content preferences. Together these studies point to seven categories of preference: collaboration, social connectivity, flexibility and motility, inclusion, contextuality, personal identification, and graphic and multimedia concentration. It is these seven categories that comprised the initial working GirlsTech model.

Collaboration

Many studies have indicated that girls prefer learning through collaboration to competition (Brunner et al., 1998; Burdick, 1996; Martin, 1998; Mayberry, 1999; Miller et al., 1996; Seymour and Hewitt 1997). As Seymour and Hewitt learned from interviews with undergraduate science majors, many female students dislike competition based learning: "most women prefer not to see learning turned into a competitive activity; indeed, they tend to view competition as getting in the way, both of good learning and of good collegial relationships".

Social connectivity

Other studies indicate that girls tend to value computers as tools that facilitate communication with other humans (Brunner et al. 1998; Honey et al. 1991; Schofield, 1995; Subrahmanyam & Greenfield, 1998; Turkle 1988). These studies have also shown that girls respond more positively to information presented in terms of human relationships than to information presented for information's sake alone.

Flexibility/motility

Miller et al. (1996) found that girls did not desire closure before moving from one computer game to another. Other researchers (Brunner et al. 1998; Roychoudhury et al. 1995; Turkle, 1988) have also found girls to prefer flexible navigation. In a related vein, Turkle (1998) found females to place great importance on the ability to rearrange objects within the screen space, or to engage in motility.

Inclusion

The research organisation, *Children now*, studied bestselling video games to determine that only 16% of the game characters were females (Douglas, Dragiewicz, Manzano, & McMullin, 2002). About half of these female game characters were bystanders rather than active participants in the games. It is proposed here that web sites should depict roughly equal numbers of women and men, as well as people from many racial and ethnic groups, in positions of status and leadership to show girls that females can play equal roles in the world of technology. There is no indication in the literature that girls prefer inclusive sites; inclusion is suggested as a prescriptive selection recommendation.

Contextuality

Research has also indicated that girls tend to perform better on school assignments when lessons are introduced in context (Honey et al. 1991; Lage & Treglia, 1998; Scaife, 1998). Women of all ages also tend to prefer information presented within a narrative, such as a first person historical account of pioneer life in the Washington Territory, as opposed to an almanac style listing of facts from the period.

Personal identification

Other research indicates that girls learn more when they can relate lessons and problems to their personal lives (Miller et al. 1996; Roychoudhury et al. 1995; Subrahmanyam & Greenfield, 1998). Girls tend to engage more when they see

some aspect of themselves, such as a protagonist of a similar age or geographic region, reflected in a computer program.

Graphic and multimedia concentration

Finally, research has indicated that young people, regardless of gender, prefer web sites with large amounts of high quality graphic and multimedia content to plain text sites (Agosto, 2002; Fidel et al. 1999; Kafai & Bates, 1997; Wolcott, 1998). Juvenile web users tend to view text only sites briefly, abandoning them in favour of sites with plentiful drawings, photographs, audio clips, and video clips. It seems that for girls, even more than for boys, the quality and amount of multimedia content are key to maintaining their attention and interest (Dobosenski, 2001; Miller et al. 1996).

Working model

The project investigator organized these seven categories of web site design and content preferences into the working model represented in Figure 1.

Group interviews

The next step in the research process involved the use of group interviews to test the working model. Group interviews involve the simultaneous interviewing of multiple participants. They differ from focus group interviews in that a major goal of focus group interviews is to achieve group consensus, whereas this is not a goal of group interview research (Frey & Fontana, 1991). Group

interviews were chosen over focus group interviews to enable minority, as well as majority, opinions to emerge.

The interview participants were 33 fourteen and fifteen year old females attending hands on leadership, science, and technology workshops sponsored by the Rutgers University Douglass Project for Women in Math, Science, and Engineering. They were New Jersey high school students with a range of academic achievement levels who had applied for Douglass Project programs on a volunteer basis. Each interview involved between five and eleven participants and lasted between 45 and 60 minutes. Before the interviews, the participants spent 50 minutes in the Douglass Project computer lab examining a set of eight test web sites.

- *Biographies of women mathematicians* [website] at <http://www.agnesscott.edu/riddle/women> includes pictures and biographies of hundreds of female mathematicians.
- *Doctor over time: you try it* [website] at <http://www.pbs.org/wgbh/alo/tryit/doctor> shows how a doctor working in 1900, a doctor working in 1950, and a doctor working in 1998 would diagnose and treat three medical ailments.
- *The hurricane hunters* [website] at <http://www.hurricanehunters.com/welcome.htm> takes users on a multimedia, meteorological data gathering flight into the centre of a hurricane.
- *Museum of science* [website] at <http://www.mos.org/home.html>

includes information about the museum, as well as a series of online exhibits.

- *Sheep brain dissection: the anatomy of memory* [website] at <http://www.exploratorium.edu/memory/braindissection/index.html> uses text, pictures, and videos to present an actual sheep brain dissection.
- *Solar system simulator* [website] at <http://space.jpl.nasa.gov> produces realistic images of a number of planets and satellites at any date, time, and viewing angle the user desires.
- *TopoZone.com* [website] at <http://www.topozone.com> generates U.S. topographical maps in various magnifications and sizes.
- *Women of NASA* [website] at <http://quest.arc.nasa.gov/women/intro.html>

The project investigator asked three questions about each of the test sites:

"What did you like about the site?"

"What didn't you like?"

"What would you change if you could make changes?"

The interviews were taped, and the audiotapes were transcribed for data analysis.

Data analysis

Data analysis took the form of iterative pattern coding (Miles & Huberman, 1994), the most common form of qualitative data analysis. It involves repeated readings of the data while searching for recurring themes. The data is organised and reorganised according to these themes until the researcher finds the best fit for the data.

For the current study, seven major themes arose, one for each of the categories in the working model: collaboration, social connectivity,

flexibility and motility, inclusion, contextuality, personal identification, and graphic and multimedia concentration. However, the levels of support for these seven categories varied. Support for five (social connectivity, flexibility and motility, contextuality, personal identification, graphic and multimedia concentration) was strong. Support for the remaining two (collaboration and inclusion) was either weak or mixed. Discussions of the data in relation to each of the seven categories follow.

Primary preferences

Social connectivity

The participants valued the World Wide Web and the Internet very highly as means for communicating with others. Even in the case of playing computer games, the study participants expressed a desire to establish contact with other human

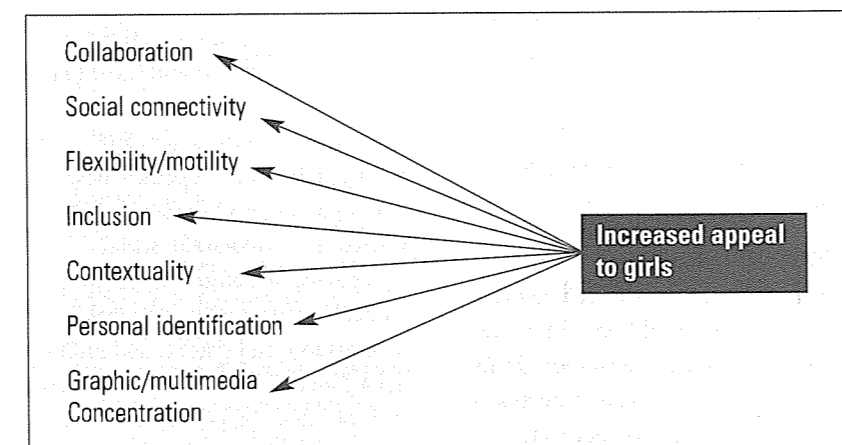


Figure 1 Working model #1: A model of girls' web site design and content preferences.

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Dart: Scientist and Man of Grit. Highly commended biography of Professor Raymond Arthur Dart, an Australian who is listed as one of the top twenty international scientists of the 20th century. Dr Frances Wheelhouse and Kathaleen S. Smithford, 17.5 x 25 cm, 361pp. 58 illus., pb. \$43.95.

beings. For example, one component of the test site *The hurricane hunters* was the *cyberflight*, which takes the user on a flight into the centre of a hurricane through text, photographs, and video clips. The participants found the flight to be dull and would have much preferred a site that enabled contact with live humans:

Participant 1: "It would be good if you could play [the *cyberflight*] against other people, that are online."

Participant 2: "Yeah."

Participant 3: "Yeah, like if you go to the *Jeopardy* web site and if you register you can play against other people."

Flexibility and motility

The participants also expressed preferences toward flexibly structured web sites. They tended to surf from site to site viewing random pages of interest, rather than following prescribed navigational paths within sites. Data analysis also supported the concept of motility. When discussing *The hurricane hunters cyberflight*, the participants wished that they could have controlled the path of the plane, especially using a joystick or other tool for physical manipulation:

Participant 1: "When they said you'd go on a ride, I thought you'd actually be moving, but it was actually just clicking."

Participant 2: [Indicating distaste.] "Ew."

Participant 3: "It would have been better if you were flying the plane."

Participant 4: "Yeah!"

Participant 5: "When it said *cyberflight*, I thought you were actually going to go on a flight, where you could kind of control it—."

Participant 6: "That's what I was thinking!"

Participant 4: "Oh! That would have been really cool!"

Contextuality

The participants also expressed strong preference for information couched within stories or narratives. For example, they

preferred *The hurricane hunters* to the *Women of NASA* based on contextuality:

Interviewer: "The hurricane site had a story when you're following in the airplane and the other site was straight information, biographies. Do you have a preference?"

Participant 1: "I like the hurricane one better. I don't like straight information and stuff, it's not good—."

Participant 2: "It's really boring—."

Participant 3: "It's just going on and on about stuff and having a picture."

Various others: "I know! Yeah!" [Many other indications of agreement.]

Participant 4: "[The story] made information and stuff not boring."

Even those participants with limited interest in meteorology were interested in the story structure of the *cyberflight*.

Personal identification

Personal identification also generated a great deal of support. For example, the participants agreed that the *Women of NASA* site was dull because they lacked personal connections to the mathematicians who were profiled:

Participant 1: "*The Women of NASA* site was always boring. It gets tiring; it gets old and boring, repetitive."

Participant 2: "You don't really know the people and it's just going on about them and having their picture and it just has all this stuff about them and—."

Participant 3: "If one of the NASA women was my mom or something like that, I'd be, like, 'Oh, my God!'"

Participant 1: "It'd be more interesting."

Graphic and multimedia concentration

To many of the participants, graphic and multimedia concentration was the single most significant factor in their rating a web site positively or negatively. They spent more time discussing their opinions of the graphics, videos, audio clips, colours, fonts, and so on, than any other aspects of the test sites. For example, in discussing her first impressions of the

Women of NASA site, one participant said, "I have a thing about colours and I liked the green background."

This comment initiated a long and intense discussion of whether or not the particular shade of the background was attractive, with almost all of the girls in the group passionately arguing for or against the colour. Although personal colour and design preferences varied from participant to participant, this study indicates that the importance of web site multimedia quality and quantity to girls cannot be overstated.

Secondary preferences

Collaboration

In accordance with past research, the participants agreed that they generally preferred to work collaboratively when using computers for homework purposes because their enjoyment of the other person could compensate for their lack of interest in homework assignment topics. However, they generally preferred working alone for leisure pursuits, such as reading email and playing computer games. Privacy is partly the cause of this preference for working alone. As one participant explained, "If you were just going on for your own use, you were just interested in something...you wouldn't want someone looking on with you, like at your mail." As a result, it is important that digital resources selected for school and educational use support collaboration, but those selected for leisure purposes need not be collaborative to hold girls' attention.

Inclusion

Data analysis showed inclusion to be of secondary significance. A few of the participants praised the site *Doctor over time* because it showed sex roles changing, with a male doctor in 1900 and a female doctor in 1998. Others found this sex role change interesting but not significant. As one participant explained: "If [the site] has something to do with gender, like role changes, yeah, I can understand if they actually depict

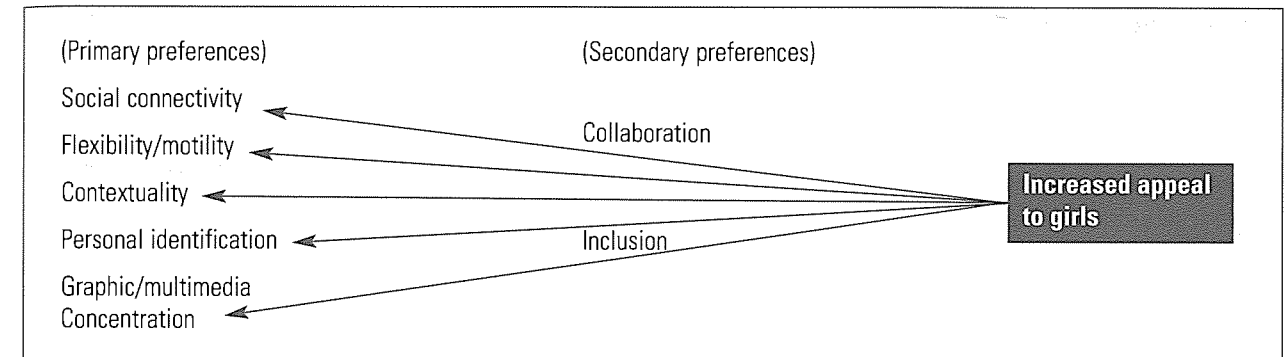


Figure 2. Working model #2: a model of girls' web site design and content preferences.

that. Otherwise, it doesn't really matter to me." Despite the participants' limited interest in inclusion, it is important for adult intermediaries to consider inclusion when selecting web sites, since inclusive resources can bolster girls' feelings of assurance and self worth.

The revised working model

The revised working model reflects the division of the web site design and content preferences into primary and secondary categories, as represented in Figure 2.

Presentation to expert panel

After revising the working model, the project investigator presented it to an expert panel. The panel included two professors from the Rutgers Department of Computer Science, two professors from the Rutgers School of Communication, Information and Library Studies, two regional directors of educational technology for New Jersey secondary schools, the director and assistant director of the Douglass Project, and two program directors from the Girl Scouts of the USA national headquarters.

The panel offered overwhelmingly positive feedback for the working model, indicating that all seven of the categories conformed to their own observations of girls' digital information preferences. They also suggested an additional category: confidence. They felt that one of the main reasons that girls express less interest in computers than boys is that girls lack self-confidence in their computer abilities, whether or not they lack computer competence.

Subsequent reanalysis of the literature lent further support to the concept of confidence. Opie (1998) traced girls' reduced levels of confidence with computers to their lesser-developed technological skills. Comber et al. (1997) traced reduced levels of computer confidence to adolescent women's less frequent use of computer games, the majority of which are designed for and marketed to males. Wilson (2002) found that computer comfort level was the best predictor of a high grade in an undergraduate computer science course.

In contrast, reanalysis of the group interview data indicated that the

participants were relatively indifferent to confidence. Participants in only one of the four interviews discussed any related ideas in the following short conversation concerning the *Women of NASA* site:

Participant 1: "[I liked] the teen-friendly vocabulary."

Participant 2: "Oh, that's right."

Participant 3: "They had good language."

Participant 2: "That's right."

Participant 3: "Understanding of us."

Final revision: the *Girls tech* model

In accordance with the panel's suggestion, the project investigator revised the working model to include confidence. It was added to the model as a prescriptive selection criterion because digital resources expressing confidence might bolster girls' comfort levels with technology.

With the addition of confidence, the *Girls tech* model contains eight components, as represented in Figure 3.

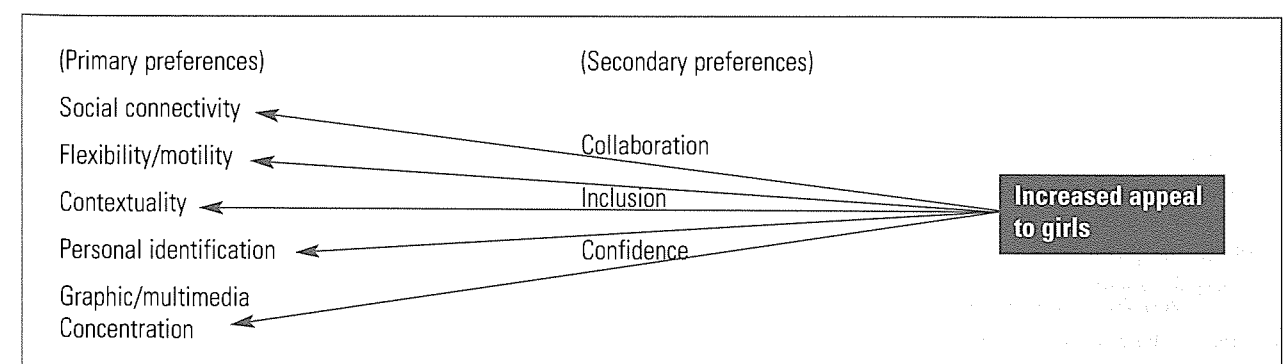


Figure 3. The final model: the *Girls tech* model.

Discussion: strategies for teacher-librarians

The *Girls tech* model is intended to serve as a selection tool guiding inclusivity for teacher-librarians and teachers. It can be applied to web sites as well as to other digital resources, such as CD-ROMs and video games. Few digital resources, if any, will be strong in all eight of these areas, but strength in at least a few of these areas suggests that a resource is likely to engage girls. The *Girls tech* web site offers a list of questions to consider when applying the *Girls tech* model, as well as links to web sites that exemplify each of the eight categories in the model. In addition to serving as a selection tool, the *Girls tech* model points to other methods that teacher-librarians and teachers can use to encourage

girls to become equal players in ICT. Suggested methods include:

Creating a girls' computer club: membership in a girls' computer club, or designated girls' and boys' booking times, can boost computer confidence and technological competence.

Making computer use relevant: teacher-librarians working with teachers, can structure learning experiences which are engaging, enjoyable and encourage interest in using ICT.

Educating girls about computers and computer science: teacher-librarians and teachers should encourage girls to enrol in computer classes, computer workshops, and computer camps.

Making computer use a social activity: encouraging interest in and engagement with ICT, teacher-librarians and

teachers can encourage girls to use computers together during structured and non structured activities.

Capitalising on girls' interest in graphic and multimedia website components: encourage girls to use technology, such as digital cameras to take photographs and then digitally edit the pictures, to scaffold critical and visual literacy skills.

Suggestions such as these and by using the *Girls tech* model for selecting girl friendly digital resources, teacher-librarians and teachers can help nurture a future world where girls and boys understand and confidently use a range of ICT for lifelong learning and leisure pursuits. ■

continued from p. 32

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Abstracts

Cooper, L. 'Cross-cultural preference of visual information in primary school children', E. Toms (Ed.), *Information, connections and community, proceedings of the 65th ASIST Annual Meeting, Philadelphia, PA, Information Today, (39), Medford, NJ, 2002, pp. 359-364.*

This paper makes an important contribution to our understanding of visual literacy, in the context of a multicultural learning environment, and where the learning environment is placing increasing attention on the visual environment of the World Wide Web. Developing insights into the factors that affect viewers' decisions to interpret visual information in a particular manner, and how learners develop understandings and indeed misunderstandings through this interaction is increasingly important as learners use the web to communicate cross-culturally and to learn through interactions across different cultures.

The purpose of this study was to (1) investigate possible visual preferences in young children who are in the process of acculturation; (2) identify if the preferences appear to be associated with developmental considerations, cultural background, quality of graphical representations, personal experience or situation or some other factor; and (3) identify considerations of very young children in the process of acculturation who are not proficient in the language of the interview. Participants in the study were an entire kindergarten level of the English as a Second Language class

in a suburban primary school, and recent immigrants. These students received additional instruction from an ESL teacher on a daily basis. The study took place in the school library. Students were shown 24 sets of three pictures, each set representing the same concept, and thought to be fairly familiar to all students and common to backgrounds to all students. Concepts represented included: teacher, banana, mother, shirt, train, shoe, doctor, ball, rainbow and so on. The pictures comprising the three sets were published in the USA, Hong Kong and India, and showed considerable variation in their visual representation.

Each student was interviewed, shown one set of concepts at a time, asked to name the concept (eg. doctor) and then to

choose the best picture which represented the concept, and to explain why that choice was made. The study confirms existing research that suggest that sociovisual and ethnovisual elements influence preference of visual elements. Colour is seen to play a role in being an attention directional tool, though its role as a vehicle of meaning is less understood. The study affirms the central role of the visual in the development of concept and meaning, and that

the symbol systems of different media cultivate mental skills specific to those communities. Children internalise the forms of communication that their culture teaches them and these become the tools by which they think. The adopted culture may have different forms of communication which can create substantive learning dilemmas, and for the child, this becomes a complex dynamic of learning and unlearning. ■

The study confirms existing research that suggest that sociovisual and ethnovisual elements influence preference of visual elements.

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Information and Communication Technologies (ICT)

**This section of Curriculum Support will be used to provide teachers with the latest information on Departmental initiatives in Information and Communication Technologies (ICT). Information will include latest resources, online student learning projects and professional development opportunities.*

Internet Services and Products

In November 2000, the Premier announced that the Department of Education and Training would provide up to one million email accounts for students and staff in schools and TAFE colleges. The objective of providing staff and students with email and Internet services is to support the education and learning processes in schools and TAFE colleges and to open up opportunities for improved administrative processes.

In February 2002, following an extensive evaluation process, the Government announced the results of the tender process. Implementation

will be carried out in two stages. There will be a pilot in a limited number of schools and TAFE colleges followed by phased-in full implementation throughout the state during 2002 and 2003.

The schools/TAFE package includes:

- personalised email accounts for teachers and students
- filtered Internet access
- web facilities for individuals, schools, and colleges
- teacher discussion groups
- student discussion groups
- listservs.

The new Internet Services and Products (ISP) provide opportunities for teachers to foster and create learning communities and collaborate together to share and seek information, undertake problem solving activities and construct knowledge.

One of the features that will be of great value to teachers will be the ISP portal. This is a virtual gateway that will provide users with the point of entry to a host of services and activities. Once users have logged on they will be presented with their own customised and personalised interface that will include:

- announcement areas
- link to email, chat facilities, and forums
- link to group pages
- access to personalised favourites.

The portal will assist teachers to organise resources and information

specific to their students' learning needs. Group pages can include educational web sites, online activities and projects, WebQuests and other collaborative activities. Students will be able to use email and other communication tools to complete online tasks.

The portal allows staff to create virtual professional networks in which staff are able to establish a network and work collaboratively to share information and exchange ideas and resources.

In order to provide information about all aspects of the project, a special ISP information and support web site has been specifically created to provide all staff with information about the ISP project. The site is regularly updated and provides a series of frequently asked questions and answers. The site also provides a facility for readers to submit related questions. These questions are always answered within a week and, where appropriate, are also published on the web site.

The site will continue to be the primary source of information. The site can be found at

Internet: http://www.det.nsw.edu.au/strat_direction/strat_init/isp/index.htm

Intranet: <http://detwww.det.nsw.edu.au/isp/welcome.htm>

At present, both sites offer the same information, however, as the project nears completion, additional DET specific information will appear on the DET Intranet site.

New ICT related professional development opportunities

New TILT Plus programs

There are a number of new programs for teachers to access. These include:

Network Administration (Novell, Apple Share, Windows 2000)

This program is designed to assist schools in running a computer network within a learning and teaching environment. It consists of six workshops (conducted after hours) over one semester.

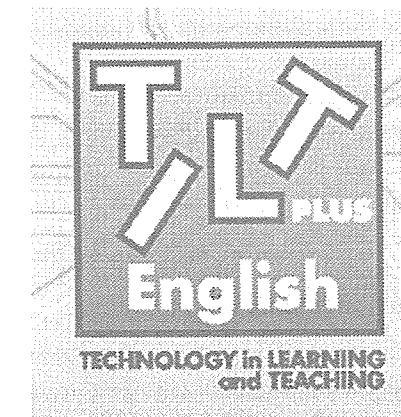
Participants select one operating system e.g. Novell or Appleshare IP or Windows 2000. Each of the three programs has a core component on networking and network terminology is integrated into each of the three programs. Participants in each of the programs will be required to undertake a workplace project documenting their school's computer network.

ruth.mason@det.nsw.edu.au

phone 02 9886 7219

TILT Plus English

TILT Plus English provides the resources needed to help students use ICT to achieve syllabus outcomes. It is based on the Stage 6 English syllabus but the activities are equally applicable to students in Stages 4 and



Available in 2003...

TILT Plus Science (Dataloggers) program

A new TILT Plus Science program is currently under development. It will have an emphasis on using data loggers to complete a student-based project. A pilot of this program will occur Term 4 2002 and the program will be available Term One 2003. sandra.canniff@det.nsw.edu.au

phone 02 9886 7218

TILT Plus Primary, PDHPE and HSIE

These projects will use mixed mode delivery with local workshops, video, online resources and program support, learning partner and workplace learning. They will support teachers in the development of a project incorporating information and communication technologies in the student learning process. Teachers will be able to integrate the use of ICT into the learning and teaching of their subject area or in the primary classroom.

greg.ramsay@det.nsw.edu.au

phone 02 9886 7717

Our Story – Telling I.T

This is an interactive CD-ROM that assists teachers, Aboriginal Education Assistants and their students to design and construct multimedia projects that tell the



story of their local Indigenous community. The CD-ROM provides learners with a guided pathway from working with their local Indigenous community to using multimedia technologies. cathy.nielsen@det.nsw.edu.au

phone 02 9886 7714

Additional information

For further information about new or existing TILT Plus programs please contact Joy Murray joy.murray@det.nsw.edu.au

phone 02 9886 7743

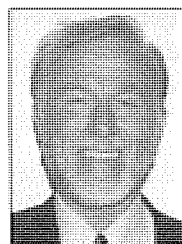
Further support for online learning can be obtained from *Student Internet projects* [website] at <http://www.curriculumsupport.nsw.edu.au/learningtechnologies/index.cfm?u=3&i=2>

5. The main focus of the course is the student based project. Workshop leaders have been trained and courses are running this Semester and Semester One in 2003 with QTP funding. For more information visit the web site at

http://www.qtp.nsw.edu.au/ICT_English/index.htm
sandra.canniff@det.nsw.edu.au
phone 02 9886 7218 ■

*This article first appeared in *Curriculum Support* Vol.7 No.3, 2002.

The Sustainable Schools Project



Syd Smith, Chief Education Officer Environmental Education, describes how

NSW schools lead the way in assuring Australia's future.

The word *sustainable* can have a variety of meanings but, in environmental education, its meaning is quite precise. People living sustainably today, are thinking of the future. They are conscious that the resources they are managing today will not compromise the availability of resources for future generations. Sustainably conscious people are equally conscious that the items they purchase should have been produced under equally sustainable production methods.

The Environmental Education Policy for Schools

The concept of sustainability is the staple of the new *Environmental education policy for schools*. The policy was distributed to all New South Wales government schools in mid 2001, for implementation from 2002. It is an advancement of the 1989 *Environmental*

Education Curriculum Statement K-12 and differs in a number of ways.

This policy acknowledges the need to understand and have knowledge of the environment. It encourages students to have positive values about the environment, to demonstrate a constructive attitude to environmental issues and to take long term action for the environment. Schools can assist by demonstrating that they are exemplars of becoming sustainable organisations. To do this, they are asked to develop a School Environmental Management Plan (SEMP) which consists of three integrated focus areas:

- curriculum
- management of resources
- management of school grounds.

To assess their level of sustainability, schools are encouraged to conduct an environmental audit or an eco snapshot in which students, teachers and the community look at such things as the school's energy and water use, the materials they purchase and the packaging they come in, the level of biodiversity in their school grounds and evidence of composting and recycling programs. Once this information is collected, the school is in a position to look at environmental priorities and develop its strategic plan within the context of the existing School Plan.

A scenario

A school might discover that it has a severe erosion problem in its school grounds. This might lead to a loss of trees and shrubs and then to a decline in bird and insect life. The school might regard this as a grounds maintenance priority and redesign the grounds to establish outdoor learning spaces. This one activity has curriculum, grounds maintenance and community participation components, which can all be part of the SEMP.

The Sustainable Schools Project (SSP)

Schools wishing to go beyond this process and gain official accreditation as a sustainable organisation for what they are already doing are likely to be attracted to joining the SSP.

The SSP is a joint agreement between the Department of Education and Training and Resource NSW (the former Waste Boards). Environment Australia has also contributed \$100 000 to the project in order that the idea, and how it is managed, may be communicated to other Australian states and territories.

Throughout 2003 and into 2004, at least 100 schools will join the project and become fully accredited sustainable

organisations. To achieve accreditation, a school must meet certain specified criteria. In the early stages of the project, in which a school achieves an awareness, a commitment and a start to implementing its environmental management plan, it is possible to match these initial activities with a number of criteria. These criteria allow the team to use a checklist and be in a position to accredit the school in the early stages of its plan. It is in the third phase, when the school believes it has achieved full sustainability (according to the specified criteria), it can request full accreditation from an external panel. The panel is likely to comprise representatives of the Department and environmental experts from government departments or non government organisations.

The advantages of becoming a sustainable organisation

The advantages of becoming a fully accredited sustainable school are:

- the school will be able to set a clear, positive example to its students and community which may reinforce habits which lead to a more sustainable, conscious world in the future
- the school will receive official acknowledgement and practical support, for example, money to develop further sustainable projects or gain help in kind, such as automatic electrical switches or free landscaping from other sponsors.

The school is fully accredited for three years, after which it may reapply for reaccreditation. Continuous improvement is an important element in the project.

Support for the project

General Motors Holden (GMH) has donated a vehicle to transport support teachers to schools and training venues. In addition, GMH has donated \$20 000 to award schools for gaining accreditation. Resource NSW is funding the salary of a Senior Education Officer position to coordinate and oversee the project. The coordinator will also visit schools, monitor the project and arrange for local councils and other groups to work with

schools. Resource NSW will also fund the salaries of two casual teachers, who will visit schools, run training and development programs and work with support personnel from local councils, government departments and other agencies.

The Department has already provided a range of print and electronic resources to support schools including:

- ✓ a web site that provides exemplary management plans, activities, references, resource lists and curriculum links at: www.curriculumsupport.nsw.edu.au/enviroed/index.cfm
- ✓ a support document for the policy entitled *Implementing the Environmental Education Policy in your school*
- ✓ eight documents for secondary teachers, one for each Key Learning Area.

The 23 NSW Environmental Education Centres are also able to provide some support for schools.

Managing the Project

Assistance to schools will be provided over an eighteen month period. Schools will be supported on an area by area basis, which may consist of a number of districts at the one time. A timetable for each area will be determined by a steering committee and managed by the SEO2 coordinator. Only schools volunteering for the project will be included. Schools interested in participating are

United Nations: sustainable development

<http://www.un.org/esa/sustdev/agenda21.htm>

For students requiring current information on the state of the global environment, and the efforts of the United Nations to combat those environmental issues, this is an excellent site. Detailed information is available in *Rio Declaration on Environment and Development*; *Commission on Sustainable Development* and *United Nations General Assembly meeting in special session*. A recent update of the *World Summit on Sustainable Development, Johannesburg 2002* is a welcome addition, providing information on the future directions for sustainable development and the current major emphasis on environmental education at a global level. Of particular interest is the summary of the 27 principles relating to the 1992 Rio Declaration. S. Smith

USER LEVEL: Stage 6 Professional
KLA: HSIE; Science
SYLLABUS: Earth and Environmental Science Stage 6; Geography Stage 6
SCIS SUBJECTS: Conservation of natural resources; Economic development; Sustainable development
PUBLISHER: United Nations, Paris
REVIEW DATE: 20/12/02 [333.7]

invited to contact Syd Smith by email at: sydney.smith@det.nsw.edu.au.

An exciting initiative

The SSP is one of the most exciting and practical initiatives to be offered in schools. While it focuses on developing positive attitudes and values towards the environment, it also offers additional resources to schools and covers the full spectrum of all key learning areas. The project provides an excellent vehicle for the community to participate, for sponsors to contribute and for the school executive to link administrative procedures to the formal curriculum. By harnessing the resources of local government, industry, community and schools, the project will support a greater coordination of sectors to develop environmental education programs across NSW. This is in harmony with the NSW Council on Environmental Education and *Agenda 21* (Editor's note: see *United Nations* web site review), which both aim for greater coordination among all sectors of the community. ■

References and further reading

- Environmental education policy for schools*, NSW Department of Education and Training, 2001.
Implementing the Environmental Education Policy in your school, NSW Department of Education and Training, 2001.
Professional Support and Curriculum [website] at: <http://www.curriculumsupport.nsw.edu.au/science/index.cfm>
United Nations: sustainable development [web site] at: <http://www.un.org/esa/sustdev/agenda21.htm>

Voices and visions from Indonesia: texts for the senior English classroom



Sue Bremner
is Senior
Curriculum Adviser,
English.

This new series, *Voices and visions*, on CD-ROM, supports the NSW English curriculum for students in Years 10 to 12. The first CD-ROM, *Voices and visions from Indonesia*, has been provided free to Australian secondary and central schools. Each English department has this multi modal resource which has the potential to meet many of the requirements of both Stage 5 and Stage 6 English outcomes. This CD-ROM contains authentic and topical primary source material about Indonesia. *Voices and visions from China* was sent to all NSW government schools in term four, 2002; *Voices and visions from Japan* was distributed later in 2002; and *Voices and visions from India* is in the planning stages.

The material was developed by the National Asian Languages and Studies in Australian Schools (NALSAS), which is a Commonwealth funded initiative. The rollout of the materials began in late 2001 with the distribution of this first CD-ROM.

Some quotes from educators involved in the professional development of teachers using this resource were:

"English teachers are required to provide students with a range of texts in

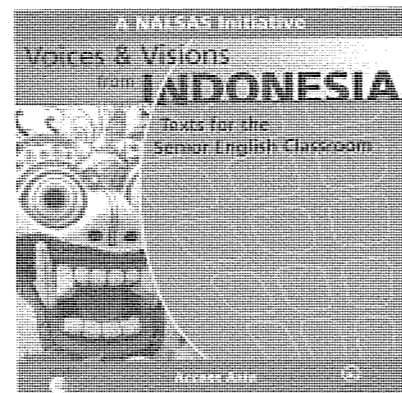
a variety of modes and media, in ways that extend and challenge the students' world views. Teachers will welcome the diversity of texts and approaches available in the CD-ROM. The poems, stories, depictions of visual and performing arts, the commercials, pop songs, shadow puppets, films and such are all exciting, engaging and vibrant. Teachers will be able to make their selection based on students' needs and the outcomes that they are focussing on with their students. One thing that was clear in the training was that teachers were not short of strategies to use the texts on the CD-ROM to support students in demonstrating achievement of outcomes in Stage 5 and Stage 6." (Eva Gould, Executive Officer, English Teachers Association, NSW).

"There is so much in the material, both in ...breadth and depth, I'd advise teachers to do a quick tour then focus on one area they are not confident with. You can then see how the material provides a great deal about the socio political context and the history ... Part of being literate in 2002 is to be able to read and take into account the various social, political, cultural and historical influences that may have had an influence on the text that was produced. Students need to know that these texts are some voices from Indonesia. Indonesians are the writers but there is no one, single voice. There are depictions of both traditional and contemporary texts, with some interesting overlaps and interplays. The virtual tours of the culture from a range of perspectives have the effect of unsettling preconceived notions, and

challenging the reader to identify how they constructed their initial ideas and to question their assumptions." (Emma Vale, Project Officer, ESL English, Professional Support and Curriculum Directorate).

One of the strengths of the material, that was apparent to the teachers participating in the 2002 workshop, was that the designers of the materials had focused on the needs of teachers. English teacher, Cathy Sly, noted that, "They obviously listened to teachers and their concerns. The whole way of using information and communication technologies (ICT) has the teacher in mind. It's a wonderful resource."

The material to support teachers using the technology is available online as a tutorial, at: <http://www.curriculum.edu.au/accessasia/vvtutorial/tutorial.htm>



Lucinda McKnight, who led the development team in Victoria, is delighted with the positive response the material has received in NSW schools. Lucinda said, "The NSW curriculum is so exciting, and has so much scope for using the *Voices and visions* material in innovative ways." ■

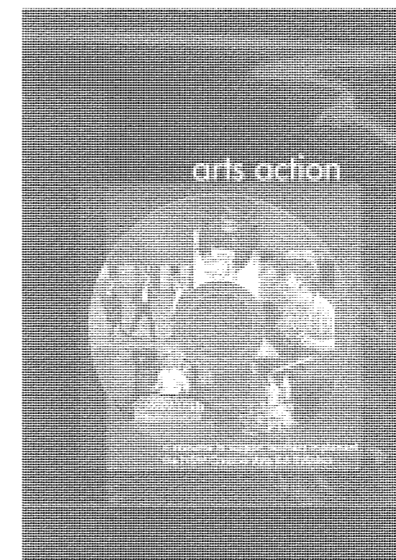
arts action CD-ROM

Michael Anderson, Drama consultant K-12 in 2002, now Lecturer, School of Policy and Practice, Education Faculty, University of Sydney, describes a new resource which supports teachers in the implementation of the Creative Arts K-6 syllabus.

arts action was distributed to all NSW government primary, central and special schools in October, 2002. It provides teachers with ideas and strategies to help them teach each of the artforms in the *Creative Arts K-6 syllabus*: Dance, Drama, Music and Visual Arts. Strategies for using this resource individually, with colleagues, or as a whole school staff are outlined in the booklet that accompanies this CD-ROM.

Contents

On the CD-ROM are programs, lesson plans, proformas, ideas and material to assist teachers to develop their own programs. Within the sections are suggested starting points for teachers. There are also demonstration lessons of each of the artforms, for example, in Drama, the unit *Bushrangers* can be viewed as a video of classroom activities with a text description of the teaching and learning processes in action. The lesson can be printed or the *unit proformas* (PDFs) accessed to develop a personal unit of work based on this material.



The information is organised under five headings, Creative Arts, Dance, Drama, Music and Visual Arts. Within each of these areas are sub sections:

Creative Arts:

- syllabus provides background information as well as an overview of the *Creative Arts K-6 syllabus*
- programming assists developing sequential programs; there are units of work for each stage and these present teachers with practical ideas for developing school based programs

- assessment makes specific reference to making judgements, developing assessment strategies, recording assessment and reporting achievements
- perspectives includes literacy, numeracy, Aboriginal, multicultural, and environmental.

Dance, Drama, Music and Visual Arts have information organised under the headings:

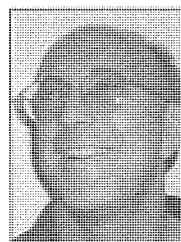
- understanding
- teaching
- programming
- units.

Each of these sections is supported by video footage, audio files, interviews, scores and still images demonstrating each component in a classroom setting. The samples are all cross referenced with units of work found in units. Video footage, showing teachers working with groups of students, helps to illustrate aspects of practice.

arts action will continue to grow as a resource to support teachers with ideas, models and work samples in printed and electronic resources and on the Department's web site at: http://www.schools.nsw.edu.au/learning/k_6/arts/index.php

Additional copies of *arts action* can be purchased from DET Sales, PO Box 22, Yagoona, NSW 2199, telephone (02) 9793 3086 or fax (02) 9793 3242 or at *Doing business with us* [website] at: www.det.nsw.edu.au/doingbusiness/schcurresource.htm ■

Belief in action



Mike Lembach is Project Officer, Human Society and Its Environment.

NSW teachers have requested more background information to support the teaching of general religious education that is embedded in the *HSIE K-6 syllabus*. *Belief in action*, a Department of Education and Training resource released in April 2002 and distributed to all government schools, was designed to address those needs.

Belief in action, consists of 38 short studies of people, events and ideas that focus on, and are referenced to, the outcomes and subject matter of Stage 3 in the *HSIE K-6 syllabus*. These studies recognise the religious convictions of people that led to decisions, actions and activities that have affected other Australians. The length of each study and the language used was written with a view to also being suitable for student use.

The content was developed to help teachers enrich their teaching and learning activities

so that their students could gain a better understanding of what other people believe and how these beliefs affect their lives. As a reflection of Australia's heritage, the majority of these non-prescriptive studies involve Christian beliefs, but other faiths and some secular views are included as appropriate.

How to use this document, outlines how the studies can be incorporated

into schools' scope and sequence for HSIE in Stage 3 (Some ideas for programming). Some strategies for using these studies are included. These are:

- Analysing values
- Clarifying values
- Consequences chart
- Debates
- Discussion
- Group work
- Guest speakers
- Oral histories
- Presentations
- Resolving conflict
- Timelines.

References for further student research contains supportive Internet sites and Other resources encouraging the use of a range of formats of information. A database of resource reviews can be accessed at <http://www.schools.nsw.edu.au/appse/staff/F1.0/F1.3/online/index.htm>

Some teacher evaluation and feedback comments from teachers and teacher-librarians has included:

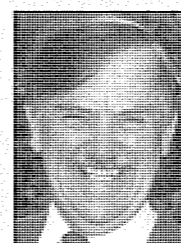
"Great support material. I am using article four ... leading to project presentation.

Also using oral histories support material – interviewing older family members. I personally enjoyed reading the articles."

"Linking these topics/articles to outcomes is positive and more user friendly to teachers."

"Excellent for teacher background knowledge. Very interesting relevant information. Great as starters for debate, discussion, clarifying values."

"This book provided great background knowledge for teachers before presenting the 'People and their beliefs' unit for Stage 2." ■



Alex Mills is a teacher-librarian and was the Project Adviser for this document. Alex gives a teacher-librarian perspective on the way this resource could support learning and teaching in schools.

Teacher-librarians are mindful of the need to present information in a balanced way and are aware that not all resources reflect that principle. Students need strategies to be able to discern bias or omissions in the resources that they use, and need the information skills approach, that teacher-librarians are so familiar with, to scaffold this process and develop critical skills in analysing, synthesising, using and selecting information.

Historically, texts may have presented information with a cultural bias or without the contextual background information that could have influenced the way that some decisions or actions were taken, which have shaped Australia's past. Understanding that the historical personalities in *Belief in action* were motivated by their religious convictions, illustrates to students the need to be more discerning about possible misinformation. An example of the importance of including contextual information is in 'John Dunmore Lang: committed social reformer' (*Belief in action*, pp 52-23) where the article expresses an aspect of this man's faith and gives the reader a better sense of him as a person. The information on his character may not be available in some other resources which concentrate more on Lang's reforms.

It has been recognised that teachers appreciate resources which enhance understanding of how people of religious conviction have shaped, and are still shaping, Australian history, hence the development of this resource. The teacher-librarian input into this book has created possibilities for collaboration between teacher-librarians and teachers. The information skills process is embedded into the document to enhance the successful achievement of syllabus outcomes. ■

Copyright FAQs

Trevor Gerdson, Executive Director, Communication and Information Services, University of Newcastle, answers copyright questions in response to **Copyright issues for schools and teacher-librarians**, (Scan 21(4) pp 30-37).

Can schools hire commercial videos?

The Australian Video Retailer's Association (AVRA) has stated that most video rental shops will accept the membership of a school and will allow schools to hire videos for educational purposes. The school must identify itself in joining the rental outlet. No charge can be made to view videos used in this context.

Can taped television programs be shared between different campuses of the same school without breaching copyright?

If the video is made under the Part VA (Screenrights) licence, and if these are simply campuses of the same school, then there is no problem with sharing the video.

Note: assuming that NSW DET operates under a 'sampling' agreement with Screenrights, is that the school could make multiple copies of the video, for storage and use at its various campuses. Unless the school is actually participating in the sample at the time these duplicate copies are made, it would not need to report them to Screenrights. The school could not make a copy of the video for another school under these conditions, although there are provisions by which this can be done.

If music was purchased in 1980, do schools follow the 2002 copyright guidelines, or can schools copy the music according to the rules as they were in 1980?

If a school is licensed under the AMCOS music licence for schools and if the music is sheet music, the copy(ies) can be made within the limits permitted under that licence. The number of copies that can be made varies for primary and secondary schools. The applicable law will be the current one, not 1980, unless the copy purchased in 1980, was bound by contract, then the subsequent use of it would be bound by whatever conditions were attached in the contract. I would think that this latter option is not likely.

Note: for further details on this issue, refer to the **AMCOS** web site at <http://www.amcos.com.au>

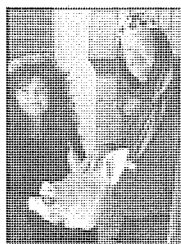
Is permission required for the inclusion of an image (in this case, a book cover of a book being read by students) in a photograph. The cover can be clearly seen, although the entire cover is not visible.

Generally, if the image being reproduced is incidental to the subject of the photo, then reproduction of it will not infringe any copyright. An example of this would be if a photo of a group of students and/or teachers in an article about reading also included a book cover, then copyright would not be infringed. If, however, the cover is the main, or a substantial part of the photo, then it might be infringing. ■

Teacher-librarians in the media Book Week celebrations at Corowa Public School

Photograph courtesy of The Border Mail

"The magical feeling as we entered the darkened hall lit only by candles will linger for years."



Sir Wisely Knowall (Ian Painter, Principal) and Lady Marion (Sue Macaulay,

teacher-librarian) took great pleasure in inviting all Stage 2 students to a medieval feast in the Great Hall of Corowa Manor on 12th September in the year of our Lord 1553 (Education Week 2002). This exciting activity was reported on in the local media and recognised with a letter from the Minister.

Photograph courtesy of the Corowa Free Press

To celebrate the theme of Book Week 2002, Book Week-Book feast, the library at Corowa Public School hosted a highly successful event which involved collaboration between the teacher-librarian, staff and community.

Preparations for the feast

Class teachers taught cooperative lessons with the teacher-librarian, who

prepared a folder of resource material for all teachers. Members of a local historic society assisted with details of the period. English and Creative Arts lessons in classrooms were planned around this theme.

During class time in the library each week, the children shared fiction and non fiction resources, including videos, about the following aspects of medieval times: feasts; castles and knights; the feudal system; kings and queens; Robin Hood; medieval food and clothing; writing in medieval times (illuminated manuscripts); dragons; heraldry and medieval manners.

Communication was a key factor in the huge success of the grand event. Each week, a newsletter was sent to parents informing them what the children would be studying that week and providing ideas for costumes for the grand feast.

A committee of parents was formed at the beginning of the unit and this band of tireless workers met in the library each week to plan for the feast, both for food preparation and hall decorating. They also met each Thursday to paint and make the hundreds of banners, shields and paintings that would transform the school hall into a medieval Grand Hall.

Invitations were sent to each child, written in medieval language and printed on individual scrolls.

Education Week festivities

During Education Week the students made shields and swords and sewed medieval samplers, assisted by parents and grandparents. Every child also designed and made his or her own castle.

The local community also helped with the preparations. The local butcher and piggery provided the lamb and pork for the spit roast as well as the fifteen real pigs' heads that were used as table decorations. Candelabras were borrowed from parents and local restaurants and bench seats were delivered from a church hall many kilometres away in the country.

The feast

Class teachers took an active part in the feast, becoming the Laverer (all 150 guests had their hands washed), the Pantler (who cut the upper crust of a specially baked loaf of bread and presented it to Sir Wisely Knowall), and The Surveyor of Ceremonies, who sang the Wassail, or welcome song, and presented the salt to the top table.

The Assistant Principal happily dressed as a monk and sang grace before the meal.

Selected students also took part in the feast by singing *Greensleeves*, dressing as jesters, choreographing and performing a genteel medieval dance and testing the "wine" before the guests drank from their goblets.

The local band provided a trumpeter to accompany the students into the Hall (through an enormous painted castle façade) and to herald the commencement of the feast.

The parents of the Stage 2 students really supported the activities and dressed their children as kings, queens, lords, ladies, Robin Hood, jesters and serfs. The committee members also dressed as serving wenches or Friar Tuck.

The Internet provided sites for researching an authentic menu and script for the ceremonial aspects of the feast. The feast unfolded like a play and the children were heard to say, "Please remember neighbour, not to speak whenever I drink from my goblet".

After re-enacting a tournament and declaring victory, all the students enjoyed medieval

games and activities (researched on the Internet) such as *Toss the sheep*, jousting, archery, jingles and lance throwing.

Media coverage

News spread by the media throughout the district with *The Corowa Free Press* featuring the medieval activities both

before and during the feast. The Albury newspaper *The Border Mail* also made the feast front-page news of their weekly EM (Educational Mail) supplement, with an extensive article in the supplement.

TV coverage was also given via Win TV when the feast was mentioned several times on the segment "What's On..." ■

References and further reading

- Dragon activities* [website] at: <http://www.abcteach.com/dragons/dragonstoc.htm>
- Gander Academy's theme pages* [website] at: [http://search.stemnet.nf.ca/cgi-bin/texis/webinator/search/Knights and Castles](http://search.stemnet.nf.ca/cgi-bin/texis/webinator/search/Knights%20and%20Castles) [videorecording], Classroom Video, 1998.
- Life in Medieval Europe* [videorecording], Classroom Video, 2001.
- The little children's little book* [website] at: <http://icg.harvard.edu/~chaucer/special/lifemann/manners/childbk.html>
- Messe it forth* [website] at: <http://www.godecookery.com/feastpre/feastpre.htm>
- The Middle Ages* [website] at: <http://emuseum.mankato.msus.edu/history/middleages/>
- Welcome to kids' castle* [website] at: <http://kotn.ntu.ac.uk/castle/>
- Welcome to the "Littlest knight" home page* [website] at: <http://www.pacificnet.net/~cmoore/lk/index.htm#start>

Briefly...

Children's Book Council of Australia

This year, Book Week activities will be from 16th-22nd August, with the CBCA Awards medal presentation on 15th August. The theme for this year is: *Oceans of stories*

Visit the official Children's Book Council of Australia web site at www.cbc.org.au

Further information: CBCA National Secretariat, PO Box 765, Rozelle NSW 2039

Phone: 02 9818 3858

Fax: 02 9810 9765

The New South Wales Branch of the CBCA publishes *News & Views*, a newsletter for members.

Phone/Fax: 02 9810 0737

KOALA-Kids Own Australian Literature Awards

KOALAs are the only book awards in New South Wales nominated and voted by students. Celebrating its sixteenth year, KOALA announced the following winners for 2002 at a ceremony at Tempe Public School on 30th October:

PICTURE BOOK: *Pocket dogs* by Margaret Wild and Stephen Michael King

YOUNGER READERS: *Deltora quest* by Emily Rodda

OLDER READERS: *Just tricking!* by Andy Griffiths (illus. Terry Denton)

Visit the official KOALA NSW awards web site at www.koalabooks.com.au/koalanswawards.html for: details

of the 2002 shortlists (Top 10 and Hall of fame); past KOALA winners; other states' children's choice awards; and how to participate in KOALA in 2003.

Enquiries: PO Box 279 Annandale NSW 2038

Fax: 02 9273 1248

Email: koalansw@hotmail.com

ASLA Conference 2003

Island Journeys - A Quest for Inspiration.

The joint national conference of ASLA (Australian School Library Association) and CBCA (Children's Book Council of Australia) is to be held in Hobart, Tasmania from 2nd to 5th October, 2003.

MANTLE Conference 2003

Inspiration for information

The MANTLE conference will be held at Country Comfort Monte Pio Rutherford, Maitland, NSW, on Friday 4th April and Saturday 5th April, 2003.

NSWCEG Conference 2003

The NSWCEG conference will be held at Charles Sturt University, Bathurst, on 6th July to the 9th July, 2003.

ASLA (NSW) Professional Development

Opportunities for professional development can be accessed via the ASLA (NSW) web site at <http://www.asla.nsw.edu.au/profdeu.htm> ■

Computer Skills Assessment - Year 6

Annette Wright is the Team Leader, Computer Skills Assessment Year 6, at Schools Assessment and Reporting Unit.

create, store and retrieve information. The assessment will be based on computer skills developed through teaching and learning activities in the six Key Learning Areas. Draft competencies have been extracted and are being refined.

How will the skills be assessed?

The assessment is in two sections. In the first section, the students answer questions in a test booklet. (see Figure 1). The questions test the students' knowledge and understandings in computer operations and in the use of word processing, graphics, Internet, email, database and spreadsheet programs.

The second part of the assessment is a practical test, with the students completing a number of word processing tasks on the computer. Prior to sitting the test, the students are given a practice session to become familiar with the way the tasks are presented. An appealing character, *Crunchy*, guides the students through the features of the colourful computer screen. (see Figure 2)

The content of the pencil and paper test reflected components of the K-6

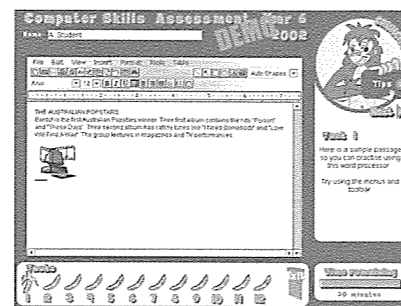


Figure 2

curriculum and the stimulus materials for the tasks in the practical part were taken from each of the primary school Key Learning Areas.

In 2003, all Year 6 students attending NSW government schools will sit for the pencil and paper section of the Computer Skills Assessment. The practical component will continue to be in pilot form in 2003 and will be implemented in all NSW Government schools in 2004.

To support schools with the implementation of the assessment, twenty Computer Skills Assessment Consultants have been appointed. The consultants have been working with the pilot schools in 2002. More information can be found on *Computer skills and assessment Year 6* at <http://www.queanbeyand.det.nsw.edu.au/CSA/CSAK-10/csappwin%5B1%5D.ppt>

Ravi is writing about how to build a nesting box for galahs. Use this screen to answer questions 18 and 19.

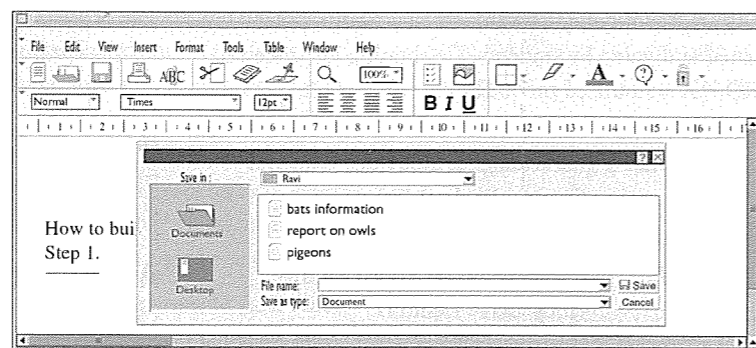


Figure 1

Background

The NSW Government's *Plans for Education and Training 1999-2003* document has introduced two new computer skills assessments for Years 6 and 10. These are part of the NSW Government's plan to further develop students' knowledge, ability and understanding in using computers. In 2002, the assessments were piloted in 170 government schools across NSW, representing a range of rural, urban, socioeconomic levels, English as a Second Language backgrounds, school size, computer platforms and experience. The Office of the Board of Studies is responsible for the Year 10 assessment and the NSW Department of Education and Training, *Student Assessment and Reporting Unit*, is responsible for the Year 6 assessment.

Students will be assessed at these points in their schooling to determine whether they possess the necessary skills and knowledge in the use of information communication technologies (ICT) to succeed in the next stage of schooling.

What will be assessed?

Computer Skills Assessment Year 6 (CSA6) will examine students' ability to use computer based technologies to locate, access, evaluate, manipulate,

The trial Computing Skills Assessment-Year 10

Joe Merlino is Senior Project Officer, Computing Skills, with the NSW Board of Studies.

In 2002, over 16 000 Year 10 students from approximately 150 government and non-government schools across New South Wales participated in a successful trial of computing skills assessment.

The computing skills assessment included:

- a school based assessment of computing skills
- an external pen and paper test of computing skills
- an electronic computing skills test delivered online.

To support the school based assessment, schools that participated in the trial worked with sample tasks, provided by the Board of Studies, to help teachers judge students' computing skills. These sample assessment tasks in English, Mathematics, Science, Design and Technology, LOTE, Geography, PDHPE and Visual Arts, were provided to schools on a CD-ROM.

The 2002 trial computing skills pen and paper test was held on 18th September. The test lasted for 90 minutes and assessed ten core computing skills identified from current mandatory Years 7-10 syllabuses. The competencies had been used during a small scale trial in 2001. A number of schools successfully trialled an electronic version of the test, with over 1400 students.

In 2003 the trial will again consist of two components. The school based assessment held between February and

Sample questions from the trial test included:

- 10 To identify a document, it is helpful to include the file name on each page as a
- header/footer.
 - bibliography.
 - find/search.
 - macro.
- 17 A teacher has a spreadsheet showing all Year 10 students and their marks in one Mathematics test. To find the student with the highest mark, which of the following functions should be used?
- AVERAGE
 - COUNT
 - MAX
 - SUM

Use this extract from a Sport's Carnival Attendance Database to answer Question 27.

Student_No	Surname	Age	House	Attend
RE123	Redford	15	Green	yes
PH118	Phillips	16	Green	yes
NI102	Nichols	16	Green	no
MA136	Markson	16	Gold	yes
LE114	Lewis	15	Gold	no
CA109	Campbell	16	Gold	yes

- 27 How many records are there in this extract?
- 5
 - 6
 - 15
 - 30

November, and a machine scored, external pen and paper test of one and a half hours duration. It is anticipated that the external test will be held in September, 2003.

Schools that chose to participate in the trial will be able to participate in the school based assessment, the external test, or both. Further trialling of a test in electronic format delivered online will again be available for interested schools. The computing skills assess-

ment in 2003 is very much a trial and will give the Board great assistance in its further development of the Year 10 Computing Skills Assessment.

The 2002 trial test with answers, Board Bulletin updates, the next draft of competencies and a stand alone self marking test are available on the Board's web site at http://www.boardofstudies.nsw.edu.au/syllabus_sc/computingskills_assessment.html

The following resources have been reviewed by a panel of teacher-librarians and teachers throughout the state. Reviews of some less recent print publications are occasionally included where they have not been previously available in Australia, or have not been reviewed before and address a significant priority area. Information about reviewers for this issue can be found at the end of the review section. Classification given in Scan for non fiction material is the 13th Abridged Dewey, although when ordering SCIS cataloguing records, the 13th or 21st may be specified. Many more reviews than we publish in Scan go onto the DET web site <<http://www.schools.nsw.edu.au>>. Site reviews and some other resource reviews for a number of HSC syllabuses are also available on NSW HSC online <<http://hsc.csu.edu.au>>.

USER LEVELS are given in stages as follows:

- Early Stage 1** (for Preschool/Early Childhood)
- Stage 1** (for Lower primary)
- Stage 2** (for Middle primary)
- Stage 3** (for Upper primary)
- Stage 4** (for Lower secondary)
- Stage 5** (for Middle secondary)
- Stage 6** (for Upper secondary)
- Community** (for Community/Parent/Adult)
- Professional** (for Teachers)

The category KLA is intended to provide a guide as to which Key Learning Area the resource supports. These, and the USER LEVEL, should only be used as a guide, as many resources transcend age and subject barriers.

The following symbols indicate the Key Learning Area used by the NSW Board of Studies:

- CA** Creative Arts (primary & secondary);
- English** English (primary & secondary);
- HSIE** Human Society & its Environment;
- Languages** Languages other than English;
- Mathematics** Mathematics (primary & secondary);
- PDHPE** Personal Development/Health/Physical Education;
- Science** Science (secondary);
- ST** Science & Technology (primary);
- TAS** Technology & Applied Studies (secondary);
- and
- VOC ED** Vocational Education
- CEC** in front of a syllabus denotes that it is a Content Endorsed Course.

The subheading ABSTRACT indicates this resource is described rather than evaluated.

All prices in the availability statement include GST.

All references to HSC syllabuses are now specific to new HSC syllabuses. Courses are referred to by their syllabus title in the review eg. Aboriginal Studies: Stage 6. In the SYLLABUS descriptor, they will be followed by 'Stage 6', with any relevant delineations following a colon eg English Stage 6: Standard. Core topic and option topic titles within syllabuses are italicised in a review.

Guest review editor: Cathy Sly

Reviews of Internet sites

Sites are listed in Dewey order. Reviews of Internet sites which support Literacy would appear at the beginning of Literacy resources. Those reviews which note links to other sites, especially as a major part of the site, will require additional exploration time by teachers to verify specific curriculum applications relevant to their classes. The USER LEVEL descriptor, Professional, is a pertinent reminder of such issues. Please note that changes happen daily on the Internet. Sites come and go. We cannot guarantee that the following sites are permanent or are structured as they were when reviewed.

Our nation's album

<http://www.nla.gov.au/history/>

Focusing on the birth and development of Australia's National Library, material found on this site supports the achievement of outcomes in the Change and continuity strand of HSIE K-6 syllabus. Options selected from the left hand frame lead to useful information in this area. There is an interesting sliding timeline of significant dates in the library's history from 1901 to 2001, including such milestones as the introduction of the Copyright Act, and the beginning of the sound and film collection. A text only version of the site is offered, which facilitates fact finding for students. The language is clear and students will be able to glean much about Australia's past from the historical photographs provided. A. Beedles

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
SCIS SUBJECTS: National Library of Australia – History
PUBLISHER: National Library of Australia
REVIEW DATE: 20/12/02 [027.594] SCIS 1070299

Fact monster

<http://www.factmonster.com/>

An excellent reference tool for classroom or home use, this site is readily accessible. The search facility provided is fast and accurate. Resources include: an atlas; dictionary; encyclopedia; and almanac. Wherever you are in the site, all menus are displayed so the user does not have to return to the main page. Included are examples and guides of how to reference the information used and a printable page is also provided, giving source information for referencing. Although predominantly American, information from around the world can be found. A facility is provided to link this

site on a web page, which makes it useful for school web pages. E. Derout

USER LEVEL: Stage 2 Stage 3 Stage 4
SCIS SUBJECTS: General knowledge
PUBLISHER: LearningNetwork, USA
REVIEW DATE: 20/12/02 [030.2] SCIS 1096546

A new look at ageing

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

Here is a colourful, student friendly site that is succinct and directly focused upon the aged. Developed in response to the International Year of Older Persons, in 1999, it contains myths and information related to ageing. Facts about ageing includes some interesting details and statistics, relating to crime and aged people, and about physical decline. Don't call me Granny deals with self image issues and the inappropriate use of ageist language, which tends to reinforce common perceptions evident in much of society. The journey of life contains basic facts about each decade of the twentieth century, offering a socio political and historical framework for people's lives. This site is a valuable tool in assisting students with the section of the syllabus related to identifying specific needs, and in offering teachers fact sheets, lesson ideas and links to web sites that would need to be checked for syllabus relevance. R. Cox

USER LEVEL: Stage 6
KLA: PDHPE
SYLLABUS: Community & Family Studies Stage 6
SCIS SUBJECTS: Ageing
PUBLISHER: NSW Ageing and Disability Department, Australia
REVIEW DATE: 20/12/02 [305.26] SCIS 1109859

Australian Department of Health and Ageing

<http://www.health.gov.au>

As a resource on the aged relevant to the module Groups in context, in the Stage 6 Community and Family Studies course, this site would be difficult to navigate for many students. It deals primarily with lengthy government reports containing substantial information and requires time to review and develop concise data that best reflects course content. The portal Departmental has an area for Students. Although some of this relates to the PDHPE syllabus, sections focusing on Mental health; Aboriginal and Torres Strait Islanders; and Rural health, are of value for core 2 of the HSC syllabus, Groups in context. A number of links on ageing and aged care offer student access to useful information, for example, costs, rights, and standards of aged care are described. These links will need to be checked for syllabus relevance. With patience and time to explore the extensive material, this site could be of value. R. Cox

USER LEVEL: Stage 6
KLA: PDHPE
SYLLABUS: Community & Family Studies Stage 6
SCIS SUBJECTS: Ageing
PUBLISHER: Australian Department of Health and Ageing
REVIEW DATE: 20/12/02 [305.26] SCIS 1109859

Merrimans Local Aboriginal Land Council

<http://www.koori.usyd.edu.au/merrimans/default.html>

The official homepage of the Yuin People of Wallaga on the far south coast of New South Wales, this site is simple in design and navigation, and contains the modern expression of the Yuin

people. Sections include Historical notes; Dreaming stories; oral history; Bush medicines; Bush tucker; and Images of Yuin Country. Although it is not specifically designed for the classroom, the information can be adapted by teachers. Contact details are available, and the use of Dreaming stories should be done with the permission of the owners. With limited information online, this site can be used as part of a wider selection of material. It reflects the diversity of Aboriginal nations Land and cultural expression. C. Dorbis

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Geography Stages 4-5; History Stages 4-5; HSIE K-6
SCIS SUBJECTS: Aboriginal peoples – NSW; Merrimans Local Aboriginal Land Council; Yuin (Aboriginal people)
PUBLISHER: Merrimans Local Aboriginal Land Council, Australia
REVIEW DATE: 20/12/02 [305.89] SCIS 1114742

Central Land Council

<http://www.clc.org.au>

The Central Land Council is a council of Aboriginal people representing a number of communities in Central Australia. It is a statutory body representing Aboriginal nations over an area of 780 000 square kilometres. Its origins indicate the struggle for Land rights since the Wave Hill strike of 1966. Sections include: Land acquisition; Land use; Mining; Policy; Permits; and employment. Each section reflects the changes in relations between Indigenous and non Indigenous Australians. When using the valuable information provided on this site, it is important to remember that the New South Wales Department of Education and Training requires teachers to work collaboratively with Aboriginal communities. C. Dorbis

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Geography Stages 4-5; History Stages 4-5
SCIS SUBJECTS: Aboriginal peoples – Land rights; Aboriginal peoples – Northern Territory; Central Land Council (Australia)
PUBLISHER: Central Land Council, Australia
REVIEW DATE: 20/12/02 [333.2] SCIS 1114725

Acts of passion

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

The Groups in context core module of the Community and Family Studies: Stage 6 syllabus allows for specific focus on the gay and lesbian community. Although not a complete reference, this site does offer some very good information in an area that is often difficult to resource and sometimes difficult to access. Information features new laws and updated rights regarding: property; inheritance; Violence; and Parenting, and are particularly relevant to the social parents section of the Parenting and caring core module, or to other groups studied in the course. Some evaluation of these laws is given. Teachers will need to check for syllabus relevance of links to other sites such as the Gay and lesbian rights lobby. A handbook, with a depth of information, can be downloaded. R. Cox

USER LEVEL: Stage 6
KLA: PDHPE
SYLLABUS: Community & Family Studies Stage 6

resources

SCIS SUBJECTS: Homosexuality – Law and legislation; Law – New South Wales
PUBLISHER: NSW Attorney General's Department, 2002
REVIEW DATE: 20/12/02 [346.944] SCIS 1109851

Australian Institute of Health and Welfare

<http://www.aihw.gov.au/>

Data and analysis of the health and welfare of Australians are comprehensively covered on this site. For the *Groups in context* module of Stage 6 Community and Family Studies, information is of significant depth. It could also be invaluable in developing the *Researching community groups* section. Subject portals on the home page enable students and teachers to view substantial reports and access links about the homeless, especially the **Supported accommodation and assistance program**, and information on the aged. Other groups described and analysed include: **Indigenous People**; people with a **Disability**; and rural families. Some students studying the earlier sections of the core related to identifying groups with specific needs, may find the amount of information daunting and would be assisted by teacher input and guidance. R. Cox

USER LEVEL: Stage 6 Professional
KLA: PDHPE
SYLLABUS: Community & Family Studies Stage 6
SCIS SUBJECTS: Public health – Australia
PUBLISHER: Australian Institute of Health and Welfare
REVIEW DATE: 20/12/02 [353.6] SCIS 1111689

NSW Department of Industrial Relations

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

Information provided here is wide ranging and extremely relevant to aspects of several courses. Links on **Employers and Employees** provide extensive information on the rights and responsibilities of people in each of these groups. There is a significant amount of information on Equal Employment Opportunities and Occupational Health and Safety management. Other information on **Awards**, pay rates, or **Discrimination and harassment** are easy to access. Overall it is a useful site for all high school students who will be joining the workforce in the near future and it is a helpful resource for specified syllabuses. R. Cox, E. Kesby

USER LEVEL: Stage 6
KLA: PDHPE; TAS; VOC ED
SYLLABUS: Business Studies Stage 6; Commerce 7-10; Community & Family Studies Stage 6
SCIS SUBJECTS: Employment; Industrial relations; Wages; Work force – NSW
PUBLISHER: NSW Department of Industrial Relations, Australia
REVIEW DATE: 20/12/02 [354.9] SCIS 1079239

FREE: federal resources for educational excellence

<http://www.ed.gov/free>

Teaching and learning opportunities abound at this enormous site. Links are provided to educational programs at a range of institutions and federal agencies including NASA, the National Science Foundation, the Library of Congress, and the Smithsonian Institute. General information plus additional weekly units of work for independent or class study support each KLA. Documentary evidence from the French Revolution, a multimedia approach to

teaching the Roman Empire, or an introduction to fusion are current examples. Each stage is catered for, sometimes in complementary research with earlier or later stages that could accommodate extension work for gifted and talented programs. There is ample scope for adaptation to our individual syllabuses. E. Maxwell

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Community Professional
KLA: CA; English; HSIE; Languages; Mathematics; PDHPE; Science; ST; TAS
SYLLABUS: Biology Stage 6; English K-6; History Stages 4-5; HSIE K-6; Modern History Stage 6; Physics Stage 6; PDHPE K-6; Science K-6; Science Stages 4-5; Science & Technology K-6; Visual Arts 7-10
SCIS SUBJECTS: Educational resources; United States – Department of Education
PUBLISHER: Department of Education, USA
REVIEW DATE: 20/12/02 [371.33] SCIS 1069948

Greek costume through the centuries

<http://www.annaswebart.com/culture/costhistory/index.html>

The information and sources here offer a basic introduction to Minoan, Greek, and Roman clothing. Interesting material is available to students and teachers of the *Ancient societies* options on Minoan society, Athenian society, or Roman society in the *Ancient History: Stage 6 syllabus*, and the *Ancient societies* option on Greece in History Stages 4-5. The **Minoan civilization**; **Ancient Greece**; and **Roman Times/Byzantium** provide illustrations, archaeological sources, and descriptions of common costumes from each period. The site is easy to navigate and the reading level is appropriate for Stage 4 students. The site is worth visiting, but students would require additional information and source material for these topics. R. McDowell

USER LEVEL: Stage 4 Stage 6
KLA: HSIE
SYLLABUS: Ancient History Stage 6; History Stages 4-5
SCIS SUBJECTS: Civilisation, Greek; Costume – Greek
PUBLISHER: WebArt Studio, USA?
REVIEW DATE: 20/12/02 [391] SCIS 1112933

Chinese New Year

<http://www.chinapage.com/newyear.html>

Part of an extensive web site on the Chinese classics, arts, history, and other aspects of Chinese culture, this segment presents much information on the Chinese calendar. Each month of the year may be printed out with dates displayed both as Arabic numerals and Chinese characters. Fascinating and informative details about the calendar are readily accessible. A **Gregorian to Chinese calendar conversion** from 1900 AD to 2049 AD allows for the immediate conversion of any date entered. Other links include: details on dragons; fireworks; posters; and calligraphy. Students of the culture and civilisation of China should find this an interesting site. A Beedles

USER LEVEL: Stage 4 Stage 5
KLA: Languages
SYLLABUS: Chinese 7-10
SCIS SUBJECTS: China – Social life and customs; Festivals – China
PUBLISHER: M. L. Pei, USA
REVIEW DATE: 20/12/02 [394.2] SCIS 1073617

Wissen.de

<http://www.wissen.de>

Via the Wissen.de home page the well known German Bertelsman encyclopaedia offers its online lexicon free. The search sifts through a universal lexicon of 150 000 words, several dictionaries, and a chronicle of world history. All entries are regularly updated. Background information on many topics is collected by the editors and is accessible through links. These Themen-channel topics offer a multitude of resource materials to supplement the units of the *German: Stage 6 syllabus*. Students can read the daily news and weather, and view city maps, making this site useful for several lessons. Wissen.de is available in German only. S. Hauth

USER LEVEL: Stage 5 Stage 6
KLA: Languages
SYLLABUS: German 7-10; German Stage 6: *Beginners; Continuers*
SCIS SUBJECTS: German language – Dictionaries; German language text; Germany
PUBLISHER: Wissen. De GmbH, Germany
REVIEW DATE: 20/12/02 [433] SCIS 1103833

Das Quassel-buch

<http://www.quasselbuch.de/quassel.htm>

Many useful mini dialogues, important idiomatic expressions, and communicative formulas for day to day spoken German can be learned and practised on this site. The aim is to build confidence in speaking German. As only German is used, the site is appropriate for Stage 6 students' self study or Stage 5 students with teacher support. The site is divided into the following conversational situations: how to open a conversation; agree; refuse; be amazed; surprised; frustrated and angry; happy; to praise or reprimand; and how to say goodbye. All situations comprise exercises with online corrections and can be listened to at length with the use of **Real Audio**. Ubrigens pop ups show the difference between written and spoken German. S. Hauth

USER LEVEL: Stage 5 Stage 6
KLA: Languages
SYLLABUS: German 7-10; German Stage 6: *Beginners; Continuers*
SCIS SUBJECTS: German language – Conversations and phrases; German language – Vocabulary
PUBLISHER: Thomas Neumann, Universität Tübingen, Germany
REVIEW DATE: 20/12/02 [438.3] SCIS 1096234

A brief lexicon of Greek terminology

<http://www.facstaff.bucknell.edu/gretaham/Teaching/reference/greekterms.htm>

Well sourced and authoritative, this is an easy to navigate and useful site for students and teachers of Greek history. Its applications are many. Definitions are succinct, with bolded and italicised words that are further explained in annotations. These annotations include pictures, plans, and bibliographic references for further reading that allow for greater depth of understanding and detail. Senior students, studying the Greek societies of Sparta and Athens, or the Greek historical periods, could find this site a useful adjunct. It could also be accessed by junior students of Greek history. B. Hull

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Ancient History Stage 6

SCIS SUBJECTS: Greek language – Dictionaries; Greek language – Vocabulary
PUBLISHER: Bucknell University, USA
REVIEW DATE: 20/12/02 [488.3] SCIS 1109904

Edible-Inedible

<http://www.madsci.org/experiments>

The rule of no eating in the laboratory is invalid with this battery of challenging experiments. These experiments demonstrate concepts from all branches of science. Areas such as **Astronomy**, **Biological sciences** and **Chemistry** are all addressed with experiments such as edible **Food batteries** and **Cabbage juice pH indicators**, and non-edible experiments like **Collecting micrometeorites** and **Colouring plant transpiration**. Each experiment sheet includes equipment required, safety precautions, and procedure. A forum style approach is used to allow teachers to give feedback, ensuring that the experiments work and are improved over time. This site provides valuable practical exercises in science that will interest and motivate younger students. B. Maher

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: Science; ST
SYLLABUS: Science & Technology K-6; Science Stages 4-5; Senior Science Stage 6
SCIS SUBJECTS: Science – Experiments
PUBLISHER: MadSci Network, USA
REVIEW DATE: 20/12/02 [507.8] SCIS 1109929

Hubblesite

<http://hubble.stsci.edu>

'Out of the ordinary...out of this world' certainly describes this site from the Jet Propulsion Laboratory at NASA. It allows the inquisitive learner to answer questions such as: what do stars look like; where do stars come from; and where do stars go when they die? An up to date gallery offers excellent images that are useful for presentations or assignments on astronomy, copyright permitting. A science and technology section allows for further study of the Hubble Space Telescope by giving a **Nuts & bolts** view of the components and how they all work. **EduSpace** offers students many avenues to learn about the Hubble Space Telescope and astronomy, by providing **Informal science** links and **Education** projects, which are fully referenced and resourced, but which teachers will need to check for syllabus relevance. B. Maher

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: Science
SYLLABUS: Physics Stage 6; Science Stages 4-5; Senior Science Stage 6
SCIS SUBJECTS: Hubble Space Telescope; Universe
PUBLISHER: Office of Public Outreach, Space Telescope Science Institute, USA
REVIEW DATE: 20/12/02 [522] SCIS 1024222

Australia Telescope Compact Array

<http://www.narrabri.atnf.csiro.au>

The movie *The dish* opened Australia's eyes to how important Australia was in supporting the activities of NASA, especially the Apollo 11 mission to the moon. The CSIRO is still continuing this mission by producing informative educational resources, for teachers and students, about Australia's advances in astronomy and telescope technology. Details on the site are updated regularly, in areas such as telescope operations, projects, and future developments. By choosing a particular telescope installation, students are able to view what is happening live at the particular site. Frequent

resources

media releases also enhance this very worthwhile educational resource. B. Maher

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: Physics Stage 6; Science Stages 4-5
PUBLISHER: CSIRO, Australia
REVIEW DATE: 20/12/02 [522.29] SCIS 1103853

NASA Jet Propulsion Laboratory

<http://www.jpl.nasa.gov>

The Jet Propulsion Laboratory (JPL) is NASA's leading centre for robotic exploration of the Solar system. This laboratory is responsible for the amazing images from deep space that interest and captivate students and teachers alike. A range of resources are available on many space related topics including: the beginnings of exploration; the grand missions, like Voyager and Mariner; and projects for the next generation. A graphics based timeline allows students to develop an overview of the space race. This site is a valuable resource for students studying other planets and characteristics of celestial bodies. Clear images and up to date information allow students to really experience science that is out of this world. B. Maher

USER LEVEL: Stage 4 Stage 5 Professional
KLA: Science
SYLLABUS: Science Stages 4-5
SCIS SUBJECTS: Solar system; Space – Exploration; Spaceships
PUBLISHER: NASA, USA
REVIEW DATE: 20/12/02 [523.2] SCIS 1103847

Einstein: image and impact

<http://www.aip.org/history/einstein/>

Students can explore the life and work of Albert Einstein at this comprehensive, easy to navigate site. Einstein's **Formative** years are covered, as well as the development of his theories of relativity. Also included are discussions on the **Nuclear age** and the relationship between **Science and philosophy**. The site is particularly relevant to the HSC core topic, *Space*, to the option, *From Quanta to Quarks* of the *Physics: Stage 6 syllabus*, and to anyone interested in Einstein. J. Morgan

USER LEVEL: Stage 6 Professional
KLA: Science
SYLLABUS: Physics Stage 6
SCIS SUBJECTS: Einstein; Physicists
PUBLISHER: American Institute of Physics, USA
REVIEW DATE: 20/12/02 [530.092] SCIS 1101523

Werner Heisenberg (1901-1976)

<http://www.aip.org/history/heisenberg/p01.htm>

A comprehensive coverage of Heisenberg's life and work on **Quantum mechanics** is available at this site. His theories are explained clearly, showing how they contributed to our understanding of atomic structure and quantum mechanics. A brief chronology of Heisenberg's life is also included. This site is particularly relevant to the HSC option, *From quanta to quarks*, and to the core topic, *From ideas to implementation* of the *Physics: Stage 6 syllabus*. It is a clear, easily navigated site which allows teachers to use an alternative method of presenting content for this topic. Links to **Further reading** will need to be checked for syllabus relevance. J. Morgan

USER LEVEL: Stage 6 Professional
KLA: Science

SYLLABUS: Physics Stage 6
SCIS SUBJECTS: Heisenberg, Werner; Physicists; Physics
PUBLISHER: American Institute of Physics, USA
REVIEW DATE: 20/12/02 [530.092] SCIS 1101527

The discovery of the electron

<http://www.aip.org/history/electron/>

The focus of this site is the electron and its discovery. Using a combination of text, graphics, and photographs, students can easily navigate throughout the stages in the development of our knowledge of the electron. Information is included on J. J. Thompson's experiments using cathode ray tubes and there is an audio link to Thompson speaking about his discovery. The site is particularly relevant to the HSC core topic, *From ideas to implementation*, of the *Physics: Stage 6 syllabus* and will allow teachers to facilitate varied approaches to the content of this topic. J. Morgan

USER LEVEL: Stage 6 Professional
KLA: Science
SYLLABUS: Physics Stage 6
SCIS SUBJECTS: Electrons
PUBLISHER: American Institute of Physics, USA
REVIEW DATE: 11/12/02 [539.7] SCIS 1101525

Volcano world online

<http://volcano.und.nodak.edu/vw.html>

An absorbing site, this is designed and maintained for the specific purpose of studying and publishing information on volcanoes on and off the planet. It is a useful resource for science units that are based on the changing face of the Earth. Providing up to date volcano observations, it proves that the Earth is still evolving. An extensive database of questions for volcanologists provides an insight into the careers of scientists who study the creation of volcanoes and the effect they have on the planet. Recent pictures and scientific data supplement a list of active volcanoes. **Teaching & learning** provides information on the construction of models and links to other resources. B. Maher

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: Science; ST
SYLLABUS: Earth & Environmental Science Stage 6; Science Stages 4-5; Science & Technology K-6; Senior Science Stage 6
SCIS SUBJECTS: Volcanoes
PUBLISHER: University of North Dakota, USA
REVIEW DATE: 20/12/02 [551.21] SCIS 1109931

DNA

http://www.thetech.org/exhibits_events/online/genome/

A fascinating site, this explores issues including: what DNA is and how it contains information; reading DNA; and DNA sequences. Information is also included on Watson-Crick and Rosalind Franklin. In addition, **Ethics** are examined through scenarios where students take on roles and have to make a decision regarding genetics. Presented as a slide show this site is easy to navigate and is quickly downloaded. The language is suitable for middle school students, particularly when studying the Watson-Crick model of DNA in the *Science Stages 4-5 syllabus*. It would also be useful for students of the *Biology: Stage 6 syllabus*. A. Frost

USER LEVEL: Stage 5 Stage 6
KLA: Science
SYLLABUS: Biology Stage 6; Science Stages 4-5
SCIS SUBJECTS: Genetics; Medical ethics

PUBLISHER: Tech Museum of Innovation, University of California, USA
REVIEW DATE: 20/12/02 [572.8] SCIS 1101805

Zootopia

<http://www.zoo.nsw.gov.au/index.htm>

The capacity of the Internet is harnessed on this well designed site to engage students and teachers in planning a class visit to Taronga Zoo or the Western Plains Zoo. This preplanning allows students to maximise the outcomes of their zoo visit. There is a wealth of background information available including details on the animals housed in the zoos, a virtual zoo tour, and **Zoo news**. Lessons and teaching resources are available and are based on learning outcomes drawn from NSW syllabuses for Stage 1 through to Stage 6. Zoo tours can be planned in conjunction with the education officers to suit most KLAs. N. Paull

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4 Stage 5
KLA: CA; English; HSIE; Mathematics; Science; ST; TAS
SCIS SUBJECTS: Taronga Zoo (Sydney, N.S.W.); Western Plains Zoo (Dubbo, N.S.W.)
PUBLISHER: Zoological Parks Board of New South Wales, Australia
REVIEW DATE: 20/12/02 [590.73] SCIS 1109968

Kids' planet

<http://www.kidsplanet.org/>

The animated graphics across this site are sure to capture the attention of young visitors. **Get the facts** gives information on over 50 species of animals from North and South America; Europe; and Africa. From **Teacher's table**, it is possible to discover a wealth of lesson ideas based on wolves, sea otters, and bears. The **Web of life** is a 30 page electronic storybook. **Defend it** has a practical checklist of ways to protect our environment, including simple ideas such as planting a butterfly garden. This site offers valuable support to the HSIE strand, *Living things*, and aids implementation of the 2001 *Environmental education policy for schools*. A. Beedles

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
SCIS SUBJECTS: Endangered species; Rare animals
PUBLISHER: Defenders of Wildlife, USA
REVIEW DATE: 20/12/02 [591.68] SCIS 1109940

Invent now

<http://www.invent.org/index.asp>

Emanating from the National Inventors Hall of Fame in Ohio, this site aims to foster the inventive spirit by focusing on a selection of inventors, inventions, and patents. As well as containing general data on inventors and inventions, this site contains some information that would support elements of the *Designing and making* component of *Science and Technology K-6*. Links to other sites dealing with inventions and patenting are available, but would need further investigation to verify curriculum relevance. N. Paull

USER LEVEL: Stage 3 Stage 4
KLA: ST; TAS
SYLLABUS: Design & Technology 7-10; Science & Technology K-6
SCIS SUBJECTS: Inventions; Patents
PUBLISHER: National Inventors Hall of Fame, USA
REVIEW DATE: 20/12/02 [608] SCIS 1114105

The history of invention

<http://www.cbc4kids.cbc.ca/general/the-lab/history-of-invention/default.html>

A simple, yet captivating, layout encourages students to explore a timeline of significant inventions, starting with **The calendar** and moving through several thousand years of human achievement. The history and application behind each invention is concisely presented with no external links used. Topics are as diverse as: **Toothpaste**; **The electric guitar**; and **DVD**. Information is applicable to sections of the *Designing and making* component of *Science and Technology K-6*. The site could also be used generally as an example of using a timeline to present or retrieve information. N. Paull

USER LEVEL: Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
SCIS SUBJECTS: Inventions – History; Technology – History
PUBLISHER: Canadian Broadcasting Corporation, Canada
REVIEW DATE: 20/12/02 [609] SCIS 1114642

Managing dryland salinity in the Murray-Darling Basin

<http://www.atse.org.au/publications/symposia/proc-1999p17.htm>

A paper presented by the Murray-Darling Basin Commission, this provides authoritative information on salinity in the Murray-Darling Basin. Outlining the occurrence of salt, drainage, and environmental impacts, the site provides the findings of the *Salinity audit* and *Salt load studies* and suggests recommendations for minimising the impact of salinity. The format, language, and style are more suited to senior students examining local environments in Senior Science, Earth and Environmental Science, and Geography at the Stage 6 level. Teachers of *Managing global environments* and *Issues in Australian environments* of the *Geography: Stages 4-5 syllabus* may find the information useful for a case study of land degradation and salinity. A. Frost

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE; Science
SYLLABUS: Earth and Environmental Science Stage 6; Geography Stages 4-5; Geography Stage 6; Science Stages 4-5; Senior Science Stage 6
SCIS SUBJECTS: Land use – Australia; Murray-Darling Basin; Soil conservation; Soil salinity
PUBLISHER: Australian Academy of Technological Sciences and Engineering
AUTHOR: John Powell
REVIEW DATE: 20/12/02 [631.4] SCIS 1108305

National Dryland Salinity Program

<http://www.ndsp.gov.au/>

Containing a wealth of information pertaining to dryland salinity, this authoritative site is a useful online resource. A detailed management plan and a comprehensive information package on dryland salinity are available. It would be particularly worthwhile for students examining land management practices in Stage 6 Geography and Earth and Environmental Science. It would also be useful for teachers requiring information and case studies on salinity in the *Geography: Stages 4-5 syllabus*. The site is easily navigated with clear, quickly downloaded graphics. Contact details could assist with further research. A. Frost

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE; Science

SYLLABUS: Earth & Environmental Science Stage 6; Geography Stages 4-5; Geography Stage 6; Science Stages 4-5; Senior Science Stage 6
SCIS SUBJECTS: Land use – Australia; Soil conservation; Soil salinity
PUBLISHER: National Dryland Salinity Program, Australia
REVIEW DATE: 20/12/02 [631.4] SCIS 1108303

Salinity

<http://www.salinity.com.au>

An informative site, this offers the **Top ten solutions to salinity**. Although focusing on salinity in South Australia, the site contains generalist information useful for students studying the plant adaptations to local environments in Stage 6 Senior Science, and management practices in the *Earth and Environmental Science: Stage 6 syllabus*. The site also provides support for teaching and learning in Science Stages 4-5; Geography Stage 6; and Geography Stages 4-5. Links provide access to world salinity issues and current media items, and readily accessible photographs are available. There are a number of **Links** to other sites, but additional time would need to be spent on these to verify their syllabus relevance. A. Frost

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE; Science
SYLLABUS: Earth & Environmental Science Stage 6; Geography Stages 4-5; Geography Stage 6; Science Stages 4-5; Senior Science Stage 6
SCIS SUBJECTS: Land use – Australia; Soil conservation; Soil salinity
PUBLISHER: Plants for Salinity, Australia
REVIEW DATE: 20/12/02 [631.4] SCIS 1108215

My first garden

<http://www.urbanext.uiuc.edu/firstgarden/fundamentals/index.html>

Designed to help students explore the fundamental knowledge needed to grow a successful garden, this site is sure to be a hit with students, teachers and parents. Topics covered include: **Show me the basics**; **Planning my garden**; **Tools of the trade**; and **My garden journal**, which has a sample available for download. Detailed labelling in the section **You can tell a seed by its packaging** could be used to develop skills in designing, using and analysing information. Although the planting times given are for the Northern Hemisphere, this could provide an interesting discussion point as teachers guide students in converting the information. This well organised site is relevant to the Science and Technology strand, *Living things*. A. Beedles

USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3
KLA: Community
SYLLABUS: ST
SCIS SUBJECTS: Science & Technology K-6
PUBLISHER: Gardening
PUBLISHER: University of Illinois Extension, USA
REVIEW DATE: 20/12/02 [635] SCIS 1101290

Cat colors FAQ (Cat fanciers:color genetics)

<http://www.fanciers.com/other-faqs/color-genetics.html#intro>

Teachers and students could use this site to explore genetics by focusing on patterns of inheritance in cats. **Common cat colors** provides information on the various coat patterns such as tabby, siamese, calico and tortoiseshell. **Cat color genetics** gives students information about the inheritance of coat and eye colour. Using cats as an example has the potential to relate the difficult topic of genetics to students' own experiences. It is an interesting, easily navigated

site. The information is clearly presented and is relevant to outcomes 5.3 and 5.8 in the *Science: Stages 4-5 syllabus*, and to the core topic, *The blueprint of life*, in the *Biology: Stage 6 syllabus*. J. Morgan

USER LEVEL: Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: Biology Stage 6; Science Stages 4-5
SCIS SUBJECTS: Cats; Genetics
PUBLISHER: Starbuck, U.S.A.
REVIEW DATE: 20/12/02 [636.8] SCIS 1101456

Carers Australia

<http://www.carers.asn.au/>

A site such as this one is of particular value for the Community and Family Studies core study on *Parenting and caring*. It contains a straight forward index that allows students to access information concerning support for carers of people who have a disability, a chronic illness, or are frail aged. Physical and emotional issues, relevant to carers, are considered in **Taking care of yourself**. A concise summary of a wide range of carer resources and services is featured, providing brief outlines on home maintenance and modifications, and on **Respite care**. A useful section, **About Carers**, has solid information featuring carer numbers, their contribution to society, and other relevant statistics. The site also provides contacts to support carers and those being cared for. R. Cox

USER LEVEL: Stage 6
KLA: PDHPE
SYLLABUS: Community & Family Studies Stage 6
SCIS SUBJECTS: Care and health; Disabled; Home care services; Home nursing
PUBLISHER: Carers Australia
REVIEW DATE: 20/12/02 [649.8] SCIS 1111703

Aboriginal art online

<http://www.aboriginalartonline.com/>

Reflecting the contemporary marketing of Aboriginal art and artists, this is an extensive site about specific artists from various regions. It contains the following sections: **Art & Artists**; **Land & Cultures**; **Regions & Communities**; **Galleries**; **Forum**; **Shop**; and **Services**, and is well designed and easy to navigate. It is controlled by a non-Aboriginal private company that has the appropriate philosophical framework to apply to its practices. The company specialises in contemporary works from the Kimberley, Tiwi Islands, Arnhem Land and selected Desert communities of Australia. The diversity of Aboriginal art across the 250 language groups is made evident. A map contains locators for the regions mentioned, along with a brief synopsis and photograph of each region. C. Dorbis

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Business Studies Stage 6; Commerce 7-10
SCIS SUBJECTS: Art, Aboriginal; Art, Australian; Aboriginal peoples – Handicrafts; Aboriginal studies
PUBLISHER: Aboriginal Art Online, Australia
REVIEW DATE: 20/12/02 [709.94] SCIS 1105228

SCIS Reviewing Team

DET classroom teachers with expertise in any of the new HSC syllabuses are invited to apply to the Review Coordinator to join the reviewing team. Email enquiries to: Elizabeth.Murwell@det.nsw.edu.au

Inside the house: the Sydney Opera House virtual tour

http://www.soh.nsw.gov.au/virtual_tour/vrtour.html

A superb view of the Sydney Opera House is offered on this site, originally created for a CD-ROM. It is made up of four levels of the Opera House and can be viewed by choosing the desired level on the map level panel. To view an area, the user clicks on a yellow node. Yellow arrows appear and the view is scanned by moving the mouse. This leads to further pictures and detailed information about use and design of the building, its surrounds, and of items and art works on display. This web site would be useful for the *Built environments* content strand in the K-6 Science and Technology syllabus. E. Derouet

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: ST
SYLLABUS: Science & Technology K-6
SCIS SUBJECTS: Sydney Opera House
PUBLISHER: Sydney Opera House Trust, Australia
REVIEW DATE: 20/12/02 [725.09944] SCIS 1096547

Papunya Tula Artists Pty Ltd

<http://www.papunyatula.com>

The Papunya Tula painting style derives directly from the artists' knowledge of traditional body and sand painting associated with ceremony. To portray these *Dreamtime Creation stories for the public* has required the removal of sacred symbols and the careful monitoring of ancestral designs. The Papunya Tula artists' Internet site reflects the community's approach to promotion as an international business. Working to the rules above, the art on the site reflects the Central Desert Dreaming. Containing four sections, **Artists**, **History**, **Collections**, and **Home page**, it is easy to navigate. Designed as a marketing site, students may use this for a number of topics and themes from a variety of HSIE syllabuses including: Business Studies and Commerce, for socially responsible marketing; and Aboriginal Studies, for contemporary cultural expression, copyright and communities. C. Dorbis

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Business Studies Stage 6; Commerce 7-10
SCIS SUBJECTS: Aboriginal studies; Art, Aboriginal; Art, Australian; Papunya Tula Artists' Company
PUBLISHER: Papunya Tula Artists, Australia
REVIEW DATE: 17/01/03 [759.994] SCIS 1105235

Tod Machover's Brain opera

<http://brainop.media.mit.edu>

A unique musical experience that includes contributions from both online participants and live audiences, *Brain opera* has been evolving and touring since 1996. The creators invited people from all backgrounds, who wanted to express ideas, experiences, and feelings in music and sounds, to help create the *Brain opera* and be involved in the live performances. There are many areas to explore on this site and it takes patience to access them. Once there, the adventurous music student will find the ideas and concepts presented very stimulating. The sound palette and the Hyperinstruments provide many compositional ideas and challenge the musical mind. A. Wisdom

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA

SYLLABUS: Music 7-10; Music 1 Stage 6; Music 2 Stage 6; Music Extension Stage 6
SCIS SUBJECTS: Music
PUBLISHER: MIT Media Lab, USA
REVIEW DATE: 20/12/02 [780] SCIS 1109965

ECHO: a music-centered journal

www.humnet.ucla.edu/echo

ECHO is an online journal about music and culture. Articles address music in diverse social contexts and are very accessible to all readers. Sound and film clips enable writers to discuss nuances of performance without relying solely on music notation. Articles and review essays are extensive, and some scores are available in PDF format that may be downloaded. Previous issues may be accessed from Archives on the front page. Students will find such articles as *West Side Story and the Hispanic* by Elizabeth Wells, and *Cello-and-bow thinking* by Elisabeth Le Guin particularly useful for musicology and performance studies. This resource is highly recommended. A. Wisdom

USER LEVEL: Stage 6
KLA: CA
SYLLABUS: Music 1 Stage 6; Music 2 Stage 6; Music Extension Stage 6
SCIS SUBJECTS: Music – Periodicals
PUBLISHER: University of California, USA
REVIEW DATE: 20/12/02 [780.5] SCIS 1110137

Music interactive projects

<http://www.glencoe.com/sec/music/student/projects>

The student site here contains five interactive music projects. Each project explores a different aspect of music through a variety of activities covering listening, composing, and performing. Before commencing, students are required to print a worksheet in PDF format to support the activities. The outcomes are presented in dot point form at the beginning, and the activities are organised into sections with a choice of performance activity at the end. Stage 6 Music 1 musicology students will find this site particularly useful, and teachers of Stages 4 and 5 will be able to easily adapt the material. It is highly recommended. A. Wisdom

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA
SYLLABUS: Music 7-10; Music 1 Stage 6
SCIS SUBJECTS: Music
PUBLISHER: GlencoeMcGraw-Hill, USA
REVIEW DATE: 20/12/02 [780.76] SCIS 1109901

NewMusicBox

<http://www.newmusicbox.org/>

Presented here is an online magazine for and about new American music. Each month, *NewMusicBox* includes: interviews with leading figures in American music; articles such as the series on the role of the critic in music; the latest American music news; audio excerpts of all the new compact disc releases of new American music; video footage of interviews and concerts; a listing of new music recording releases; and a calendar of performances worldwide. Stage 6 music students will find this to be an excellent source for researching the mandatory topic for HSC music, particularly the archives section, where they can find an interview with Steve Reich, among others. A. Wisdom

USER LEVEL: Stage 6
KLA: CA

SYLLABUS: Music 1 Stage 6; Music 2 Stage 6; Music Extension Stage 6
SCIS SUBJECTS: Music, American
PUBLISHER: American Music Center, USA
REVIEW DATE: 20/12/02 [780.973] SCIS 1110147

Java music theory

<http://web1.hamilton.edu/javamusic>

Online interactive music theory tutorials are available with or without audio capabilities on this site. Those without audio have fewer options, but download much faster. The tutorials cover a range of theory skills including: note reading on a number of clefs; piano key identification; key signatures; scales; intervals; and chords. Each new tutorial may take up to two minutes to load, but it is worth the wait. Self evaluation is simple because the score displays the number of correct and incorrect responses, the elapsed time, and the average time for each response. This excellent set of tutorials is suitable for individual or small group work in music classrooms, as well as private study. A. Wisdom

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5 Stage 6
KLA: CA
SYLLABUS: Creative Arts K-6; Music 7-10; Music 1 Stage 6; Music 2 Stage 6
SCIS SUBJECTS: Music – Theory; Music – Problems, exercises, etc.
PUBLISHER: R. Whelan, USA
REVIEW DATE: 20/12/02 [781] SCIS 1109976

The piano education page

<http://www.piano.avijon.com>

Parents, teachers and students are all catered for on this site. Parents can find out about buying a piano and how to care for it. Students can go to lessons on learning to play the piano, with a special **Just for kids** section. Teachers can read articles and teaching tips in **The teaching studio**, where there is a special section titled *Technique matters*. Users can listen to hundreds of pieces of piano music in **The audition room** where the MIDI files can be downloaded and there are links to composer biographies. Each month there is an interview with a noteworthy pianist and teacher. It is highly recommended. A. Wisdom

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: CA
SYLLABUS: Creative Arts K-6; Music 7-10; Music 1 Stage 6
SCIS SUBJECTS: Piano music
PUBLISHER: West Mesa Music Teachers Association, USA
REVIEW DATE: 20/12/02 [781.207] SCIS 1110002

Cathedral

<http://www.monroestreet.com/Cathedral>

One of the first interactive online music projects, *Cathedral* is a new form of musical composition offering a fascinating musical experience. It includes both acoustic and computer music, live webcasts, and new virtual instruments called **Chaos**, the **Soundpool**, and the **Pitchweb**. Students can engage in their own unique musical experience, as a listener, contributor, or active performer. The virtual instruments are always available and interesting to experiment with. *Cathedral* is basically a piece of music that is always available, with no beginning, middle, or end, and that sounds different to each listener. Students and teachers will enjoy this resource. A. Wisdom

USER LEVEL: Stage 4 Stage 5 Stage 6

KLA: CA
SYLLABUS: Music 7-10; Music 1 Stage 6; Music 2 Stage 6; Music Extension Stage 6
SCIS SUBJECTS: Composition (Music); Computer music
PUBLISHER: Monroe Street Music, USA
REVIEW DATE: 20/12/02 [781.3] SCIS 1109942

Hyperscore

<http://www.media.mit.edu/hyperins/ToySymphony/musictoyscore.html>

A tool for creating musical compositions is a useful addition to teaching resources. This highly recommended site allows students to create a composition by drawing freehand with the mouse, mapping pitch to vertical position, and time to horizontal position. They can then add and manipulate motifs, timbres and harmony by dragging the mouse. The **Hyperscore showcase** allows students to listen to, and download, examples of complete works, and to download the help document which explains the capabilities of the program. Students can share their scores with other users worldwide by registering and uploading their scores to the showcase by clicking the **Upload my score** button. A. Wisdom

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: CA
SYLLABUS: Creative Arts K-6; Music 7-10; Music 1 Stage 6
SCIS SUBJECTS: Music
PUBLISHER: MIT Media Lab, USA
REVIEW DATE: 20/12/02 [781.3] SCIS 1109934

The Drumclub.com

<http://www.thedrumclub.com>

Drummers and percussionists at any level will find lessons to suit them on this interactive instruction site. Teachers who are not familiar with playing drums can direct interested students here to learn the **Rudiments** of drumming. Those who have never played the drums can start at the **Drumset** page to learn how to assemble the drumset, hold the sticks and make strokes. More experienced players can go to the lessons page for **A fresh approach to the snare drum**. Senior students preparing for HSC may wish to study drumming styles from other cultures on the **World** page. Included with the lessons are play along audio files and video clips. This is an excellent resource. A. Wisdom

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: CA
SYLLABUS: Creative Arts K-6; Music 7-10; Music 1 Stage 6
SCIS SUBJECTS: Music
PUBLISHER: Mark Wessels, USA
REVIEW DATE: 20/12/02 [786.9] SCIS 1109930

Learning guide to To kill a mockingbird

<http://www.teachwithmovies.org/guides/to-kill-a-mocking-bird.html>

A teaching and learning guide to the 1962, award winning film version of Harper Lee's moving novel of prejudice and discrimination in the southern states of the USA, this site presents engaging questions and activities. There are a dozen **Standard questions suitable for any film**, which are followed by a number of questions specifically relevant to this film text. Material is grouped in the **Character development index** under subheadings which include: **Male role model**; **Parenting**; **Coming of age**; **Disabilities**; and **Ethical emphasis**. A range of questions elicit responses to these significant issues raised by the text. There are links to other useful sites on *To kill a mockingbird* and to other related movies, but teachers will need to investigate these for their syllabus relevance. C. Sly

USER LEVEL: Stage 5 Stage 6 Professional
KLA: English
SYLLABUS: English 7-10; English Stage 6
SCIS SUBJECTS: Films – History and criticism
PUBLISHER: Teachwithmovies.org, USA
REVIEW DATE: 20/12/02 [791.43] SCIS 1115350

TheatreGROUP method acting procedures

<http://www.theatrgroup.com/Method/>

Centring on principles of acting established by Constantin Stanislavsky and interpreted in the USA by Lee Strasberg, this site explains many of the theories and techniques of Method acting. Explanations of a number of significant aspects including: **Relaxation**; **Sense memory**; **Concentration**; the **Magic if**; and **Justification**, assist acting students to understand the process involved in the development of convincing characters. A **Suggested reading** list provides a range of books on Method acting. This site is a handy reference for teachers and Stage 6 drama students needing to gain an understanding and appreciation of the impact of Stanislavsky's theories on acting methods. C. Sly

USER LEVEL: Stage 6 Professional
KLA: CA
SYLLABUS: Drama Stage 6
SCIS SUBJECTS: Acting
PUBLISHER: Theatrgroup, USA
REVIEW DATE: 20/12/02 [792] SCIS 1058409

Theatrepaedia

<http://www.perspicacity.com/elactheatre/library/library.htm>

An ambitious project, this online encyclopaedia presents a vast collection of material on theatre through the ages. It is a useful springboard for a range of literary and drama studies. Indexes link to information on plays, playwrights, characters, actors, and directors. There is a comprehensive glossary of **Theatrical terms**. An informative coverage of ancient **Greek theatre** outlines its historical development and details the emergence of the tragic and comic forms of drama. A directory of plays can be accessed by author or title, and there are links to the hypertext of some **Play texts**. Students and teachers will find this a handy reference for many areas of study related to drama and theatre. C. Sly

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: CA; English
SYLLABUS: Drama 7-10; Drama Stage 6; English 7-10; English Stage 6
SCIS SUBJECTS: Theatre – Encyclopaedias; Drama – Encyclopaedias
PUBLISHER: East Los Angeles College Theatre Arts, USA
REVIEW DATE: 20/12/02 [792.03] SCIS 1115334

Creative drama & theatre education resource site

<http://www.creativedrama.com/>

A site with the needs of the drama teacher in mind, some valuable information, teaching ideas, and resources are provided here. There are suggestions that show how drama may be derived from myths, poetry, or children's books, and this is a great starting point for playbuilding activities. A range of **Theatre games**, with recommended age levels, provide exciting lesson material for warm ups and improvisation. **Plays for performance** are listed on a spreadsheet with information about each, including: the number and gender of characters in the play; the genre; performance time; and a brief synopsis. These practical activities, along with an extensive

Book list of useful drama related resources, are likely to stimulate and support drama teachers. C. Sly

USER LEVEL: Professional
KLA: CA
SYLLABUS: Creative Arts K-6; Drama 7-10
SCIS SUBJECTS: Drama – Study and teaching; Drama in education
PUBLISHER: Creative Drama, USA
REVIEW DATE: 20/12/02 [792.071] SCIS 1097898

The drama teacher's resource room

<http://www3.sk.sympatico.ca/erachi/>

An online resource room for teachers of drama, this site offers a collection of useful material and worthwhile links. The **Lesson plans** provide an array of stimulating activities for different age groups. Lessons include suggestions for warm up activities; movement; mime; set design; playbuilding using literature; and theatre history research. A **Backstage** link offers an outline of a rehearsal schedule and suggestions for painting set pieces. Teachers can submit lesson material to be posted to the site or may choose to join the online forum and communicate with other drama teachers. While the resources on this site are limited, the concept of this professional online exchange is commendable. C. Sly

USER LEVEL: Professional
KLA: CA
SYLLABUS: Drama 7-10
SCIS SUBJECTS: Drama – Study and teaching; Drama in education
PUBLISHER: Thornton Consulting & Training Services, Canada
REVIEW DATE: 20/12/02 [792.07] SCIS 980685

Unit lesson plans

<http://www.byu.edu/tma/arts-ed/units/unitshome.htm>

Although this site is designated as still being under construction, its extensive collection of drama lesson plans make it an excellent online resource for teachers. It presents twenty different units including: **Beginning acting**; **Character development**; **Improvisation**; **Movement and mannerisms**; **Dramatic structure**; **Introduction to directing**; and **Costume construction**. Each unit contains a number of clearly presented lessons, with step by step instructions. The lessons are often preceded by an outline of the specific lesson objective and recommendations for any materials needed for the lesson. A wonderful reference for busy teachers, these lesson notes are sure to provide the basis for many exciting drama lessons. C. Sly

USER LEVEL: Professional
KLA: CA
SYLLABUS: Drama 7-10; Drama Stage 6
SCIS SUBJECTS: Theatre – Study and teaching; Drama – Study and teaching
PUBLISHER: T. Foutz, USA
REVIEW DATE: 20/12/02 [792.07] SCIS 1115361

Wordplay

<http://www.geocities.com/alyssabrugman/>

Aimed at young people interested in writing, this site is the work of a new and acclaimed Australian fiction writer. Alyssa Brugman offers tips on a number of aspects of the writer's craft including: **think like a writer**; **write what you know**; use of **dialogue** and **editing**, found from **want to write but don't know where to**

resources

start? In addition, there are a number of suggested links for young writers who may consider publishing their work. Teachers will need to check these for syllabus relevance. A useful, easily navigated site, this has a good deal to offer across a range of ages. It is practical, positive, and stimulating for budding authors. C. Sly

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: English
SYLLABUS: English 7-10; English Stage 6
SCIS SUBJECTS: Writing (Authorship)
PUBLISHER: A. Brugman, Australia
REVIEW DATE: 20/12/02 [808] SCIS 1101896

Australian storytelling

<http://www.home.aone.net.au/stories/>

Of particular interest to teachers, the main objective of this site is to promote the art of story telling. A skill that in westernised culture has tended to be enveloped in the wake of the mass media, enthusiasm for the craft of storytelling is rekindled at this site. Apart from promoting books, journals, and conferences for professional development, *Stories+* offers many interesting articles on the values of storytelling. As a starting point, the text of 97 of Aesop's fables are available and these are the foundation upon which many stories have been based. Teachers wishing to develop their students' oral skills in the context of English or Drama will find some valuable suggestions here. C. Sly

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: CA; English
SYLLABUS: Creative Arts K-6; Drama 7-10; English K-6; English 7-10
SCIS SUBJECTS: Storytelling
PUBLISHER: Australian Storytelling Guild (NSW)
REVIEW DATE: 20/12/02[808.5] SCIS 1115340

Ender's game

<http://www.ced.appstate.edu/whs/enders.htm>

A presentation of the work of American high school students, this site contains three reviews and an *Analysis* of Orson Scott Card's acclaimed science fiction novel. These print resources offer a valuable overview of the circumstances impacting on the protagonist, Ender Wiggin, in a militaristic society of the future. It is interesting to compare the commentaries, which differ in their response to the novel. A useful starting point for studies on this text, the critiques afford interesting, detailed, personal perceptions of the text. Students of the area of study focus, *Changing worlds*, could benefit from this site. C. Sly

USER LEVEL: Stage 6
KLA: English
SYLLABUS: English Stage 6: *Standard; Advanced*
SCIS SUBJECTS: Card, Orson Scott; Ender's game; Science fiction – History and criticism
PUBLISHER: N.C. Boone, USA
REVIEW DATE: 20/12/02 [813] SCIS 1101836

ClassicNote on A room of one's own

<http://www.gradesaver.com/ClassicNotes/Titles/own/about.html>

Revered as a landmark in twentieth century feminist thought, this extended essay by Virginia Woolf is the subject of analysis of this site. Her questioning of why there have been so few female writers radically challenged the literary circles of the time. This site offers students clear links to the author's biographical information; details on characters and themes in the text; and comprehensive

notes in a chapter by chapter summary and commentary. *Links* to other online resources are listed and an investigation of these sites, which would need to be checked for syllabus relevance, could also prove useful to English Stage 6 students who are focusing on the Extension 1 course option on *Genre*. C. Sly

USER LEVEL: Stage 6
KLA: English
SYLLABUS: English Stage 6: *Extension 1*
SCIS SUBJECTS: English fiction – History and criticism; Woolf, Virginia. A room of one's own
PUBLISHER: GradeSaver, USA
REVIEW DATE: 20/12/02 [823] SCIS 1104517

Lord of the flies

<http://www.gerenser.com/lotf/>

Dedicated to William Golding's thought provoking allegory, *Lord of the flies*, this award winning site is a useful adjunct to a study of the text. A chapter by chapter *Summary* will assist students in their understanding and appreciation of this book. A concise *Analysis* of the novel delves into some of the complex symbolism and the significant themes. Major *Characters* are described and an artist's impression of the deserted island setting is presented as a clearly labelled *Island map*. The *Vocabulary* link lists and defines some of the more unusual words in each chapter. A qualitative electronic resource, this provides students with thoughtfully presented, accessible information to aid in the teaching and learning process. C. Sly

USER LEVEL: Stage 5 Stage 6
KLA: English
SYLLABUS: English 7-10; English Stage 6
SCIS SUBJECTS: English fiction – History and criticism
PUBLISHER: S. Gerenser, USA
REVIEW DATE: 20/12/02 [823] SCIS 1115327

Euripides and his tragedies

<http://www.theatrehistory.com/ancient/euripides001.html>

Dedicated to a significant ancient Greek tragedian, this site contains detailed biographical information on Euripides' career and art. Of particular interest to Stage 6 English students engaging in the Extension 1 course option, *Revenge tragedy*, is *Medea* which provides a summary and analysis of the play. *The age of Euripides* offers valuable information on the political and religious context in which the play was composed, and *Peculiarities of Euripidean drama* captures the essence of this particular style of early Western drama. Biographical material and a range of further links make this a worthwhile online resource for students and teachers. C. Sly

USER LEVEL: Stage 6
KLA: English
SYLLABUS: English Stage 6: *Extension 1*
SCIS SUBJECTS: Euripides – Criticism, interpretation, etc.; Greek drama – History and criticism
PUBLISHER: TheatreHistory.com, USA
REVIEW DATE: 20/12/02 [882] SCIS 1101891

Teaching Euripides' Medea

<http://web.uvic.ca/grs/bowman/Medea.html>

On this academic site, teachers and students of this ancient Greek tragedy will find a wealth of informative links, which teachers will need to check for syllabus relevance. A range of source material, including pictorial images, provides valuable background detail. The *Cambridge introduction to tragedy* and *Introduction to*

Greek stagecraft assist in setting the play in its historical context. Information on the use of the Chorus and on the role of the male actor in Greek tragedy offer interesting insights into this historic genre. Two study guides on the *Medea* provide thoughtfully devised exercises and activities to assist students in their understanding and appreciation of this particular example of *Revenge tragedy*. C. Sly

USER LEVEL: Stage 6
KLA: English
SYLLABUS: English Stage 6: *Extension 1*
SCIS SUBJECTS: Euripides. *Medea*; Greek drama; Tragedy
PUBLISHER: Berkeley SunSITE, USA
REVIEW DATE: 20/12/02 [882] SCIS 1104509

19th-Century German stories

<http://www.fln.vcu.edu/menu.html>

A growing selection of short narrative works in German from the late 18th to the end of the 19th centuries is available on this site. Here students can peruse famous works like *Max und Moritz*; *Struwwelpeter*; *Die Judenbuche* and many fairy tales from the *Grimm Brothers*; *Goethe*; *Keller*; *Kleist*; and *Schiller*. Most texts have comprehension aids, which consist of either an online German-English dictionary or a dual German-English version. Quizzes allow students complete self correcting comprehension exercises, write an ending to a story, or match pictures to downloadable Real Media audio files. A forum is open for discussion of stories and related issues, in particular the use of children's literature in teaching German. It is a very user friendly site, well organised, with visually attractive illustrations. S. Hauth

USER LEVEL: Stage 5 Stage 6
KLA: Languages
SYLLABUS: German 7-10; German Stage 6: *Beginners; Continuers*
SCIS SUBJECTS: German literature
PUBLISHER: Virginia Commonwealth University, USA
REVIEW DATE: 20/12/02 [883.008] SCIS 1103082

Bali: the online travel guide

http://home.mira.net/~wreid/bali_clt.html

Part of an overall travel guide to Bali, this section of the site concentrates on the cultural diversity of Bali. Stage 3 students undertaking a study of Bali, will be able to listen to a sound file of a gamelan orchestra; gain an appreciation of the uniqueness of Balinese art; gather background information on the caste system; and research the significance of religious festivals. The broad information available on the site reflects both tourist and non-tourist related activities. The language is at an appropriate level for younger students. N. Paull

USER LEVEL: Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
SCIS SUBJECTS: Bali (Indonesia); Travel
PUBLISHER: W. Reid, USA?
REVIEW DATE: 20/12/02 [915.98] SCIS 1114627

The Endurance: Shackleton's legendary Antarctic expedition

<http://www.amnh.org/exhibitions/shackleton/>

Details pertaining to an exhibition at the American Museum of Natural History regarding the polar explorer Sir Ernest Shackleton

are the focus for this site. A significant section of the site contains encompassing background details on the explorer and his 1914 Antarctic journey, the expedition members, scientific endeavours, the *Endurance*, and the epic rescue mission. The site is well designed and makes use of animation and photographs to enhance the material available. For students in Stage 3 HSIE investigating Antarctica, this site would provide significant historical information regarding human interaction with Antarctica. N. Paull

USER LEVEL: Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
SCIS SUBJECTS: Antarctica – Discovery and exploration; *Endurance (Ship)*; Shackleton, Ernest Henry
PUBLISHER: American Museum of Natural History, USA
REVIEW DATE: 20/12/02 [919.8] SCIS 1114637

Cool Antarctica

<http://www.coolantarctica.com/>

Through beautiful photographs and clearly presented information, this is a site to give students an understanding of the natural environment of Antarctica and human impact there. Of particular value is the *Antarctic Fact file*, with simple explanations for such questions as: *Where is Antarctica? How big is it? and What natural resources does Antarctica have?* A time line of exploration has hyperlinks to more extensive information on particular explorers, such as *Roald Amundsen* and *Douglas Mawson*. Whale species and the whale industry are described. Information about other wildlife is provided along with some superb photographs. A key word search facility, clear headings available on most pages, and a comprehensive site map, make navigation easy. The well indexed list of other Antarctic sites provides scope for further teacher investigation of this topic. S. Leslie

USER LEVEL: Stage 2 Stage 3
KLA: HSIE; ST
SYLLABUS: HSIE K-6; Science & Technology K-6
SCIS SUBJECTS: Antarctica; Voyages and travels – Personal accounts
PUBLISHER: Ward, UK
REVIEW DATE: 20/12/02 [919.804] SCIS 1106554

All Australian

<http://www.australianaustralia.com/>

Primarily aimed at overseas visitors to Australia, this site offers an overview of Australia and its uniqueness. The functional layout encourages browsing and provides information regarding Australian government; the Constitution; Governors General; and Prime Ministers. This content is useful for Stage 3 HSIE students studying democracy and the Federal government. Other topics are really a potpourri of general Australian data relating to flora and fauna, land marks, idioms, Australian achievements, and Aboriginal history. One fault with the site is the difficulty in establishing the authority, and thus the accuracy, of some of the more general information. N. Paull

USER LEVEL: Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
SCIS SUBJECTS: Australia
PUBLISHER: All Australian
REVIEW DATE: 20/12/02 [919.94] SCIS 1102135

All prices in the availability statement include GST.

Ancient Greek civilizations – Sparta<http://emuseum.mnsu.edu/prehistory/aegean/thecities/sparta.html>

The founding of the Spartan government and establishment of a social hierarchy within the society, provide the focus for this site. It introduces students to basic terminology like: *Lacedaemon*; *helot*; and *perioeci*, and gives an overview of early Sparta. A link to a site which discusses **The Women of Sparta** is also provided. The site is one component of the Minnesota State University EMuseum which allows students access to further detail about the archaeology and history of Ancient Sparta in later times, and other societies, through its index. Simple graphics of related archaeological sources help to make this useful site appealing to students of the Stage 6 Ancient History, *Ancient societies* option 1, seeking an introduction to Ancient Spartan society. J. Kempthorne

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Ancient History Stage 6
SCIS SUBJECTS: Sparta (Extinct city)
PUBLISHER: Minnesota State University, USA
REVIEW DATE: 20/12/02 [938] SCIS 1110096

The social function of the Spartan syssitia<http://www.trentu.ca/ahb/ahb11/ahb-11-2-3b.html>

A scholarly article on the Spartan syssitia is presented here. The author defines *syssitia*, describes its origins, and discusses its social, political and military functions. Information in the article supports several topics of the HSC *Ancient societies* option on Spartan society, including: the roles, perspectives, and influence of elites; and social relationships and gender roles, particularly social structure and organisation; and rites of passage. The site contains dense text, aimed at university students and professionals, so teachers will need to assess reading levels before referring students to this site. An extensive bibliography is provided. R. McDowell

USER LEVEL: Stage 6 Professional
KLA: HSIE
SYLLABUS: Ancient History Stage 6
SCIS SUBJECTS: Civilization, Greek; Sparta (Extinct city)
PUBLISHER: [University of Calgary], Canada
REVIEW DATE: 20/12/02 [938] SCIS 1112947

Minoan snake goddess<http://witcombe.sbc.edu/snakegoddess/discovery.html>

An extensive **Bibliography** is provided for this scholarly site, which is especially relevant for students and teachers of the *Ancient societies* option on Minoan society in the *Ancient History: Stage 6 syllabus*. The information and sources on this web site support studies on religion, particularly on beliefs, practices, and structure of Minoan religion, and the prominence of a goddess. Additionally **Women in Minoan culture** offers useful material on social relationships and links to **Excursus: Matriliney in the Aegean Bronze Age**, which explores the question of matriarchal and patriarchal society in some depth. The site is easy to navigate, with a table of contents linked to a large number of primary sources and scholarly secondary references. R. McDowell

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Ancient History Stage 6
SCIS SUBJECTS: Art, Ancient; Civilization, Aegean; Crete – History; Gods and goddesses; Knossos (Extinct city)
PUBLISHER: Sweet Briar College, USA
REVIEW DATE: 20/12/02 [939] SCIS 1112940

Chronological history of Greece in the Vth and IVth Centuries BC<http://plato-dialogues.org/tools/chrono.htm>

Teachers of the Ancient History, *Ancient societies* option J, *Athenian Society at the time of Pericles*, will find the chronology provided by this site very valuable. The author centres on the philosophical works of Plato and Socrates, and uses colour in the text to denote events relating to their lives. Examination of their work through this site would certainly broaden students' knowledge of the cultural life of the ancient society of Athens, and provide a wealth of primary source material. Moreover, in seeking to provide background information on the historical periods in which Plato and Socrates lived, the author presents a detailed timeline of the Greek world 594-320 BC, which can be applied in numerous ways in the classroom, making this an excellent resource for both teachers and students. J. Kempthorne.

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Ancient History Stage 6
SCIS SUBJECTS: Greece – History – 500-404 BC, Classical period; Plato
PUBLISHER: Bernard Suzanne, France
REVIEW DATE: 20/12/02 [938] SCIS 1110095

Welcome to the Herodotus website<http://www.herodotuswebsite.co.uk>

An extremely detailed insight into the historian, and his history, is provided by this easy to navigate site. Written in a conversational style, the language would be accessible to most students. Biographical details, timelines, **Commentaries**, **Maps**, and **Essays** would be useful study aids to Ancient History students studying *Greece: The Greek world from 500 – 400 BC*. History Extension students would find **The liar school of Herodotus and Herodotus as a writer** components, a complement to *Part I: What is history?* The author's passion for Herodotus is evident in the scope and detail of this site which has practical and worthwhile classroom applications. B. Hull

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Ancient History Stage 6; History Extension Stage 6
SCIS SUBJECTS: Greece – History – 500-404 B.C., Classical period; Herodotus; Historiography
PUBLISHER: J. Kitson, England
REVIEW DATE: 20/12/02 [938] SCIS 1109943

Gary Foley's Koori history website<http://www.kooriweb.org/foley/>

Gary Foley was projected to prominence with his involvement in establishing the Tent Embassy in the early 1970s. This personal homepage reflects the person who has been at the vanguard of the fight for Aboriginal rights. The site reflects this continued struggle, although it does so with a broader understanding of the issues than existed in the 1970s. Interesting primary sources are provided in the photograph galleries. Other informative links include: a **Victorian timeline**; details of several **Resistance heroes**; thought provoking essays by Gary Foley; and **Student resources**. Built with insight and passion, this web site presents the efforts of a modern resistance hero. The information on this site offers a clear picture of the struggle for rights and social justice over the past thirty years in Australia. C. Dorbis

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: Aboriginal Studies Stage 6; Geography Stages 4-5; Geography Stage 6; Modern History Stage 6
SCIS SUBJECTS: Aboriginal people – Civil Rights – History; Australia – History
PUBLISHER: Gary Foley, Australia
REVIEW DATE: 20/12/02 [994] SCIS 1115044

Biggest family album<http://www.museum.vic.gov.au/bfa/index.htm>

Using a range of photographic evidence of Australia between 1870 and 1950, this site encourages the development of student research skills ranging from a class focused introductory unit to more independent learning opportunities. Two broad themes, **Technology and invention** and **When your grandparents were young**, establish the links between resource material and prepared activity sheets. It is excellent resource material for study of Australia's social and political life to 1914, or for an examination of changing developments in areas such as transport, entertainment, and in the home. Searching the database is easy with access by topic, place, or time. Additional classroom research projects offer more challenging tasks. While material is predominantly Victorian based, the nature of the activities could easily be adapted to other Australian studies. B. Kervin

USER LEVEL: Stage 4 Stage 5
KLA: HSIE; TAS
SYLLABUS: Design & Technology Stage 4; History Stages 4-5
SCIS SUBJECTS: Australia – History – 19th century; Australia – History – 20th century; Family – Australia – History; Family – Australia – Pictorial works
Museum Victoria, Australia
REVIEW DATE: 20/12/02 [994.0022] SCIS 1016637

First Fleet online<http://cedir.uow.edu.au/programs/FirstFleet/index.html>

This site contains much information about the convicts who were transported to Australia in 1787. There is a searchable **Database** of 780 First Fleet convicts, diary extracts, **Stories**, and letters written by people of the era. Search results give concise information about individuals, including their signature, if available. **Learning** has useful information for teachers about the process of learning in general, as well as offering specific examples of how to develop the First Fleet as a topic. **Investigating** poses helpful, thought provoking questions. Further reading and online resources are provided, but exploration time would be needed to verify their curriculum relevance. A. Beedles

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
SCIS SUBJECTS: First Fleet
PUBLISHER: University of Wollongong, Australia
REVIEW DATE: 20/12/02 [994.02] SCIS 1065170

Gold!<http://www.sbs.com.au/gold/>

Students will be prompted to use higher order thinking skills when accessing information on this well organised site. Newspapers, diaries and memoirs are used to uncover the personal experiences

of those caught up in the gold rush and explore the impacts made on individuals and society as a whole. Issues involved with **Law and democracy**; **Immigration and population**; and **Economy and infrastructure**, are discussed in clear, understandable language. Indigenous perspective is evident through several comprehensive sections. There are also some interactive features, including a **Gold Interactive Map** of Australia, although these require the *Flash* Plugin and a little time to download. A. Beedles

USER LEVEL: Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
SCIS SUBJECTS: Australia – Gold discoveries
PUBLISHER: Victorian Cultural Collaboration, Australia
REVIEW DATE: 20/12/02 [994.03] SCIS 1059002

Imagining Australia 1914-1918http://www.museum.vic.gov.au/edu_ww1

The changing Australian identity from bushman to Anzac legend through war is used as the focal aspect of this research based site. Using **Case studies**, **Soldiers' diaries**, and supplementary information, students can develop responses to the evidence related to Australia in World War I, including the Dardenelles, the Western Front campaigns, and on the homefront. Clear in format, with strong links to a search database and other internet links, it offers a range of resource possibilities. The creation of the legend is examined in detail through magazine cover pages and artists like George Lambert. It has a range of classroom applications on a variety of issues dealing with the Australian identity. B. Kervin

USER LEVEL: Stage 5 Stage 6
KLA: HSIE; Visual Arts
SYLLABUS: History Stages 4-5; Modern History Stage 6; Visual Arts 7-10
SCIS SUBJECTS: Australia – History – 1901-1918, World War 1914-1918;
PUBLISHER: Museum Victoria, Australia
REVIEW DATE: 20/12/02 [994.04] SCIS 1109970

Balkanu Cape York Development Corporation<http://www.balkanu.com.au>

A contemporary overview of Aboriginal communities in Cape York is presented on this site. With eight main sections including: **Business**; **Media/events**; **People**; **Places**; **Projects**; **What's new**; and many subsections, this is an extensive site. The volume and variety of information is detailed and it contains material that is useful for study across a range of themes or topics in the relevant HSIE syllabuses. It is especially useful for Stage 6 Aboriginal Studies in the areas of social justice, economics, and contemporary expression. Teachers may choose to develop worksheets that focus on the mandated outcomes of particular syllabuses. C. Dorbis

USER LEVEL: Stage 4 Stage 5 Stage 6 Professional
KLA: HSIE
SYLLABUS: Aboriginal Studies 7-10; Aboriginal Studies Stage 6; Geography Stages 4-5; History Stages 4-5
SCIS SUBJECTS: Aboriginal peoples – Queensland; Cape York Peninsula
PUBLISHER: Balkanu Cape York Development Corporation, Australia
REVIEW DATE: 20/12/02 [994.3] SCIS 1047163

All prices in the availability statement include GST.

Encounters

<http://www.museum.vic.gov.au/ed-online/encounters/index.htm>

The impact of Government policy towards the Aboriginal people between 1850 and 1901 is examined through written and visual evidence. The range of evidence is comprehensive and includes photographs, legislation, personal accounts, and parliamentary debates. The principal sources are developed from a study of Coranderk and the struggle of the Aboriginal people to reassert their rights after being relocated, and the journal accounts of two different Government officials. Each sector is easily navigated and offers a wide range of classroom uses. Focus questions provide a starting guide for students, but more detailed analysis would require teacher direction. Overall, it offers an excellent insight to the issues associated with Indigenous peoples, colonisation and contact history. B. Kervin

USER LEVEL: Stage 4 Stage 5
KLA: HSIE
SYLLABUS: Aboriginal Studies Stage 6; History Stages 4-5
SCIS SUBJECTS: Aboriginal peoples – Land rights; Aboriginal peoples – Victoria – History; Coranderk Aboriginal Station – History
PUBLISHER: Museum Victoria
REVIEW DATE: 20/12/02 [994.503] SCIS 1109960

Antarctic philately

<http://www.south-pole.com>

Despite being based on stamps, this web site provides excellent factual information about 22 Antarctic explorers, collected under the **History** link. There are also clearly presented maps of Antarctic exploration. The explorers' biographies, easily the highlight of the site, use small photographs to support the easy to read information. A comprehensive timeline of Antarctic exploration is also a wonderful resource. Fascinating black and white photographs provide primary source evidence in the **Highjump photo gallery**. This site supports the study of Antarctica in the HSIE K-6 syllabus, and is also useful reference material for anyone researching the history of exploration in the southern polar regions. S. Taylor

USER LEVEL: Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
SCIS SUBJECTS: Antarctic; Postage stamps
PUBLISHER: South-Pole.com, USA
REVIEW DATE: 20/12/02 [998] SCIS 1020895

Shackleton's voyage of endurance

<http://www.pbs.org/wgbh/nova/shackleton>

The unbelievable tale of Shackleton's adventure is clearly explained on this web site. It outlines his **Quest for the pole**, the **Danger on the ice**, and presents authentic excerpts from the **Diary of a survivor**. Students will be interested in the **QuickTime VR** images, the diary of Thomas Orde-Lees, and the collection of resources that students can use to create their own report on Antarctica. Teachers will appreciate the **Classroom resources** which include: **Lesson plans**; **Questions of the day**; and **Related resources**. This site supports the study of Antarctica, particularly in relation to **Significant events and people** (ENS3.6). Overall, this is an ideal web site for reliving the fateful adventure of Shackleton and his crew. S. Taylor

USER LEVEL: Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
SCIS SUBJECTS: Antarctic – Discovery and exploration; Endurance; Imperial Trans-Antarctic Expedition – 1914-1917; Shackleton, Ernest Henry

PUBLISHER: WGBH Science Unit, USA
REVIEW DATE: 20/12/02 [998] SCIS 1109892

The Antarctica picture gallery

http://www.glacier.rice.edu/invitation/1_geog.html

This photographic journal should give students an idea of the unique and diverse continent of Antarctica. Topics such as: location; wildlife; Seasons; types of Ice formations; and a **Glossary** are included. Students will enjoy the clear fast loading pictures, which are linked to brief descriptions. Teachers will appreciate the list of resources, which contains links to books, maps, videos, and other resources that focus on Antarctica and the Arctic. This informative resource links directly to the HSIE K-6 syllabus outcome (ENS3.6), particularly for providing perspectives on environmental use. S. Taylor

USER LEVEL: Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
SCIS SUBJECTS: Antarctica – Pictorial works
PUBLISHER: William Marsh Rice University, USA
REVIEW DATE: 20/12/02 [998] SCIS 1109895

Literacy resources

The NSW Literacy and Numeracy Plan underpins our work across Key Learning Areas, and teacher-librarians have a vital role to play. Scan has already published reviews of a range of resources, including some Internet sites, to support literacy. In this issue, we highlight further resources in keeping with initiatives in this area. Some of these resources would need to be considered carefully before buying. Our reviewers include literacy experts to give an accurate appraisal of resources and how they might support the NSW Literacy and Numeracy Plan.

Hopscotch [series]

Franklin Watts, 2002

Beginning readers will enjoy reading the varied titles in this excellent series. Whether it is following the adventures of Willie the whale as he quenches his wanderlust or laughing at the exploits of two pesky pigeons, readers are exposed to meaningful texts supported by colourful illustrations. Large, clear print enhances the appeal of



each title. In addition, teachers can use the numerous language structures, including direct speech and rhyme, to teach grammar in context. The repetitive language patterns that feature in many of the titles are ideal for text innovation. Suitable for guided or independent reading, the versatility of the series will be fully realised in any balanced literacy program. H. Gardiner

USER LEVEL: Early Stage 1 Stage 1
KLA: English
SYLLABUS: English K-6
 Paper \$10.95 each

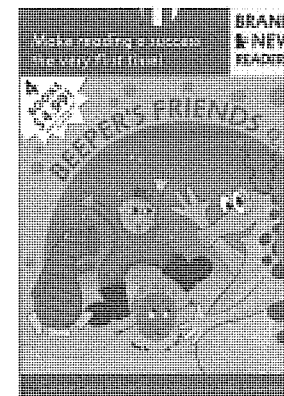
Titles in this series are:

Marvin, the blue pig SCIS 1092613
Plip and Plop SCIS 1092611
Willie the whale SCIS 1092618

Brand new readers [series]

Candlewick, 2002

Children in the very beginning stages of learning to read should find it easy to experience success when reading the amusing little books in this series. Each book is part of a set and contains a simple, easy to read text that corresponds closely to the colourful illustrations found on every page. To further facilitate positive early reading experiences each set of books features particular characters that help to create familiarity and predictability for readers. Added attributes are the short story outlines provided on the inside front page as well as the instructions provided for adults about how best to support children when they are reading the text. L. Rowles



USER LEVEL: Early Stage 1
KLA: English
SYLLABUS: English K-6
 Paper \$11.95 each set of 4 titles

Titles in this series include:

Beeper's friends SCIS 1091189
Bravo, Kazam! SCIS 1090090

LOWE, Kay

What's the story?: making meaning in primary classrooms

Primary English Teachers Association, 2002

ISBN 1875622489 [808.5]

Although this text is aimed primarily at K-6 teachers and the teaching of the *English: K-6 syllabus*, there are valuable lessons to be learnt by teachers of all subjects K-12. The text supports current theory that learning must be relevant to students in terms of relating prior learning to present and future learning so that students are assisted to make connections between old and new learning. Through the use of practical classroom teaching ideas the text supports such aspects as: critical learning and reflection; assisting students to access texts suitable to their stage of schooling; giving equal weight to all four roles of the reader; developing creativity and flexibility in writing; and accepting dominant and

resistant readings of texts. Although the language used in the first chapter is rather specialised, persistence beyond the first chapter is well worth the effort. T. Patterson.

USER LEVEL: Professional
KLA: English
SYLLABUS: English K-6
 Paper \$26.00 SCIS 1103402

MUNTON, Gill

Ruth Miskin's superphonics [series]

Hodder Children's, 2002

Many series aimed at young readers are available for the explicit teaching of reading. Designed for such a purpose, the titles in this series are graded according to word difficulty. A large print format, colourful illustrations by different illustrators, and repetitive language patterns characterise each title. With a strong focus on phonics, teachers can emphasise double consonants, diphthongs and digraphs. Unfortunately, the quality of the titles varies quite considerably. Some titles become nonsensical with the forced use of particular words. The erratic use of capitalisation and poor sentence structure may also hinder readers' comprehension. Teachers will need to consider carefully the use of some titles if syllabus requirements are to be met. H. Gardiner

USER LEVEL: Early Stage 1 Stage 1
KLA: English
SYLLABUS: English K-6
 Paper \$9.95 each

Titles in this series are:

Bad dog! SCIS 1091215
Fiona Fusspot SCIS 1091214
Get up! SCIS 1092623
Spook and skull SCIS 1090308

My first Australian dictionary and thesaurus

Oxford University Press, 2002

ISBN 019551548X [423]

Designed for use by middle primary students, the text of this integrated dictionary and thesaurus features over 1 500 headwords that are described as those words primary students are most likely to use in their writing. Entries are clearly organised in alphabetical order and provide a range of supporting information including: word forms; word meanings; pronunciation guides; examples of how the words can be used in sentences; and synonyms that can be used in similar contexts. The book could prove to be a useful resource for teachers to support work in the use of dictionary and thesaurus skills or for students to assist with their spelling, reading and writing needs. L. Rowles

USER LEVEL: Stage 2
KLA: English
SYLLABUS: English K-6
 Paper \$16.95 SCIS 1102053

SCIS Reviewing Team

DET classroom teachers with expertise in any of the new HSC syllabuses are invited to apply to the Review Coordinator to join the reviewing team. Email enquiries to: Elizabeth.Maxwell@det.nsw.edu.au

Picture books

Picture books are arranged alphabetically by author. Some books in this section are non-fiction or have relevance to a particular KLA.

ANDREAE, Giles & PARKER-REES, Guy

K is for kissing a cool kangarooOrchard, 2002
ISBN 1841219029

[421]

Humorous, vibrantly coloured, full page illustrations are a particular feature of this picture book. A first glance at the book's quirky cover illustrations and engaging title gives young readers an excellent indication of what they can expect to find inside. A full page of text and illustration is devoted to each letter of the alphabet with the final pages designed to encourage readers to recognise words and then go back and search the appropriate letter page to locate these words within the illustrations. The book's rhyming text and the well developed interplay between words and illustrations make this a predictable, easy to read alphabet text for early readers. L. Rowles



USER LEVEL: Early Stage 1
KLA: English
SYLLABUS: English K-6
\$27.95 SCIS 1094932

BIRO, Maureen Boyd & WHEELER, Joyce

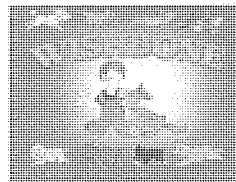
Walking with MagaAll About Kids, 2002
ISBN 0970086342

There is an old fashioned charm about this picture book which reflects the character and age of Maga and the idyllic seaside setting where she lives. This is a place where the only changes that seem to occur are seasonal. Children will enjoy observing and discussing these changes and the wonderful experiences shared by Maga and her granddaughter, as they walk together in and around the small village and along the beach in different seasons. Appealing illustrations, on glossy paper, combine with lyrical prose to portray the warmth and love between the small child and her grandparent. Underlying is the sad message that their walks won't last forever, as grandmother is in her autumnal years. B. Richardson

USER LEVEL: Stage 1 Stage 2
\$24.95 SCIS 1100058

All prices in the availability statement include GST.

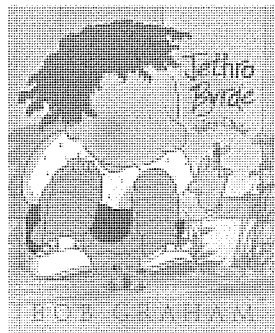
BRIAN, Janeen & NILAND, Kilmeny

WishboneABC, 2002
ISBN 0733309747

I wish... This wistful and engaging picture book is about a child's quest for a dog of his own. Illustrated is the basic human need to love and be loved. The descriptive language employs alliteration along with words that engage the senses and give mood appropriate rhythm to the narrative. Niland's expressive pen and watercolour drawings give form to the personalities, and physical attributes, of a variety of desired canines. The resolution is delightfully simple and strikes an appropriate balance between the needs of both the child and the dog while facilitating an awareness of issues relating to relationships, problem solving, and self image. N. Chaffey

USER LEVEL: Early Stage 1 Stage 1
\$25.95 SCIS 1089129

GRAHAM, Bob

Jethro Byrde: fairy childWalker, 2002
ISBN 0744588634

Graham celebrates the imagination in this picture book. It has the ability to whisk the reader out of the mundane world into one of magical possibilities. Annabelle's play in an urban backyard of cement and weeds is enriched and enlivened when she finds and entertains a tiny fairy family who have crash landed. Graham uses colour, space and perspective to maximum effect, ensuring that readers identify with the small girl who achieves giant dimensions in comparison with the little folk. Trademark Graham touches are found in the small detail; the mix of full page spreads with smaller, sequenced pictures; the portrayal of a warm, caring family; and the carefully chosen language. It is a wonderful book that should not be missed. B. Richardson

USER LEVEL: Early Stage 1 Stage 1
\$27.95 SCIS 1099853

HATHORN, Libby & STANLEY, Elizabeth

The wishing cupboardLothian, 2002
ISBN 0734403585

Tran and his grandmother spend an afternoon investigating the wishing cupboard, revealing to Tran and to the reader many things from the past about his grandmother, her family, and about Vietnam. When Tran finally opens the inlaid door, which must be kept closed until last, he finds that there is nothing there. Into this symbolic space, which his grandmother has kept for his wishes, Tran places two special items. The secrecy of Tran's wishes highlights the contrast between reality and a child's ideal world. This delicately illustrated picture book offers the reader a sensitive view inside the life of a dislocated, loving, hopeful family. E. Derouet

USER LEVEL: Early Stage 1 Stage 1 Stage 2
\$24.95 SCIS 1095852

HUTCHINS, Pat

We're going on a picnicBodley Head, 2002
ISBN 0370327551

Hen, Goose and Duck find their basket getting lighter and lighter as they walk over hill and dale in their quest for the perfect picnic spot. Just where did those berries, apples, and pears disappear to? Young readers will delight in spotting the culprits hiding in and behind shrubs and bullrushes. The story is simply told, the language rhythmical and repetitive, punctuated by a catchy refrain that echoes the title. After the appealing style of Rosie's walk, this interactive picture book offers opportunities for discussion and development of concepts which include number, position and place, friendship, and cooperation. It is also ideal for dramatic interpretation. It is a definite must for the early childhood bookshelf. B. Richardson

USER LEVEL: Early Stage 1 Stage 1
\$29.95 SCIS 1098323

KITAMURA, Satoshi

Comic adventures of BootsAndersen, 2002
ISBN 1842700332

Three whimsical comic strips about Boots the cat and his feline buddies are featured in this unique picture book. In *Operation fish-biscuit*, Boots forfeits a snack to regain his favourite spot on the wall. He almost drowns in *Pleased to meet you, Madam Quark*, and must be rescued by a duck. The cats play a funny version of charades in *Let's play a guessing game*. More suited for individual reading, or in pairs, the strips are useful to support a range of writing exercises, such as introducing quotation marks for the text inside speech balloons. Both endpapers, plus three internal storyboards feature additional stories, although without written text. I. McLean

USER LEVEL: Stage 2 Stage 3
KLA: English
SYLLABUS: English K-6
\$27.95 SCIS 1090043

MAHY, Margaret & GARLAND, Sarah

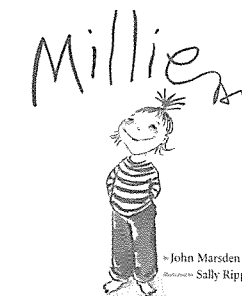
Dashing dog!HarperCollins, 2002
ISBN 132275202

[821]

Illustrator Sandra Garland captures the exuberance and energy of a dashing poodle, in this picture book, as he allows his family to accompany him on a messy walk. Without even a hint of disapproval towards the damage the dog causes to his surroundings, Mahy's verses bounce along the pages, full of alliteration and onomatopoeia. This is a short tale, written in verse, about a family's walk near a beach and the easy adventures of the family pet. The well coifed pet becomes progressively bedraggled as the walk goes on. Investigations about how the author's word choices and the illustrations work together to convey the verve that it does would be worthwhile for older primary readers. S. Bremner

USER LEVEL: Early Stage 1 Stage 1 Stage 2
KLA: English
SYLLABUS: English K-6
Paper \$14.95 SCIS 1101804

MARSDEN, John & RIPPIN, Sally

MilliePan Macmillan, 2002
ISBN 073291129

Millie has problems adjusting to a new child in the family and this picture book reveals her story. Marsden's simple text actually tells quite a different story from that told by Rippin's illustrations. The author uses large, bold print for emphasis in such a way that we know the truth is not being told by the text, but rather by the illustrations, and so the story can be interpreted on two levels. The illustrations are in greyscale watercolour with red used for emphasis, emotion and contrast. The book would be useful for teachers wanting to illustrate careful word choices that tell an opposing story, but also has application in the PDHPE key learning area. The theme of the book could provide a useful introduction to a unit of work dealing with issues such as sibling jealousy, parents loving their children despite poor behaviour, and accepting responsibility for one's own actions. T. Patterson

USER LEVEL: Stage 1 Stage 2
KLA: English; PDHPE
SYLLABUS: English K-6; PDHPE K-6
\$25.00 SCIS 1100036

McCAUGHREAN, Geraldine & LAMBERT, Stephen

My grandmother's clockHarperCollins, 2002
ISBN 0007106513

There is wisdom in the conversation between grandparents and the grandchild, who innocently asks why their clock has never been mended. Grandmother has time to talk about the passing of time, and the special ways that she knows how long a moment, a second, a minute, an hour, a morning, a season, or the years and a lifetime, take to experience. With delightfully soft illustrations, this gentle picture book has visual appeal and a thoughtful message to impart. There is comfort in the familiar settings and a feeling of security as the family is brought into focus. This book may assist students' understanding of how to estimate time spans. S. Rasiaiah

USER LEVEL: Early Stage 1 Stage 1 Stage 2
\$24.95 SCIS 1091602

McKINNON, Ferg & GAMBLE, Kim

A bee in Ben's bonnetRandom, 2002
ISBN 1740517210

A beautifully illustrated picture book, this could be very successful with a carefully chosen audience. Many young readers will enjoy the use of full deep colours depicting humorous scenes of a bustling, large family. The accompanying written text is fairly complex in its interplay with the visual story. The central character, Ben, seeks out each of his family members in turn, trying to gain some attention for his upcoming birthday. Each gives a response that is a clever twist on a clichéd phrase and the illustration depicts a literal translation of the words. Such sophistication may be lost on very young readers. This text would work well with those more adept with the intricacies of the English language or could be a useful teaching tool for ESL students. S. B Taylor

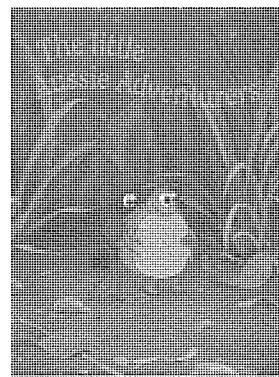
USER LEVEL: Stage 2
\$24.95 SCIS1081631

PARKER, Natalie Jane & FORBES, Anita

The little Aussie adventurers

Borghesi & Adam, 2002 (distributed by Scholastic)

Young readers of this colourful picture book are taken on an adventure through the Australian countryside when Flynn, the ant, is separated from his family. He endeavours to find them again and on the way meets some typical Australian animals. As a whole class reader it would provide stimulus for creativity. The large clear illustrations are extremely detailed and enhance the text and allow for group discussion on a wide variety of topics. The illustrations allow the reader to almost feel the texture of the animals, plants and insects. The colours used are vibrant and very realistic. An excellent story, this book could provide a useful set of illustrations for younger students. J. Hancock



USER LEVEL: Early Stage 1 Stage 1
KLA: English
SYLLABUS: English K-6
 \$24.95 SCIS 1093929

PFISTER, Marcus

Just the way you areNorth-South, 2002
ISBN 0735816158

From the creator of the *Rainbow fish* books comes a different style and format, in this mix and match animal picture book. With cut outs on every alternate page, this vividly illustrated nonsense story appliques different characteristics onto various animals, including a toucan's beak onto a lion, a chameleon's tail onto a hedgehog, and an elephant's trunk onto a kangaroo. Each animal wistfully imagines that, if only it had the distinctive features of another animal, everyone would admire it more. The message, of being appreciated for being exactly the way you are, is affirmed throughout this amusing story. Teachers may find the reassuring conclusion valuable in addressing issues of discrimination with students. S. Rasiaiah

USER LEVEL: Early Stage 1
 \$24.95 SCIS 1085108

ROSEN, Michael & LAMONT, Priscilla

Lovely old RolyFrances Lincoln, 2002
ISBN 0711214883

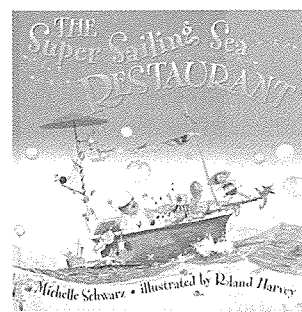
Grieving the loss of their beloved cat, Roly, the children realise that games without him just don't seem the same. Requests for a new pet are always unsuccessful. That is, until the arrival at their door of a hungry sausage on legs. This is a story to which most children and families can readily relate as the death of a beloved pet is a very sad, often traumatic, time for owners. In this picture book, the story is told in a truly poetic voice, and the subject is lightened with gentle, empathic humour. Expressive, engaging illustrations support and extend the text. It is a lovely book for sharing and opening discussion on pet ownership, death, loss and grief. B. Richardson

USER LEVEL: Stage 1
 \$27.95 SCIS 1078746

SCHWARZ, Michelle & HARVEY, Roland

The super sailing sea restaurantPenguin Books Australia, 2002
ISBN 0670040142

A clever interpretation of an original idea is generated in this picture book. Youngsters can escape the boredom of adult restaurants by dining with Pepi aboard his amazing sailing boat café. In the tradition of *Charlie and the chocolate factory*, reality is left far behind when children slip on bouncy socks and munch on magic bubbles made of fairy floss. They swim in pools of jelly flavoured by their own imagination. Such wild notions seem a little compromised by the bland accompanying illustrations. A palette of pale pastels coupled with rather unappealing characters could possibly limit a reader's attraction to an amazing story. S. B. Taylor



USER LEVEL: Stage 1
 \$25.00 SCIS 1101619

STURGIS, Alexander & CHILD, Lauren

Dan's angel: a detective's guide to the language of paintingFrances Lincoln, 2002
ISBN 0711218846

Aspiring child detective, Dan, finds himself in an art gallery and, with the angel Gabriel from Fra Angelico's *The Annunciation* as his guide, learns to use visual clues to interpret twelve masterpieces painted by a variety of artists, including Botticelli; Rembrandt; Van Gogh; Picasso; and Pollock. This picture book offers readers a brief, fascinating tour, during which they too will learn to recognise some of the symbolic language of art. The idea is clever, the book well packaged, with a chatty narrative and cartoon style characters providing a light hearted contrast to the more serious themes of most of the reproduced artworks. This book provides an excellent introduction to the stories and mysteries of art. B. Richardson

USER LEVEL: Stage 2 Stage 3
KLA: CA
SYLLABUS: Creative Arts K-6; Visual Arts 7-10
 \$27.95 SCIS 1098304

THOMPSON, Colin & GAMBLE, Penelope

Round and round and round and roundHodder Children's Books Australia, 2002
ISBN 0733613470

Expressive, mobile illustrations captivate the eye providing reference points for a story following Mrs Golightly on her cycling travels south, north, west, north again, east and so on, around the world. As she proceeds, her bicycle is extended with wire, wheels, seats, trailer, sidecar, etc. to accommodate all the people who want to journey with her. This picture book provides opportunities for discussion on the nature of the earth, but younger readers will require guidance as they attempt to comprehend the four points of the compass, concepts of size, direction and position. The narrative is not particularly memorable, however the exuberant illustrations provide fun and images that linger. B. Richardson

USER LEVEL: Stage 1 Stage 2
 \$27.95 SCIS 1088978

Fiction for younger readers

Resources are arranged alphabetically by author.
 Some of these books are also suitable for lower secondary students.

Banana splits [series]

Otford Press, 2002

Humorous goings on are the order of the day in the titles of this appealing series. Readers are sure to relate to experiences such as Adeline's bad hair moment just before an important family photographic opportunity or Sticky Bill's desire to be a television superstar. Each book has two self contained narratives in a unique format. After readers finish one narrative, they flip the book over to read the other. Short chapters help to maintain a steady pace while black and white illustrations enhance the appeal of the texts. Most appropriate for Stage 2 students, each title would be ideal for use in guided or independent reading. H. Gardiner

USER LEVEL: Stage 2
KLA: English
SYLLABUS: English K-6
 Paper \$12.95 each

Titles in this series include:

StickyBill TV duckstar; Cyberfarm SCIS 1090366
Growing dangerous; A hairy scary day SCIS 1090373

CLARK, Margaret

Leap frogHodder Headline, 2002 (Aussie angels 20/A Mark Macleod book)
ISBN 0733614906

Continuing the series of an Australian family living at *Animal haven*, this story relies on the reader being conversant with the family. This assumption produces a storyline which lacks credibility, as no attempt is made to develop the characters or explain their relationships to each other. Humour and adventure glue a pedestrian plot together, and the vocabulary relies heavily on Australian colloquialisms. The tragedy, which befalls one of the protagonists, appears to be contrived so as to set the scene for the next episode in this family saga. Students who enjoy familiar settings and predictable endings will be comfortable with this latest *Aussie angel* offering. S. Rasiaiah

USER LEVEL: Stage 2 Stage 3
 Paper \$12.95 SCIS 1101686

CLARK, Margaret

Shark in the darkHodder Headline, 2002 (Aussie angels 18/A Mark Macleod book)
ISBN 0733614884

Some familiar characters reappear in their home setting in this recent addition to a large and popular series. Meg's fear of sharks is vividly conveyed, and is shown to be founded upon ignorance and

prejudice. She is encouraged to overcome it through knowledge, understanding and experience. Accurate information is conveyed to the reader through adult conversation and answers to questions from the young protagonists, but occasionally the tale slips into weighty didacticism. Some inappropriate and intrusive anthropomorphism mars an otherwise entertaining and exciting narrative, into which scientific and factual information about sharks and marine ecology is skillfully woven. Familiarity with previous books in the series may assist young readers' understanding of some characters, but is not essential. W. Smith

USER LEVEL: Stage 2 Stage 3
 Paper \$12.95 SCIS 1091529

COLFER, Eoin

Artemis Fowl: the Arctic incident [sound recording]/ read by Adrian Dunbar. Penguin (Puffin audio books), 2002 (3 hr 45 min)
ISBN 0141803835

Those unfamiliar with the prequel could find it takes some time to get oriented, but slowly and surely they will be drawn into the mystery and excitement of this second fantasy adventure featuring Artemis Fowl. In this story, Artemis' father is being held to ransom, and in company with a most unlikely ally, Captain Holly Short of LEPrecon Unit, he embarks on a dangerous rescue bid. Appropriately sinister music sets mood and scene, and short bursts punctuate scenes, adding to the suspense. Dunbar's reading is articulate, expressive and well modulated, setting and sustaining pace, while capturing and delineating characters well. Overall quality of the sound is excellent. It is for listeners prepared to concentrate while suspending disbelief. B. Richardson

USER LEVEL: Stage 3 Stage 4
 \$19.95 SCIS 1100708

DALE, Jenny

Best friends [series]

Macmillan Children's, 2002

These books are part of a series suitable for emergent readers embarking on their first attempt at short chapter books. They average fifty pages each and have all the features of chapter books for older, more competent readers. These include a short introduction, a list of other books in the series, a title page, dedications, publication details, a synopsis of other titles in the series and, on the back cover, a synopsis of the story itself. These features make the books an ideal introduction to longer stories. The books deal with a variety of PDHPE issues around a theme of friendship and cooperation, including: rejection; inadequacy; fear; timidity; and sibling rivalry. The main characters in the books are animals, who help their friends overcome these emotions and take small steps towards success and independence. In support of the *English K-6 syllabus*, the books demonstrate good use of vocabulary and the conventions of direct speech and have a variety of sentence structures. They are also suitable for illustrating some simple sayings such as 'good things come in small packages' and 'opposites attract'. T. Patterson.

USER LEVEL: Stage 1 Stage 2
KLA: English; PDHPE
SYLLABUS: English K-6; PDHPE K-6
 Paper \$8.95 each

Titles in this series include:
Blossom and Beany SCIS 1099468

resources

Carrot and Clover
Pogo and Pip
Snowflake and Sparkle

SCIS 1099471
SCIS 1098309
SCIS 1096047

D'ATH, Justin

Snowman magic

Penguin, 2002 (Aussie nibbles/Puffin)
ISBN 0141312092

A simple, unpretentious story with a tightly written plot, this works well in the form of a chapter book. Dion and his family are perplexed when a snowman mysteriously appears outside their ski lodge and seems determined to play havoc with their holiday plans. The characters of the Russell family are warm, accessible and show considerable depth. In particular, Dion's younger sister is a refreshing delight as she enables the reader to experience life through the innocent eyes of a toddler once again. The representation of such a strongly bonded family participating in an active sporting holiday could be seen as promoting healthy lifestyle choices. S. B. Taylor

USER LEVEL: Stage 1 Stage 2
Paper \$9.95 SCIS 1085477

GLEITZMAN, Morris

Boy overboard

Penguin Books Australia, 2002 (Puffin)
ISBN 0141308389

Told in the distinctive voice of its eleven year old protagonist, this novel shows the experiences and sufferings of an ordinary Afghan family under the Taliban, and the desperation, courage and hope, which cause them to risk all to escape and seek a better life elsewhere. The grim realities of life in refugee camps and on people smugglers' boats are vividly shown, but not laboured. This potentially tragic story is told with such lightness and sureness of touch that, while young readers will develop understanding and empathy with its characters, didacticism is avoided. The novel is highly recommended for reading aloud, and could form the basis for valuable classroom discussion about refugees. W. Smith



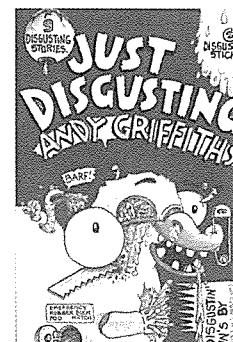
USER LEVEL: Stage 3 Stage 4
Paper \$14.95 SCIS 1100913

GRIFFITHS, Andy

Just disgusting

Pan, 2002
ISBN 0330363689

Griffiths is a master at disgusting story-telling and writing. In support, Terry Denton has again provided hilarious and distasteful illustrations that should keep the reader engrossed for a long time. There are nine sections in the book, consisting of various types of text, and include poetry, drama, short stories, and chapter stories. The variety of first, second and third person narratives could provide opportunities for discussion



exploring features of language of *Talking and listening* in the Stage 3 English K-6 syllabus. This book will appeal to readers with a range of abilities. Once again Griffiths has created an engrossing read. E. Derouet

USER LEVEL: Stage 2 Stage 3
Paper \$12.95 SCIS 1100405

HOOPER, Mary

Letters to Liz [series]

Walker, 2002

Zoe has everything. She is pretty, intelligent, popular with boys, and has lots of pocket money. She can buy anything she desires, but Zoe prefers to shoplift. How can her best friend, Nicki, approach this problem without becoming involved herself? In another book of the series, Jo needs to boost her popularity. She invents an ideal boyfriend, who is almost real. Little lies become big lies, and Jo becomes embroiled in her own deceit. Can Dear Liz, a columnist in her favorite *Sue CQ* magazine, provide her with a solution? These stories present teenage experiences and encourage students to come to terms with moral dilemmas. D. Doust

USER LEVEL: Stage 3 Stage 4
Paper \$12.95 each SCIS 1075574

Titles in this series include:

Jo's letter SCIS 1089215
Niki's letter SCIS 1089116

Life bytes

/ edited by Alwyn Evans. Fremantle Arts Centre Press, 2002
ISBN 1863683828

What better way is there to celebrate children's creative writing, than to publish a collection of stories by young authors? Each child featured in this publication is a recipient of a Tim Winton Young Writers Award. Writers have a vast range of interests and concerns. Various emotions including embarrassment, humour, fear, and grief are expressed. A variety of settings like: the Australian outback; a city of cement towers and glass; a garbage dump; Chinese forests; and Italian farmlands are explored. Issues such as: bullying; homelessness; animal rights; relationships; adoption; and bereavement are sensitively developed. Each story, an inspiration to potential competition entrants, is acknowledged with a photograph and a short biography of the writer. D. Doust

USER LEVEL: Stage 3
Paper \$12.95 SCIS 1096420

MALONEY, James

A box of chicks

Penguin, 2002 (Aussie bites/Puffin)
ISBN 0141313617

This chapter book relies on a clever plot based on the well known scientific theory that a newborn chick will attach itself to the first person seen after birth. Hence, young Mervyn Kermold ends up with more than he bargained for when he takes home a whole box of cheep chickens. Mervyn and the other characters remain fairly remote in both written and pictorial form and could be inaccessible to young readers. Indeed some sketches are quite unusual and stylised in form. It is the plot that would propel readers forward to find an interesting solution to this farmyard dilemma. S. B. Taylor

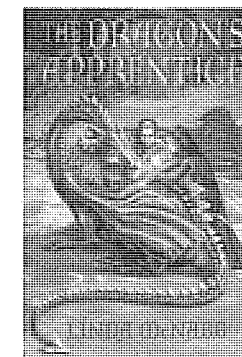
USER LEVEL: Stage 1 Stage 2
Paper \$10.95 SCIS 1098218

McNABB, Linda

The dragon's apprentice

HarperCollins, 2002
ISBN 1869504127

Lonely, orphaned Toby seems incompetent at all the tasks he is set in the great castle, and yet is constantly being sent to do something else. His passion and empathy for the captive dragon is the only positive element in his life. This enjoyable, quickly moving mock medieval fantasy shows the intrigues, jealousy, rivalries and politics among the castle workers and among the ruling classes they serve. It is only the young who are able to look beyond themselves, and unite in pursuit of an altruistic goal of saving the dragon's life and setting it free among its own kind. Greed is punished, virtue rewarded, and ideals of friendship, compassion, honesty and cooperation, are exemplified by Toby and his young helpers. W. Smith



USER LEVEL: Stage 3
Paper \$12.95 SCIS 1097820

MORPURGO, Michael

Billy the kid

Collins, 2002
ISBN 0007105479

Gaining confidence through supportive friendships, and a recognition that personal qualities and talents are significant throughout one's life, are the themes of this story. The cycle of Billy's life is presented: through his memory of being a promising young soccer player; his experiences of World War II; becoming an alcoholic; and rescue, as an old man, by a young family. The text, written in the first person using colloquial speech, compels the reader to become a listener. Black and white drawings complement the text well. An explanation of war events and other terms is provided. This story is appropriate for older primary students who enjoy a reading challenge. L. Crofts

USER LEVEL: Stage 3 Stage 4
Paper \$12.95 SCIS 1089828

PRIOR, Natalie Jane

Lily Quench & the treasure of Mote Ely

Hodder Children's, 2002
ISBN 0733614701

The third adventure of Lily, the dragon slayer, involves time travel, which enhances the story by creating another dimension. Fantasy enthusiasts will appreciate the swift pace of the plot, the solid character development, and the supporting pencil sketches by Janine Dawson. Prior knowledge of the key protagonists from the earlier Lily Quench books is not essential, as this new quest stands alone. Teachers may find this novel useful as an excellent example of a narrative in the fantasy genre. Written with a balance of humour and suspense, this book lends itself to being read aloud. Students will gain valuable insight into the craft of writing as they reflect on why they have enjoyed reading this story. S. Rasaiah

USER LEVEL: Stage 2 Stage 3
Paper \$14.95 SCIS 1107308

PRIOR, Natalie Jane

Squish

Hodder Children's, 2002 (Hotshots)
ISBN 0733614833

As with others in the series, this story is designed to capture the young reader needing motivation and stimulation. The temptation to include every basic family situation and unsettling human condition is not resisted in this short illustrated novel. The main characters find a fairy, but not the typical sparkly fairy; this one is male, mean and mischievous. In the tradition of television, computer or video game, this story aims to attract its audience with as much mayhem and destruction as possible. The illustrations support the graphic descriptions of endless chaos, which appears to be gratuitous in some instances. Students may find that this book challenges some long held views of fairies and fairytale endings. S. Rasaiah

USER LEVEL: Stage 2
Paper \$10.95 SCIS 1091402

Quick reads [series]

Word Weavers, 2002

Books in this series are engaging and easy to read, as the title of the series promises. Each chapter book is a short story on a different subject, with many of the topic choices likely to appeal to the young reader who will have his or her curiosity whetted, then satisfied, fairly quickly. The texts do not come across as contrived learning experiences, but as plot driven narratives organised around the chronology of events. These stories are likely to be read once only and are useful pedagogical tool if students are to investigate how the authors keep up the momentum of the story. The characters are all primary and junior secondary students from a variety of socio economic backgrounds, with some stereotypical behaviours attributed to the different characters, but few issues are given much attention. S. Bremner

USER LEVEL: Stage 2 Stage 3
Paper \$12.95 SCIS 1092131

Titles in this series include:

Clever sandwiches SCIS 1092120
Race of fear SCIS 1092128
The red boxing gloves SCIS 1092113
Wrestlefest fever SCIS 1092131

WHITING, Sue

Uncle Alien

Oxford Press, 2002
ISBN 1876928395

Imagine a world where emotions have colours and scents. This zany narrative with comic illustrations by Michael Mucci will appeal to readers who enjoy an interesting mix of out of this world characters, action, and amusing complications. Below the surface, there lurk some serious and thought provoking themes. Fate ensures that the initially reluctant hero realises the need to have compassion and tolerance for those who do not look or act the same as those with whom we are familiar. Ultimately he appreciates that even day to day contact with people in his community doesn't really give him an accurate knowledge or understanding of them. Supporting aspects of the PDHPE outcomes, this fantasy adventure may be useful to stimulate discussions. N. Chaffey

USER LEVEL: Stage 2 Stage 3
KLA: English; PDHPE
SYLLABUS: English K-6; PDHPE K-6
Paper \$12.95 SCIS 1090375

Fiction for older readers

Resources are arranged alphabetically by author.
Some of these items are also suitable for upper primary students.

BATESON, Catherine

A dangerous girl [sound recording]

Louis Braille Audio, 2000 (75 min)
ISBN 0732025192

The multiple layers of this gripping tale focus on the labyrinthine twists and turns of the lives of four young people. Leigh Henderson, a tough and enigmatic newcomer, befriends Meredith, an aspiring fashion designer. As their friendship flourishes so too does the complexity of the girls' relationships with others. In particular, the presence of John and Nick adds a further dimension to the growing maelstrom. Weaving through reality and a fantasy world of dungeons and dragons, the four characters become embroiled in personal quests for self identity that threaten to destroy close friendships. Presented on two audiocassettes, this excellent unabridged version may be enjoyed by individual readers or could be a useful resource for English teachers. H. Gardiner

USER LEVEL: Stage 5
KLA: English
SYLLABUS: English 7-10
Paper \$32.95 SCIS 1068750

BELL, Anita

Crystal coffin

Random, 2001
ISBN 1740517520

Set against a rural Queensland backdrop, a thrilling story of murder and international smuggling unfolds as young Nikki Dumakis, chief suspect in her mother's death, attempts to disappear and evade police detection. Her meeting with Jayson Locklin, a nineteen year old soldier AWOL from the Australian Army, puts them on an emotional journey towards past tragedies. This book compares more than favourably with adult plots of a similar genre. The interwoven story of Locklin's tragic mission against rebel forces in East Timor is gripping and realistic. Its immediately contemporary nature is a welcome addition to modern writing for young people. R. Cox

USER LEVEL: Stage 4 Stage 5 Stage 6
Paper \$16.95 SCIS 1067062

BRUGMAN, Alyssa

Walking naked

Allen & Unwin, 2002
ISBN 1865088226

Friendship, belonging, bullying and suicide are some of the issues that confront Megan, and the reader, as she struggles to choose

between her uneasy friendship with Perdita and the group she is fast outgrowing. Named the Freak, and hated by the whole school, Perdita is uncompromising in her refusal to be like everyone else. Megan's betrayal of Perdita in front of the whole school has disastrous consequences, yet from it comes personal growth and change. Poetry, loved so much by Perdita, and woven into the story, finally helps Megan come to terms with her betrayal and to accept that it is all right to be yourself. Older readers will readily relate to issues presented in this well written novel, which supports Area of Study, *Changing perspective*, in the English: Stage 6 syllabus. M. Busch

USER LEVEL: Stage 5 Stage 6
KLA: English
SYLLABUS: English Stage 6: *Standard; Advanced*
Paper \$16.95 SCIS 1100918

COLLINS, Paul

Dragonlinks

Penguin Books Australia, 2002
ISBN 0141314257

Young Jelindel strains against the heavy restrictions of an aristocratic patriarchy, and the consequences are as unimaginable as they are transforming. Precocious, well read, and adventurous, she has a well stoked imagination and thirst for knowledge and experience. That she escapes the royally inspired murder of her family makes her the quarry. This is a metaphorically rich and structurally sound fantasy, building a consistent structure of parallel worlds that form a powerful context for the drama of a quest, which in this case, becomes a journey of self discovery, with Jelindel forced to take refuge behind a boy's identity. W. Bowie

USER LEVEL: Stage 4 Stage 5
Paper \$22.00 SCIS 1100742

DAY, Marele

Mrs Cook: the real and imagined life of the captain's wife

Allen & Unwin, 2002
ISBN 1865088021

Just as James Cook entered and mapped new territories, so too, in her own way, did Elizabeth Cook. Alone and without his support, she maintained the household, brought up six children, then grieved for them all. Presented in parallel narratives, that could so easily see the mammoth and enigmatic reputation of Cook dwarf his wife, it is a rare pleasure to see her grow through strategic understatement and the imaginative force of Day's prose. The interweaving of so many luminaries including S. T. Coleridge and Thomas Jefferson, lends weight to this representation of the extraordinariness of ordinary people, and the ordinariness of extraordinary people. W. Bowie

USER LEVEL: Stage 5 Stage 6
Paper \$29.95 SCIS 1102955

DESSEN, Sarah

Dreamland

Penguin Books Australia, 2002 (Puffin)
ISBN 0142300675

Human relations for adolescents are often fraught with conflict and insecurity as they try to deal with self image, gain independence, and move towards adult relationships. Caitlin is torn between

being an ordinary girl, within a loving family, and the need to express herself as an individual. Against her better judgment she establishes a relationship with Rogerson, a young man who lives to please himself. Issues faced by adolescents, such as: drug use; the importance of having supportive friends; and learning that intimate relationships can be destructive to one's self confidence, are key elements of the plot. Adolescent readers will readily identify with the emotional inner conflict Caitlin experiences. While the conversational language will engage young readers, the small print size may deter others. L. Crofts

USER LEVEL: Stage 5
KLA: PDHPE
SYLLABUS: PDHPE 7-10
Paper \$12.95 SCIS1089872

FLYNN, Pat

Alex Jackson: SWA

University Of Queensland Press, 2002
ISBN 0702233072

The importance of peer group acceptance, the drive for independence, the confusion and insecurity one experiences in intimate relationships are key elements of this adolescent love story. Typical risk taking behaviour, involving rebellious activities at school, alcohol use, and being a public menace in a skateboarding gang bring Alex, the main character, into conflict with parents and the law. Underlying the action is the recurrent theme of girl trouble, as Alex and his friends cope with characteristic adolescent love relationships. Though the characters lack real emotional depth, and the plot is superficial, the fast moving action will engage a teenage audience. L. Crofts

USER LEVEL: Stage 5
KLA: PDHPE
SYLLABUS: PDHPE 7-10
Paper \$16.95 SCIS 1095873

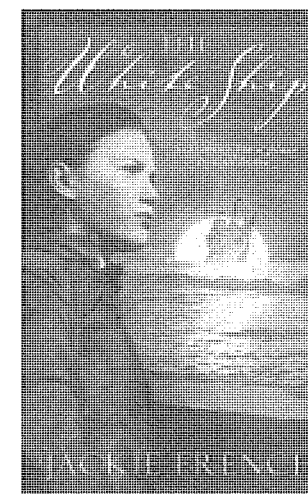
FRENCH, Jackie

The white ship

HarperCollins, 2002
ISBN 0207197989

A story spanning five centuries, from sixteenth century France to twenty first century Australia, this novel takes the reader into the lives of young people who have a surreal connection. When Catherine de Medici began her purge of French Protestants in 1572, Michel and other children escaped from their island home and sailed on the *White Ship* to a new life, free from religious persecution. Four hundred years later, on an Australian island, Rachel is mesmerised by her vision of a white ship on the horizon. Reading and discussing the literary techniques used by this reputable author, would provide students with valuable insight into writing and researching an historical narrative. S. Hughes

USER LEVEL: Stage 4 Stage 5
Paper \$13.95 SCIS 1090971



GATTI, Will

Abe's team

Oxford University Press, 2002
ISBN 0192718827

Clearly written, this tale follows the change to Abe's life at boarding school when he magically sets the 1942 eleven years football team free from a photograph. Forty years ago, the witch of a headmistress trapped them in the photograph. The team, now aged in their fifties, are still boys at heart and still terrified of the headmistress. The adventure unfolds as Abe and the headmistress' daughter, Alicia, save the footballers from the wicked headmistress and her witch sisters. The author's light, humorous tone encourages excitement, fun and foreboding in the story. While it has a simple theme, the story also explores deeper issues of relationships, loyalty, compassion and growing up. A. Frost

USER LEVEL: Stage 4 Stage 5
Paper \$22.95 SCIS 1102056

GRANT, Neil

Rhino chasers

Allen & Unwin, 2002
ISBN 1865086959

In this novel, a surfing trip is used as a pretext to explore the darker side of human relationships. Told from one character's perspective, it details his own self discovery as he interacts with his two supposed mates. The journey's adventures provide the catalyst for confrontation and questioning of their friendships and life choices. The subject matter, language used, and issues raised, render this limited in its classroom application. While there is value in some of its descriptive language, the unresolved nature of the conclusion weakens the underlying premise and repeated image presented throughout the journey of facing fears and coming out on the other side. B. Kervin

USER LEVEL: Stage 6
Paper \$16.95 SCIS 1092428

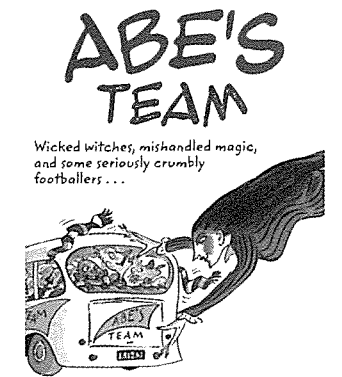
HELLARD, Bernadette & GIBBS, Lisa

Netball mail

HarperCollins, 2002 (Netball)
ISBN 0207199477

The personal cost of following a sporting dream is the subject of this easy to read novel. The central character's efforts to balance normality with the trappings of being in a world of the sporting famous, provides the interest for the reader. While netball is the sport, the themes of friendship, relationships, self sacrifice, and growing up offer relevance for all readers. The level of language and style of writing is well suited to the junior secondary student, although the attempt to incorporate email as a form of communication is tokenistic in its application. The book could be used as a comparative classroom study of techniques and characteristics of spoken, formal and newspaper use of language. Overall, it could have value as a classroom novel. B. Kervin.

USER LEVEL: Stage 4



WILL GATTI

resources

KLA: English
SYLLABUS: English 7-10
Paper \$13.95
SCIS 1096396

HIGGINS, Simon

The stalking zone

Random, 2002
ISBN 174051792X

Fitting neatly into the thriller genre, multiple voices carry the narrative through to the scary present, from an equally fraught war torn past. It is the third in the Jade Draper trilogy. She is an amateur detective whose gift for prescience is ambiguous, to say the least. Wing Tran too, is gifted as a fighter but compromised by a haunting ideal presented in his father's war diaries. With schoolgirl beauty, Lucy Van Daal, they are the quarry in a very real hunt to the death deep in the Australian bush. Nerve jangling tension built with inventive style will hold confident readers until the wrenching end. W. Bowie

USER LEVEL: Stage 4 Stage 5
KLA: English
SYLLABUS: English 7-10
Paper \$16.95
SCIS 1100936

JOHNSON, Peter

Traitor

Transworld, 2002
ISBN 0440864380

This up to date tale of bullying through text messages and standover tactics will appeal to most readers. It is an exciting story of three children trying to deal with bullying while they cope with the challenges of getting on with parents, neighbours and classmates. The book confronts stereotypes. These bullies are not monsters but opportunists. A neat, studious boy who nobody plays with turns out to be very resourceful and becomes a good friend to the children who are being victimised. Characters learn that everyone needs comfort and help, including adults. The book could be used to open up class discussion on bullying issues because it is realistic and engaging to read. A. Soutter

USER LEVEL: Stage 3 Stage 4
KLA: PDHPE
SYLLABUS: PDHPE K-6; PDHPE 7-10
Paper \$14.95
SCIS 1098260

KOERTGE, Ron

Stoner & Spaz

Candlewick Press, 2002
ISBN 0763616087

Written from the first person perspective of sixteen year old Ben Bancroft, we see some of the reality of contemporary teenage life. Ben has cerebral palsy and is suffering from loneliness and the overprotective nature of his guardian grandmother. The story is a dialogue driven insight into his growing friendship with the drug taking and different Colleen. Their friendship is a vehicle used to explore key issues of adolescence in modern Los Angeles. The reader gains an insight into drugs and disability. The author does this with consistent, self deprecating humour. Drug references, minor coarse language and sexual themes are evident. Drug taking is ultimately shown as a self defeating mechanism. R. Cox

USER LEVEL: Stage 6
\$24.95
SCIS 1099732

LAWRINSON, Julia

Skating the edge

Fremantle Arts Centre Press, 2002
ISBN 1863683798

Taking the form of a witness report to a West Australian coronial inquiry into malpractice at a Perth residential psychiatric unit for troubled adolescents, this narrative immediately involves the reader as inquisitor or confessor. Its strength is in the layering of character for four loving, teenage girls who have complex lives. It maps their gradual acceptance of responsibility for themselves in the world. Strong language and challenging issues such as: child sexual and emotional abuse; and paranoid delusion, suggest a need for supervision of younger secondary readers of this challenging and powerful text. W. Bowie

USER LEVEL: Stage 5
Paper \$14.95
SCIS 1091262

LOWE, Pat

Feeling the heat

Penguin Books Australia, 2002
ISBN 0141309024

Six years on, the dream of finding Frances Bulu and a sense of belonging become, for Matthew Scott, a rather tortuous journey of self discovery. In some ways his return from Perth to the scene of an idyllic childhood, is deeply satisfying and speaks eloquently of his affinity with the Land and the people of the Kimberley. In other ways it is fraught with anxiety, consternation and helplessness, particularly when it comes to Frances. Though quietly private she is not marginal. Her perspective of the relationship is tantalizingly understated, but she is the conduit for very important cultural perspectives, delivered in beautifully lyrical Aboriginal English. W. Bowie

USER LEVEL: Stage 4 Stage 5
KLA: English; HSIE
SYLLABUS: Aboriginal Studies 7-10; English 7-10
Paper \$17.95
SCIS 1092424

MCCARTHY, Maureen

When you wake and find me gone

Penguin Books Australia, 2002
ISBN 0143000314

Kit Quinlan embodies all the expectations of a bright young girl on the brink of womanhood. Convivial, yet conflicting, confronting but humorous scenes of domesticity provide the backdrop to her unfurling aspirations of being on the stage and in love. Juxtaposed against all that her busy student lifestyle entails, comes the unsettling revelation of her conception, both literally and figuratively. This coming of age scenario is more than one of mere self questioning. It requires the reader to be enveloped in global issues from which the tyranny of distance allows us all too easily to dissociate ourselves and to maintain our impotence. This is another great story from McCarthy and would be a good progression for maturing students enthralled by the Irish novels of Lingard. E. Maxwell

USER LEVEL: Stage 5 Stage 6
Paper \$19.95
SCIS 1100927

METZENTHEN, David

Wildlight: a journey

Penguin Books Australia, 2002
ISBN 0141004819

Neglected, mistrusted and treated unkindly by the family which takes him in as a young child, Dirk escapes and begins his journey towards self discovery and freedom. It also allows him to unravel the mystery of his origins and his real family. Along the way Dirk meets people who, for the first time in his life, show him kindness and appreciation. His adventures provide a picture of the way of life and the hardships endured by the settlers in Victoria in the mid 1800s, and the harsh treatment they often meted out to those who crossed their path. This historical adventure novel provides useful and interesting stimuli on a number of aspects of pioneer life, and could support Area of Study in Preliminary English. M. Busch

USER LEVEL: Stage 5 Stage 6
KLA: English
SYLLABUS: English Stage 6: *Standard; Advanced*
Paper \$17.95
SCIS 1088981

MOON, Pat

Four days till Friday

Hodder Headline, 2001 (Bite) (Aust. release 2002)
ISBN 034080520X

Exclusion from the peer group because one does not conform, and the effects of the hurtful manner in which the sensitivities of males in particular are exploited by taunting and bullying, are the themes of this story. The main character, Edwin, attempts to defend Lester, who does not fit in, and as a result finds himself, and his closest friends, the subject of constant bullying, leading to a tragic event. Ambivalence and anxiety about one's sexuality and the need for supportive friendships are underlying themes in this story. Highly conversational, simple language which moves the action along will engage readers. L. Crofts

USER LEVEL: Stage 4 Stage 5
KLA: PDHPE
SYLLABUS: PDHPE 7-10
Paper \$16.95
SCIS 1072757

MORGAN, Damian

Night fill

Lothian, 2002
ISBN 0734404409

The crafty plot has young Jason Pook, rough diamond, with a bit of a temper, and boss of Team A nightfill at Maroc Lazar's suburban supermarket, caught in the trap he set to catch thieves. He is accused of murdering the owner. Jason's isolation and acutely felt sense of abandonment contrasts effectively with his grateful relief at unexpected support. Characters and contexts in this Kafkaesque bog of suspicion and grossly unfair accusation, will be comfortably recognisable to independent readers. Like titles in the *Shorts* series, this one is great for the classroom book box. Its style is not unlike that of Paul Jennings' work. A cleverly constructed mystery, this will engage and entertain younger secondary readers. W. Bowie

USER LEVEL: Stage 3 Stage 4
KLA: English
SYLLABUS: English K-6; English 7-10
Paper \$12.95
SCIS 1101662

RYAN, Chris

Rat-catcher

Red Fox, 2002
ISBN 0099439255

The second in a series about a group of teenagers caught in international adventure and intrigue, this novel is written in the style and pace of adult thrillers. The author drives his story with engaging characters and exciting situations. The Alpha Force team could be viewed as a Famous Five for the new millennium. Attempting to uncover a cocaine smuggling operation in Ecuador, each of the five main characters use their specialist skills to uncover the mastermind and expose the flow of drugs. Hex is the expert computer hacker; Li, the martial arts exponent; and Amber, the language expert. This is a thoroughly enjoyable read and should expand into a pleasing series. R. Cox

USER LEVEL: Stage 4 Stage 5
Paper \$11.95
SCIS 1098538

SKIPPER, David

Life on the line

Walker, 2002
ISBN 0744590000

Adolescents faced with social and emotional turmoil may turn to anti social and self destructive behaviour, especially when family, school and the peer group are not supportive. In this story, these issues are translated into learning the real value of friendship. Darren tries to cope with a violent step father, by relying on his only friend Simon for support. Their sense of belonging and self image are founded on their experiences as outsiders, misbehaving at school, smoking and drinking, and attracting police attention. The plot is suited to those who are enthralled by some emotional depth in the characters and lots of action. Simple language blending conversational and descriptive text make this very readable. L. Crofts

USER LEVEL: Stage 4
Paper \$14.95
SCIS 1102070

SWINDELLS, Robert

A wish for wings

Random House Children's, 2002
ISBN 0440863961

Set in England, this contemporary novel relates the tale of thirteen year old Jenna, who dreams of flying solo to Australia, as did her hero Amy Johnson. When her brother, Ned, steals their grandfather's gun, a souvenir of his WWII military service in Palestine, Jenna turns detective. Through a series of events focused on her birthday, Jenna takes her first flying lesson and with the help of her parents and best friend, thwarts a robbery. The story is told with flashback, dream sequences, and from multiple perspectives. Intertextuality, aviation history, geographical information, and biographical detail are interwoven through the story. It is a rich narrative dealing with family, determination, guilt, dreams, honesty, and forgiveness. It could be suitable as a class text. F. Crum

USER LEVEL: Stage 5
KLA: English
SYLLABUS: English 7-10
Paper \$14.95
SCIS 1098272

Information, poetry and drama

Resources are in Dewey order.

MACKINNON, Mairi

The Usborne guide to the InternetUsborne, 2002
ISBN 0746047819 [004.6]

Attractive presentation, clear text and excellent graphics make this an ideal resource for a student, teacher or family connecting to the Internet for the first time. Well indexed and supported by a web site at www.usborne-quicklinks.com, this book explains how the Internet works and how to search, save, browse, email, shop, download programs, and build your own web site. Sensible advice on avoiding viruses and other problems is supported by links to support software. While most readers will find some useful tips, this book is aimed primarily at beginners using *Internet Explorer* as their browser. B. Sampford

USER LEVEL: Stage 4 Stage 5 Stage 6 Community Professional
KLA: CA; English; HSIE; Languages; Mathematics; PDHPE; Science; TAS
Paper \$19.95 SCIS 1091036

SMITH, Alastair

The Usborne guide to homework on the InternetUsborne, 2002
ISBN 0746046766 [004.67]

Up to date information, clear graphics, straightforward text, and good advice make this a wonderful resource for students, parents and teachers alike. This slim volume contains a large amount of basic information, covering each phase of the information process from defining and locating through **Smart searching**, accessing through **Compiling information**, organising and presenting, with useful tips on word processing, graphics and file management, and evaluation. The book is well indexed, has a good glossary and is realistic about the risks and ways to avoid them. For the many teachers and parents feeling anxious about the world of computers, this book would be an excellent resource. B. Sampford

USER LEVEL: Stage 3 Stage 4 Stage 5 Community Professional
KLA: CA; English; HSIE; Languages; Mathematics; PDHPE; Science; ST; TAS
Paper \$16.95 SCIS 1089898

Do you have a great idea for a future Scan article?
Please ring The Editor on 02 9836 7501 or email
Sally.Rassian@det.nsw.edu.au

MACKINNON, Mairi

An introduction to web site designUsborne, 2002
ISBN 0746046782 [005.7]

Attractive and well illustrated, this book is a straightforward manual for using *Microsoft Frontpage* to create a web site. For students of *Computing Studies 7-10*, who have access to this program, there is a wealth of useful advice about planning, building, launching and maintaining a web site. Students will learn the skills to add graphics, animations, sounds and counters, creating a professional look. Clear explanations of copyright laws are given and there is good advice about privacy issues. The book is well indexed, has an excellent glossary, and is supported by a web site www.usborne-quicklinks.com which provides updates and links to a range of resources. B. Sampford

USER LEVEL: Stage 5 Community Professional
KLA: TAS
SYLLABUS: Computing Studies 7-10
Paper \$16.95 SCIS 1090012

DOWSWELL, Paul

World of witches & wizardsAnness, 2002
ISBN 1842156268 [133.4]

A brief history of witchcraft, and its social and political significance, is presented in this attractive small volume. A timeline stretches from ancient times to the present day, but the book concentrates on the period from the fifteenth to the mid eighteenth centuries, principally in Europe, although other areas are briefly mentioned. Fear, persecution and religious intolerance are discussed, as are genuine belief and culturally significant rites and ceremonies. The book is lavishly illustrated with reproductions of paintings and drawings from relevant periods, and photographs. Not all sources of illustrations are noted. A feature which may further appeal to young readers is the series of ten craft activities, such as making costumes, decorations and preparing a Halloween feast. W. Smith

USER LEVEL: Stage 2 Stage 3 Stage 4
Paper \$10.95 SCIS 1093907

McKENZIE, Michael

Mythologies of the world: the illustrated guide to mythological beliefs and customsHodder Wayland, 2001 (Aust. release 2002)
ISBN 0750232358 [291.1]

An excellent introduction explores the power of myth in primitive and modern societies to provide value and meaning in our lives. Given the quality of the introduction, it would be reasonable to expect a quality exploration of the universal themes of mythology across cultures. Unfortunately, the rest of the book does not deliver, as it compartmentalises different cultures in an inappropriate manner. Sequentially, the book examines the mythologies of Mesopotamia, Ancient Egypt, Greece and Rome, Celts, Romans, Central and Eastern Europe before lurching backwards to Africa, across to India, East Asia, the Americas and back to Oceania. The map showing the 'out of Africa' spread of *Homo sapiens* is incorrect in portraying the settlement of Oceania as going through Australia. The grouping of African cultures together is insensitive, as is the mingling of Aboriginal and Oceanic cultural beliefs. The reader seeking an explanation of the fine line between myth and religion,

more complex than a line of longitude, is bound for disappointment. Hinduism, Taoism and Confucianism are treated in the book, but Judaism, Christianity and Islam are excluded. This book has certain limitations. B. Corr

USER LEVEL: Stage 4 Stage 5
KLA: English; HSIE
SYLLABUS: English 7-10; History Stages 4-5
\$49.95 SCIS 1073959

HOPKINS, Andrea

Viking gods and legendsPowerKids, 2002
ISBN 0823958140 [293]

A fascinating work, this is certain to engage primary readers with an interest in Vikings and associated subjects. This book is very well presented with excellent design features including a clear, easy to read font, intriguing, wonderfully placed photographs and drawings and well considered labelling and headings. In addition, the book makes use of a number of factual text features including a contents page, glossary, index and web site links, which will provide strong support in information literacy for readers. These links will need to be checked for syllabus relevance. This interesting and accessible text will go a long way towards enriching young readers' understandings about Vikings and could be used in *Learning about* outcomes in reading and writing. L. Rowles

USER LEVEL: Stage 2
KLA: English
SYLLABUS: English K-6
\$24.95 SCIS 1099901

Religions of humanity [series]

Jaca, 2002

An outstanding resource devoted to conveying a range of world religions, this series consists of thoughtfully selected, well produced material. Presenting concise information with captivating visual resources, including contemporary and traditional photographs and illustrations, these books constitute a valuable resource. Maps and a glossary of terms enhance each volume. The series focuses on



the world's major religions, both Eastern and Western, and some lesser known ones, such as Shinto, and contextualises the history, beliefs, rituals, practices and essence of each religion. Such books would be useful for students studying religions. A. Frost

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Society & Culture Stage 6; Studies of Religion 7-10; Studies of Religion Stage 6
\$33.00 each Heinemann

Titles in this series include:

The cosmos and wisdom of Taoism SCIS 1090965
Man and the divine in Hinduism SCIS 1090905
The many faces of Buddhism SCIS 1090961
Nature and rite in Shinto SCIS 1090947
The religious tradition of Shintoism SCIS 1090963

The cocky, the crow and the hawkWorking Title, 2002 (Dreaming narrative)
ISBN 1875288256 [298]

This is a Kukatja Dreaming story from the Kimberley region of Western Australia. It explores the relationship of the three birds to each other and the characteristics of each. *The cocky, the crow and the hawk* follows a now familiar model. The text, in English appropriate to young readers, is well supported by illustrations painted by school children from the area of the Dreaming story. The ownership of the story is clearly acknowledged, along with the names of all who have contributed to the work. The cultural significance of the work is explained. The content and layout make this a very user friendly book which can be utilised for a number of purposes with the younger reader. B. Corr

USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5 Stage 6
KLA: English; HSIE
SYLLABUS: Aboriginal Studies 7-10; Aboriginal Studies Stage 6; English K-6
Paper \$11.95 SCIS 1085214

The two wallabiesWorking Title, 2002 (Dreaming narrative)
ISBN 1876288264 [298]

This is a Warlpiri Dreaming story from the Northern Territory. It is a Creation story that can be used to explain land management and ownership issues. Like other books in the series it is written in English appropriate for younger readers and is illustrated with paintings by local school students. The editor clearly acknowledges the ownership of the story, the names of all who have contributed to the work and the cultural significance of the story. The quality of the layout of this book makes it a valuable tool for teaching young readers about the intrinsic value of books. B. Corr

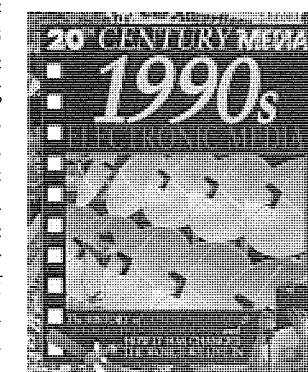
USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5 Stage 6
KLA: English; HSIE
SYLLABUS: Aboriginal Studies 7-10; Aboriginal Studies Stage 6; English K-6
Paper \$11.95 SCIS 1101598

PARKER, Steve

20th century media [series]

Heinemann Library, 2002

Presented in scrapbook style, the black and white and colour photographs, labelled diagrams, and variety of headings, captions and fact boxes, on each double page present much information about aspects of mass media. Six distinct time periods have been described, and innovations in print, radio, telegraphy, film, television, photojournalism, satellite communication, computers, DVD, and the Internet are investigated. The back pages contain segments of a cumulative timeline matrix, featuring headings for: **World events;** **Headlines;** **Media events;** **Media tech;** and **Performance & art.** Concepts and information in these books support a wide range of Science and Technology units, and the integration of information and communication technologies into teaching and learning. I. McLean



USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5
KLA: HSIE; ST
SYLLABUS: History Stages 4-5; Science & Technology K-6
 \$36.30 each

Titles in this series are:
1900-20: sound and light SCIS 1076806
1920s & 30s: entertainment for the people SCIS 1076801
1940s & 50s: the power of propaganda SCIS 1076803
1960s: the satellite age SCIS 1076799
1970s & 80s: the global jukebox SCIS 1076785
1990s: electronic media SCIS 1076783

LAKE, Marilyn

Faith: Faith Bandler, gentle activist

Allen & Unwin, 2002
 ISBN 1865088412 [303.48]

This is an important and timely work. In a world increasingly polarised by competing fundamentalisms it is good to be reminded that people can overcome personal distress and translate it into political activism. Faith Bandler is a lighthouse beacon for a future Australia where Aboriginal and non-Aboriginal people can build different futures together. Faith's life as a political activist is even more significant when it is realised that she is a minority within a minority. In 1901 the repatriation of South Seas Islanders was a fundamental plank of the White Australia Policy and Australian identity. The plight of those South Sea Islanders such as Faith's father who remained was unrecognised for most of the century as the struggle to redress racial inequity was dominated by Aboriginal and Torres Strait Islander issues. A strong family, supportive teachers and musical ability gave her a head start in life and a strong sense of social justice. The book explores Faith Bandler's remarkable ability to work across race, culture and gender. Marilyn Lake provides a feminist perspective on an era where men took centre stage, whether it be in Aboriginal or non-Aboriginal organisations, yet women such as Jessie Street, Pearl Gibbs and Faith Bandler were driving forces in political change. Packed with detail this is essential reading not only in relation to the 1967 referendum, but for the struggle to recognise the rights of the South Sea Islanders who stayed in Australia. B. Corr



USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Aboriginal Studies Stage 6
 \$39.95 SCIS 1103816

HIBBERT, Adam

Terrorism

Watts, 2002
 ISBN 0749646667 [303.6]

Objectivity regarding such a currently emotive issue as terrorism has been achieved in this *In the news* series publication. A balanced discussion that outlines geographically and idealistically how and sometimes why terrorism occurs, is exemplified by case studies highlighting the global nature of this behaviour. Terrorist identities, be they group or individual, have been selected from religious, political or eco-terrorism scenarios and include events from Northern Ireland, Spain, U.S.A., Japan, the Middle East and the bombing of the

Rainbow Warrior in New Zealand. Issues dealing with the funding or modus operandi of terrorists may need to be dealt with sensitively by teachers. Similarly the Internet links to independent, government and international organisations will need to be investigated on an individual basis for suitability and bias. E. Maxwell

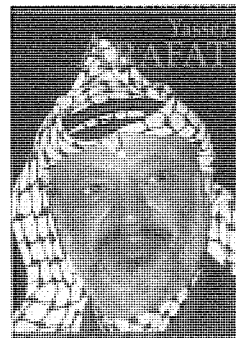
USER LEVEL: Stage 4 Stage 5
KLA: English; HSIE
SYLLABUS: English 7-10; History Stages 4-5
 \$35.00 SCIS 1092917

DOWNING, David

Yasser Arafat

Heinemann Library, 2002 (Leading lives)
 ISBN 0431138656 [322.4]

An important 20th Century figure is treated rather extensively in this favourable portrayal of his life. Using a range of source material, including maps, documents, and photographs, it provides an insight to the character and motivation of Arafat as he strives to achieve the establishment of an independent Palestinian State. The bibliography details his early life and involvement in the struggle. This focus, combined with insights into his relationships, allows for a more detailed understanding of the complex issues associated with the Middle East situation. The use of cross references, short biographical notes of key identities, a detailed glossary, and an index, are extensive yet easily accessible for the reader. It would be useful as a detailed reference source for classroom activities dealing with the *Modern world* in Stage 5 and Stage 6 *International studies in peace and conflict* units. B. Kervin



USER LEVEL: Stage 5 Stage 6
KLA: HSIE
SYLLABUS: History Stages 4-5; Modern History Stage 6
 \$36.30 SCIS 1099733

HEWITT, Sally

Taking part [series]

Watts, 2002

Books in this series explore concepts and themes in civics and citizenship. They use photographs and real school scenarios to explain the themes and encourage active and responsible citizenship. While the series is English and examples may not necessarily apply to the Australian context, valuable discussion material is available for use by the teacher in guided situations. A simple format with bright, colourful layout and accessible text for students, the photographs clearly illustrate students participating in a variety of citizenship activities. Margin notes are creatively used to stress concepts. The issues raised are relevant for HSIE students studying government, community, democracy and the environment. L. Singleton

USER LEVEL: Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
 \$32.95 each



Titles in this series include:

A caring school SCIS 1099577
Community helpers SCIS 1091803
An eco-school SCIS 1099581
A pupil parliament SCIS1091806

WHITTY, Helen

The eco series [series]

Macmillan Education Australia, 2002

The six books in this series about ecologically sustainable development are an outstanding attempt to explain to young readers many of the key environmental issues incorporated in the NSW Department of Education and Training *Environmental education policy for schools*. Each book includes a section on ecowarnings; ecovillains; ecocodebate, where different points of view on an issue are provided to encourage debate; ecosolutions; ecoworkers; ecoheroes; and things that young people can do. The books are written with vitality, vision and a fresh approach. The author has worked hard to explain difficult and less familiar concepts such as ecological footprint and life cycle analysis. Examples of enterprises and people who are working with environmental sustainability in mind have been sought out. Realistic alternative visions for a sustainable future, as described by everyday people, are presented in a way that young people can understand and that is energizing and exciting. Although the books are written for young people, the examples of proenvironmental actions, both direct and indirect, are ones that teachers can use when talking to students about what they can do for the environment and about visions for the future. Wealth is defined in a way that is different from the definition we are often assumed to have and the notion of environmental inequity is illustrated. In the sections that describe something young people can do, there are fresh and meaningful activity ideas. J. Kennelly

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE; Science; ST
SYLLABUS: Geography 7-10; HSIE K-6; Science & Technology K-6; Science 7-10
 \$26.95 each

Titles in this series include:

Community SCIS 1094038
Home SCIS 1094037
Land SCIS 1093969
Shopping SCIS 1093978
Travel and transport SCIS 1093983
Water SCIS 1093985

WENINGER, Brigitte

Precious water: a book of thanks

North-South, 2002 (A Michael Neugebauer book)
 ISBN 0735815135 [333.91]

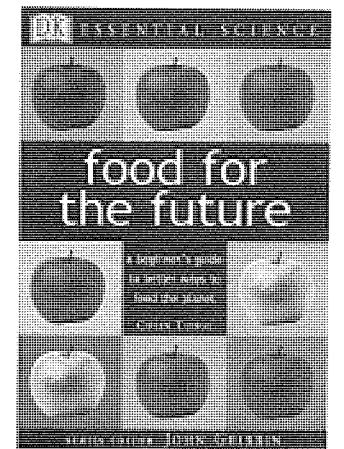
Beautifully illustrated, this book details the many uses of water, and how every living thing needs water for survival. The text lends itself well to guided reading by the Stage 1 reader or as a shared reading experience for a younger audience. The illustrations provide information to assist the reader in decoding the text, as well as adding further ideas for discussion. The strands, *Living things* and *Earth and its surroundings* in the Science and Technology syllabus are supported by the information in this picture book. The concepts would lead to a discussion about conservation. A. Arnott

USER LEVEL: Early Stage 1 Stage 1
KLA: ST
SYLLABUS: Science & Technology K-6
 \$19.95 SCIS 1093886

Essential Science [series]

Dorling Kindersley, 2002

There is a wonderful range of scientific topics covered by this series. User friendly, with colourful photographs, the information is concise and up to date. Included is current, historical information of scientific, technological and agricultural trends. Key points and facts are regularly explained and explored throughout the books. A glossary is provided and a brief list of where further information may be obtained, in both print and electronic format, although these will need to be checked for curriculum relevance. The books are not a daunting prospect for less confident researchers. Illustrations, figures and tables are provided to clarify the delivery of information that is suitable for secondary Science or primary Science and Technology extension students. E. Derouet



USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: Science; ST
SYLLABUS: Science & Technology K-6; Science Stages 4-5
 Paper \$14.95 each

Titles in this series include:

The digital revolution SCIS 1094328
The expanding universe SCIS 1094326
Food for the future SCIS 1094330
Global warming SCIS 1094331
How the brain works SCIS 1094327
The human genome SCIS 1094329

WALKER, Jane

Natural disasters [series]

Watts, 2002

Excellent diagrams and pictures accompanied by concise information makes these books attractive to students of various abilities. Each book contains case studies of major natural disasters throughout history. These studies detail factors such as whether the disasters were predicted and how technology has changed to minimise the effects of similar disasters in the future, using equipment like seismographs for measuring the waves of earthquakes. The large colourful three-dimensional diagrams are clearly labelled, assisting students to answer questions they have about natural disasters. A concise fact file in each book highlights major milestones or disasters from around the world and a useful glossary concludes each volume. B. Maher

USER LEVEL: Stage 3 Stage 4
KLA: Science; ST
SYLLABUS: Science Stages 4-5; Science & Technology K-6; Senior Science Stage 6
 \$35.95 each

Titles in this series include:

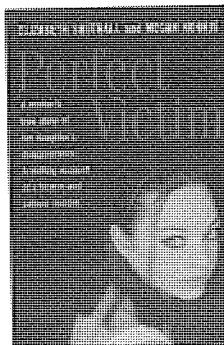
Avalanches and landslides SCIS 1089915
Earthquakes SCIS 1089919
Famine, drought and plagues SCIS 1090014

SOUTHALL, Elizabeth

Perfect victimPenguin, 2002
ISBN 0670911240

[364.15]

With all the elements of a thriller, this true story is written in two clearly discernible styles that present both the fine and the unfiltered detail of a family trauma. It reveals how Rachel Barber was kidnapped and murdered in 1999, the report of police investigations, and the subsequent trial of her assassin. A weirdly obsessive young woman realised a macabre plan to kill a pretty, blissful, and talented young dancer, the 16 year old daughter of family friends. The forensic attempt to understand the motivation of Rachel's jealous murderer contrasts with the heart rending letters of Elizabeth Southall to her dead daughter. This supports study of the Area of Study, *Change in the English: Stage 6 syllabus*. W. Bowie



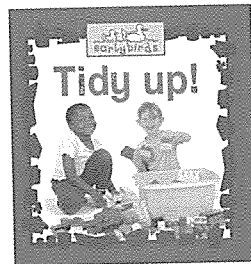
USER LEVEL: Stage 6
KLA: English
SYLLABUS: English Stage 6 *Standard; Advanced*
Paper \$29.95 SCIS 1100702

LAWSON, Julia

Earlybirds [series]

Evans Brothers, 2002

Going beyond the presentation of facts as a means of instruction, this series sets out to arouse the imagination of beginner readers and junior scientists. The range of techniques used to achieve this aim include: clear layouts; compact size; bold colours; exceptional photography; familiar situations and implements; combinations of verses and songs; games and activities geared to the subject; and the judicious use of questioning. **Notes and suggested activities for parents and teachers**, including web sites and picture books, conclude each book. The text features used in this series support both *Learning to* and *Learning about* outcomes in the *English: K-6 syllabus*. Teachers will find this series enriches students' knowledge and understanding of a range of outcomes in the *Science and Technology: K-6 syllabus*. S. Rasaiah



USER LEVEL: Early Stage 1 Stage 1 Community Professional
KLA: English; ST
SYLLABUS: English K-6; Science & Technology K-6
\$23.10 each

Titles in this series include:

Carry it! SCIS 1091624
Clean up! SCIS 1091575
Make music! SCIS 1091584
Tidy up! SCIS 1091482

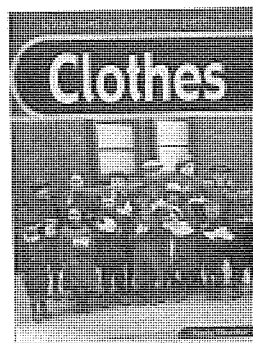
KHANDURI, Kamini

What was it like in the past? [series]

Heinemann, 2002

This well planned British series provides information that will be highly accessible to younger students, with large text size and clear pictures. Information within each volume is divided into the decades of the 20th century; timelines across the bottom of each

page will help students to place topics into chronological perspective. A **Glossary** which links words bolded throughout the text is provided. Suggested web sites, that will need to be checked for curriculum relevance, are also featured. In each chapter, thought provoking questions will be useful for stimulating classroom discussion and for helping students to apply a personal viewpoint. This series could offer valuable support for *Change and continuity* outcomes of the *HSIE syllabus*. A. Beedles



USER LEVEL: Early Stage 1 Stage 1 Stage 2 Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
\$33.00 each

Titles in this series include:

Clothes SCIS 1099728
Toys SCIS 1099743

HALL, Margaret

Around the world [series]

Heinemann Library, 2002

Comparing how other cultures satisfy basic needs and how games or sports have evolved in response to climate or the availability of resources is the theme of this colourful series. The delightful, captioned photographs are supported by text suitable for the Stage 1 independent reader. **Photo list** identifies the country of origin of each photograph. Text features are provided which enable the beginning researcher to extract information and deepen their understanding of the subject. The text does not provide specific information about different cultures, but does offer a starting point with reference to the *HSIE Cultures* outcomes for Stages 1 and 2. These texts could also be useful for ESL students or as a model for writing factual texts with photographs to illustrate. A. Arnott

USER LEVEL: Stage 1 Stage 2
KLA: HSIE
SYLLABUS: HSIE K-6
AVAIL: \$29.70 each

Titles in this series include:

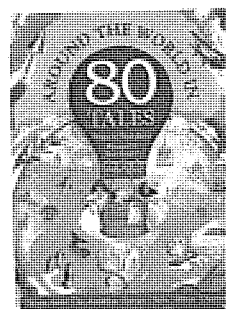
Festivals SCIS 1091525
Games SCIS 1091523
Schools SCIS 1091518
Sports SCIS 1091528

BAXTER, Nicola

Around the world in 80 talesBookmart, 2002
ISBN 184322044X

[398.2]

As the title suggests this book is packed full of global tales. The book's introduction positions the cultural traditions of storytelling and explains its organisation of stories under five regions of the world, the Americas, Europe, Asia, Africa and Oceania. Each tale is featured on a single page and supported with whimsical, often humorous watercolour illustrations. While these stories will be best read aloud in shared situations with



younger children, middle primary students should enjoy reading them independently. The exotic characters, magical creatures, romance, mystery, history, wisdom, and humour are bound to engage readers of any age. L. Rowles

USER LEVEL: Stage 1 Stage 2
KLA: English
SYLLABUS: English K-6
\$12.95 SCIS 1099557

BAILEY, John

Tales of gods and men

Oxford University Press, 2002

ISBN 019275176X

[398.21]

Introducing readers to a range of cross cultural creation myths provide the opening segment of this collection of legendary and historical tales. Short stories selected from almost every continent interestingly illustrate the parallel needs of most cultures to explain their origins, surroundings and existence. The second section highlights the conception and presence of good and evil in our societies whilst the final section ends positively with heroes and prophets such as Beowulf, St. George and the dragon, and Rama and Sita. Each story is prefaced with an explanation that contextualises nationally and literally the significance or beliefs of the myth or legend. This collection would provide good supplementary reading for history or English classes studying origins of story. E. Maxwell

USER LEVEL: Stage 3 Stage 4
KLA: English; HSIE
SYLLABUS: English K-6; English 7-10; HSIE K-6
Paper \$12.95 SCIS 1089349

KERROD, Robin

The way science works

Dorling Kindersley, 2002

ISBN 0751339814

[507.8]

Categorised into themes such as **Atoms and elements**; **Forces and energy**; and **Light and colour**, this book offers excellent graphics and simple explanations of theories in Science. Timelines allow students to develop an historical context for scientific discoveries. Stage 4 and Stage 5 students will find this a valuable resource for independent research into applications of science. Clear pictures and labelled diagrams provide a great supplement to sample experiments, which are presented to promote student interaction with scientific procedures and equipment. This book also addresses the inclusion of computer technology in science. B. Maher

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6 Professional
KLA: Science; ST
SYLLABUS: Science Stages 4-5; Science & Technology K-6; Senior Science Stage 6
\$35.00 SCIS 1098034

GRAHAM, Ian

My book of space

Kingfisher, 2001 (My best book of series) (Aust. Release 2002)

ISBN 0753406209

[520]

Covering a range of ideas, from using the earth as a viewing window, to discovering human ingenuity in *Eyes in space*, this book provides stimulating reference material for students. Clear illustrations and explanations motivate readers to seek further information and expand their understandings of astronomy. The layout of each page supports information retrieval, while chapters

such as *The Hubble telescope* and *Spacesuits* offer fascinating facts. This book would support the achievement of ES S2.6 in the *Earth and its surroundings* strand of the *Science and Technology: K-6 syllabus*. There are no Australian Places to visit, and some web sites have been provided. Teachers will need to check these for curriculum relevance. C. Love

USER LEVEL: Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
Paper \$13.95 SCIS 1084625

Questions and answers [series]

Parragon, 2002

A well presented series, this collection capitalises on the inquisitive nature of children. With information on birds; jungle animals; the universe; the ancient world; and reptiles, each book offers many interesting facts to inspire students. The clear and colourful graphics are a great asset to this series. The text layout and size could present problems for some readers, but questions for each section are in large headings to capture the readers' attention. Teachers will find these books to be valuable collections of stimulus questions to motivate students in class and at home. B. Maher

USER LEVEL: Stage 3 Stage 4
KLA: Science; ST
SYLLABUS: Science Stages 4-5; Science & Technology K-6
\$7.95 each

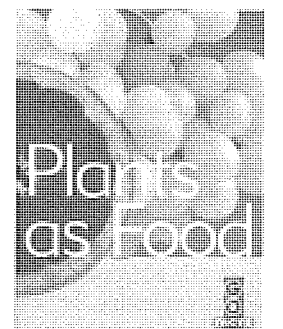
Titles in this series include:

The ancient world SCIS 1082474
Birds SCIS 1082070
Jungle animals SCIS 1082458
Reptiles SCIS 1082125
Universe SCIS 1082456

Go facts [series]

Blake Education, 2002

Arranged in three levels of complexity, this series introduces information literacy with the **Animals** set, reinforces it in the **Plants** set, and extends the skills learned in the **Oceans** set. Detailed coloured photographs and diagrams spill over every page creating a visual feast and ably supporting the information. The font size varies through each set, becoming smaller as the language becomes more sophisticated. Every set contains four books and every book has the same text features and layout, facilitating the transition through the levels. A range of teaching strategies is used, catering for different learning styles, from numbered life cycles to tables and a matrix. This series would support a reading program and provides opportunities for explicit teaching of information skills within syllabuses. S. Rasaiah



USER LEVEL: Stage 2 Stage 3
KLA: English; ST
SYLLABUS: English K-6; Science & Technology K-6
Paper \$9.95

Titles in this series include:

Oceans SCIS 1077290
Plants as food SCIS 1082164
Reptiles SCIS 1077329

BRIGHT, Michael

Awesome oceans [series]

Watts, 2002

Comprehensive information regarding animals and weather patterns relating to oceans can be found in this well constructed series. Animals which dwell both in the oceans and on the icy lands are depicted, while hurricanes, waterspouts, tsunamis and weird weather patterns, such as those which occur in the Bermuda Triangle, and the El Nino effect are covered. The text is clearly presented and accompanied by colourful illustrations and maps. Fact and quiz boxes are joined by spot and count questions, on some pages, which draw attention to specific features. This series is relevant to the Stage 2 Science and Technology unit, *Mini-worlds*, the Stage 3 Science and Technology unit, *What's the weather?* and the Stage 3 HSIE unit, *Antarctica*. J. Eade



USER LEVEL: Stage 2 Stage 3
KLA: HSIE; ST
SYLLABUS: HSIE K-6; Science & Technology K-6
 \$29.95 each

Titles in this series include:

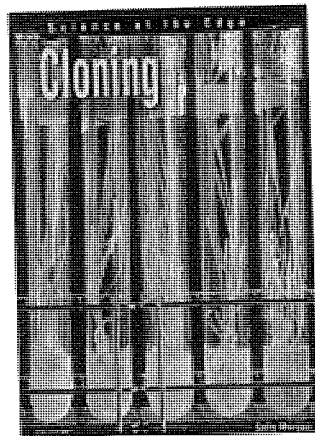
Animals of the icy seas
Storms at sea

SCIS 1099482
 SCIS 1098834

Science at the edge [series]

Heinemann Library, 2002

Teachers and students of the *Science Stages 4-5 syllabus* will find this series, on controversial issues, provides useful discussion material in developing units of work addressing the prescribed focus areas: 5.1 on the influence of social factors; 5.3 on the impact of science on society; 5.4 on different viewpoints; and 5.5 the effects on human lives. Each title addresses one issue, clearly explaining the science, describing the ethical issues, and forecasting future directions. There is an excellent timeline detailing the development stages and scientists involved. Students of the *Biology: Stage 6 syllabus* will find relevant information on infectious diseases. The American focus, the speed with which new developments occur, and the lack of Australian examples will mean that these books should only be used as a starting point. B. Sampford



USER LEVEL: Stage 5 Stage 6 Professional
KLA: Science
SYLLABUS: Biology Stage 6; Science Stages 4-5
 \$37.40 each

Titles in this series include:

Biometric technology
Cloning

SCIS 1091532
 SCIS 1091536

Fighting infectious disease
Genetic modification of food
In vitro fertilization
Organ transplantation

SCIS 1091541
 SCIS 1091534
 SCIS 1091537
 SCIS 1091539

OXLADE, Chris

The mystery of life on other planets

Heinemann Library, 2002 (Can science solve?)

ISBN 0431016240 [576.8]

Enticing students, this book makes a connection between life's mysteries and the role of science, and provides a purpose for scientific investigation. Contents such as *Life from soup*, *Fakes and frights* and *Life on Mars* encourage students to read further. Questions prompt exploration of the evidence provided to draw conclusions and develop a hypothesis. Attractive presentation, easy to follow layout and colourful illustrations ensure that the interest of the reader is sustained. The information provided would assist teachers and students to meet the outcomes of the strands, *Earth and its surroundings*, *Living things*, and *Physical phenomena* of the *Science and Technology: K-6 syllabus*. C. Love

USER LEVEL: Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
 \$33.00 SCIS 1093835

BRIGHT, Michael

Endangered and extinct [series]

[591.68]

Informative, well designed and colourfully presented, this series offers much to students in relation to the issues of biodiversity. As well as clear, colourful illustrations and large, bold text, the series contains features such as boxes with *Awesome facts*, quizzes and *Zoom in* on focusing on issues or features of certain animals. Symbol definitions also aid in ascertaining an animal's vulnerability status. Animals are identified as: extinct; endangered; recently discovered; or brought back from the brink of extinction. This series would be particularly valuable for the Science and Technology outcomes LT S2.3 and LT S3.3 and human impact and ecosystems objectives of the NSW Department of Education and Training *Environmental education policy for schools*. J. Eade

USER LEVEL: Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
 \$29.95 each

Titles in this series include:

Animals of the islands & oceans
Animals of the mountains, deserts & grasslands
Animals of the rivers, lakes & wetlands

SCIS 1091750
 SCIS 1091630
 SCIS 1091632

THOMAS, Ron

Australia's dangerous animals [series]

Heinemann Library, 2002

Text features such as *First aid* boxes, dynamic photographs, location maps, and a clear layout contribute to the usefulness of this series. In this book succinctly outlines the teaching points provided in each book. *Did you know?* reveals snippets of information that help readers to understand how living things are interconnected. This series assists students studying the structure and function of living things and encourages the development of a healthy attitude to Australia's

dangerous creatures. Teachers could use this resource to support the Stage 2 science units, *Our Australia* and *Mini-worlds*. C. Love

USER LEVEL: Stage 2 Stage 3
KLA: ST
SYLLABUS: Science & Technology K-6
 \$32.95 each

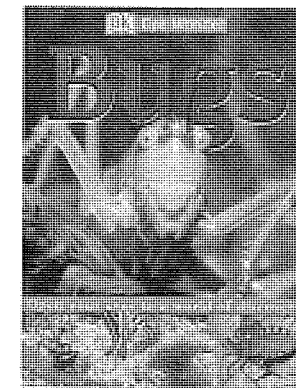
Titles in the series are:

Insects SCIS 1099953
Marine animals SCIS 1099940
Reptiles SCIS 1099948
Spiders and other arachnids SCIS 1099951

Bugs

Dorling Kindersley, 2002 (Eye wonder)

This series of eight books is a useful teacher resource for *Living things* or could be used to support the information process for Stage 2 students. The author has tried to make this a broad based, user friendly reference by including special facts, specific characteristics, and some interesting anecdotes, but fails to detail environments, and their dependence on each other for survival. Each book looks at a range of species and includes many international and Australian examples. The photographic illustrations add meaning to the text and the glossary assists the reader in understanding specific terminology. It is a useful resource for writing information reports. J. Hancock



USER LEVEL: Stage 2
KLA: ST
SYLLABUS: Science & Technology K-6
 \$18.95 each SCIS 1097838

Other titles in this series include:

Big cats SCIS 1090777
Birds SCIS 1097842
Reptiles SCIS 1090775

WECHSLER, Doug

Treefrogs

Rosen, 2002 (Powerkids Press)

ISBN 0823958590 [597.8]

Providing an overview of tree frogs, this publication highlights the diversity among the species and the variations in their lifestyles. Tree frog anatomy, communication, habitats, lifecycles, their place in some ecological systems, and our fascination with these creatures, are all included. Each double page spread has a windows style format consisting of large, quality photographic images which support and illustrate the boxed, clear, large print format of the text. Each page features a key fact summary box, while the glossary features pronunciation guides. In particular, Stage 3 *Living things* and *Environments* outcomes are facilitated. Fortunately, this North American publication includes both metric and imperial measurements, however, not all the suggested web sites are accessible and will need to be checked for curriculum relevance. N. Chaffey

USER LEVEL: Stage 2 Stage 3

KLA: HSIE; ST
SYLLABUS: HSIE K-6; Science & Technology K-6
 \$24.95 SCIS 1099912

CLUTTON-BROCK, Juliet

Mammals

Dorling Kindersley, 2002

ISBN 0751333743 [599]

A concise yet comprehensive guide to mammals, this is a well presented book. Each species profile contains the scientific name, generic name, size, and occurrence. Maps show the geographic distribution, and colour photographs provide a visual image of the mammal. The mammals are categorised into groups including: primates; sloths; rabbits; rodents; carnivores; seals; and ungulates. The evolution, diversity, anatomy, reproduction, and social groups of mammals are outlined, and characteristics of mammals from different regions discussed. A glossary assists with understanding and an index facilitates research. This would be useful as a teacher resource in the *Living things* module of the *Science and Technology K-6 syllabus*, and for students requiring information on mammals in the *HSIE K-6*; *Geography Stages 4-5*; and *Science Stages 4-5* syllabuses. A. Frost

USER LEVEL: Stage 1 Stage 2 Stage 3 Stage 4 Stage 5
KLA: HSIE; Science; ST
SYLLABUS: Geography Stages 4-5; HSIE K-6; Science & Technology K-6; Science Stages 4-5
 \$29.95 SCIS 1092425

KOLER-MATZNICK, Janice

The dingo

Rosen, 2002 (Powerkids Press)

ISBN 0823957683 [599.77]

Living things and *Environments* outcomes for Stages 2 and 3 are supported in this user friendly, informative book that investigates the well recognised but not necessarily well understood or appreciated Australian native animal. As a wild dog species of the world, the possible ancestry, characteristics, diet, behaviours, and the changing role of dingos in the ecology of Australia, both past and present, are objectively presented along with the species' chequered relationship with people and the major threat to their survival. Quality colour photographs, a glossary with pronunciation guide, and the inclusion of reasonably reliable web addresses, which will need to be checked for curriculum relevance, add to and support the text. Both imperial and metric measurements are used. N. Chaffey

USER LEVEL: Stage 2 Stage 3
KLA: HSIE; ST
SYLLABUS: HSIE K-6; Science & Technology K-6
 \$24.95 SCIS 1100106

Body tissues in focus [computer software]

University of Western Australia, 2001

ISBN 0740520009 [611]

While students of the *Biology: Stage 6 syllabus* could use a few of the excellent micrographs on this CD-ROM, and students of the 9.5 Option, *Communications*, would certainly find the micrograph of the nerve cell relevant, much of the material provided in this resource is well beyond the scope of the HSC course. The CD-ROM is easy to navigate and provides low, medium and high viewing options as well as the facility to view a labelled diagram of the slide.

resources

The split screen facility makes it easy for students to make sense of the micrograph by comparison with the labelled diagrammatic view and it would be useful for students still developing skills in interpreting microscopic slides. B. Sampford

Minimum requirements

Macintosh System 8.1
Windows 4

USER LEVEL: Stage 6 Professional
KLA: Science
SYLLABUS: Biology Stage 6
\$89.95

SCIS 1079763

Great Australian stories [series]

Echidna Books, 2002 [621.31]

An informative series that focuses on Australian historical events, this is useful for a broad age range. *Building the Snowy scheme* conveys the story of the workers who contributed to this massive building project. *Gallipoli* looks at Australia's significant role in World War 1. *Crossing the Blue Mountains* tells of this great break through in early exploration to the Western plains regions and *The story of Canberra* follows the growth and development of a capital city. Clearly written and well supported by pictorial material, books in this series are likely to be valuable resources for students. A. Frost

USER LEVEL: Stage 3 Stage 4 Stage 5
KLA: HSIE
SYLLABUS: Geography Stages 4-5; History Stages 4-5;
HSIE K-6
\$28.60 each

Titles in this series include:

Building the Snowy scheme SCIS 1099228
Crossing the Blue Mountains SCIS 1099236
Gallipoli SCIS 1099231
The story of Canberra SCIS 1099234

World of art [series]

Thames Hudson, 2002

Past publications in this series have always provided well researched and apt observations on the visual and plastic arts. In the updating of existing titles relating to art of the twentieth century particularly, there is an increased awareness of the globalisation of art forms and the many issues this raises. This is clearly seen in the chapter *Worlds together, worlds apart* in this third edition of *Women, art, and society*. The writing in this series is densely layered and erudite; perhaps removing it from all but the most keen secondary school visual art student. For the tertiary student or professional, this series remains a standard reference. K. Ashley

USER LEVEL: Stage 6 Professional
KLA: CA
SYLLABUS: Visual Arts 7-10; Visual Arts Stage 6
Paper \$30.00-\$39.95

Titles in this series include:

Art of the Middle Ages SCIS 1100737
Art since 1960 SCIS 1098332
Five centuries of British painting SCIS 1098341
Women, art, and society SCIS 1098342

MASON, Antony

Art around the world [series]

Watts, 2002 [709.04]

There is something fascinating about opening a book that offers a potpourri of visual experiences around a set period of time. This

series of art books gives the reader a taste of the major art styles and important individuals of particular periods. Facts are basic, but examples are interesting and often unexpected. As the series was originally published in Great Britain there are no direct curriculum references for NSW Visual Arts syllabuses. However, it would not be hard for teachers to adapt the material to suit specific teaching and learning outcomes. K. Ashley



USER LEVEL: Stage 2 Stage 3 Stage 4 Stage 5
KLA: CA
SYLLABUS: Creative Arts K-6; Visual Arts 7-10; Visual Arts Stage 6
\$33.95 each

Titles in this series include:

At the time of Picasso SCIS 1093716
At the time of Warhol SCIS 1092933

Crafty ideas [series]

Two-Can, 2002

Offering a range of craft projects with simple instructions and using minimal equipment, this series would appeal to students. Most instructions are not set out in sequence, necessitating a considerable amount of reading to complete the majority of the projects. The ideas presented in each book could support the achievement of outcomes in the *Making* strand of visual arts in the Creative Arts syllabus. Clear illustrations and additional suggestions which accompany each project or technique, could stimulate the imagination and lead on to further creative endeavours. A. Arnott

USER LEVEL: Stage 1 Stage 2 Stage 3
KLA: CA
SYLLABUS: Creative Arts K-6
Paper \$9.95

Titles in this series include:

Models SCIS 1091661
Paper SCIS 1089956
Print SCIS 1091665

O'REILLY, Wenda

The Renaissance art book

Birdcage, 2000 (Aust. release 2002)
ISBN 1889613037 [759.03]

The books in this series are a wonderful resource for teaching and learning in visual arts. The colour plates are beautiful and the text around each artwork is well organised, informative and enjoyable to read. Language used is clear and direct, making the books suitable for students in several stages. The lives of the artists are placed in context of the period in the introduction and the timeline provided early in the book. Each artwork is explored through explanation and quotations. Key concepts are in white text on a black background and provide a stimulus for experimentation by the students, and ideas for programming for teachers. As a visual arts resource this is highly recommended. A. Wisdom

USER LEVEL: Stage 2 Stage 3 Stage 4
KLA: CA
SYLLABUS: Creative Arts K-6; Visual Arts 7-10
Paper \$39.95 each SCIS 1101616

Other titles in this series include:

The impressionist art book SCIS 1101610

COGEVAL, Guy

Vuillard: master of the intimate interior

Thames & Hudson, 2002 [759.4]
ISBN 0500301093

From the very first page of voluptuous patterning taken from Vuillard's paintings, readers are invited into his intimate world. Glimpses of the artist's habitat are revealed through letters to Bonnard, and from observations of his contemporaries. Vuillard's oeuvre rarely broke new ground, but his work chronicles the life of suburban Paris, its *habitués*, and the artist's friends and relatives. There are many photographs of wonderfully decorative works, with a sprinkling of photographic portraits of the artist. Easy to read and a pleasure to the eye, the information in this small book could be used for an intensive case study. K. Ashley

USER LEVEL: Stage 5 Stage 6 Professional
KLA: CA
SYLLABUS: Visual Arts 7-10; Visual Arts Stage 6
Paper \$14.50 SCIS 1100745

JONES, Sarah

Film: technology, people, process

Hodder Wayland, 2002 (Media wise)
ISBN 0750240482 [791.43]

Explaining the process involved in making a film, this book is a useful reference for a wide age range. With the recent curriculum emphasis on visual literacy this publication helps to demystify the medium of film. Covering aspects such as financing a film and the task of a film script writer, the book goes on to focus on the roles of **The production team** in general. From the director, to gaffers and grips, the sound recordist, and members of the post production team, **The journey to cinema** is exposed. Clearly presented, with concise information and absorbing photographs, this is a valuable resource for students. C. Sly

USER LEVEL: Stage 4 Stage 5
KLA: English
SYLLABUS: English 7-10
\$39.95 SCIS 1097280

OLSEN, Christine

Rabbit-proof fence: the screenplay

Currency, 2002 [791.43]
ISBN 086819655X

After being taken by Western Australian white authorities in 1931, three Aboriginal girls escape to make a nine week 1600 kilometres trek home. Adapted from a memoir, the screenplay is not identical to the film, but the two can be compared using textual note. Extensive stage directions and narrative information support the dialogue, as do photographs. Also included are: the author's diary, kept during a Jialong visit; notes on the writing process; explanation on how a script relates to a finished film;



and the film credits. The drama and poignancy of true events is well captured in the screenplay and the final scene powerfully shows some realities of the Stolen Generations. C. Thomas

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: Aboriginal Studies Stage 6; History Stages 4-5
Paper \$21.95 SCIS 1089188

RUSSELL, Jennifer

Cathy Freeman

Heinemann Library, 2002 (Australia's outstanding sports stars)
ISBN 1740700643 [796.42092]

The individuals selected as subject titles in this series, indicate foresight, sensitivity and maturity on the part of the publishers. This book is particularly well laid out, beginning with the Olympics, followed by a fact file and two pages of text and colour photographs for each section of her life and achievements. Highlighted text boxes provide comment and additional information and key words are highlighted and referenced in the glossary. The book concludes with a timeline, glossary, further reading list, an index, and web sites that teachers will need to check for syllabus relevance. This book is appropriate for a wide range of readers and can be used in a variety of ways and at a number of levels. B. Corr

USER LEVEL: Stage 3 Stage 4 Stage 5 Stage 6
KLA: English; HSIE
SYLLABUS: Aboriginal Studies Stage 6; English K-6; HSIE K-6
\$28.60 SCIS 1090685

STEPANEK, Mattie

Heart songs

Harper Collins, 2002 [811]
ISBN 0007148399

As juvenile poetry this collection is quite mature in scope, subject matter, and technique. Throughout the collection evinces a bright, voracious and fierce wonder at life. That the author is eleven, has been writing since three, and suffers a debilitating form of muscular dystrophy, is quite incidental to the inherent ebullient, almost insouciant and lyrical qualities. Themes include: the natural world; life before death; transfiguring love; and conflict and resolution. That this remarkable mind is embarked on a journey of self discovery, is as pertinent as the awareness of the invisible support constantly at his shoulder. W. Bowie

USER LEVEL: Stage 4 Stage 5
KLA: English
SYLLABUS: English 7-10
Paper \$24.95 SCIS 1102007

ALMOND, David

Wild girl, wild boy

Hodder Children's, 2002 [822]
ISBN 034085316

This one act play with six characters, including four males and two females, uses a chorus of voices, in the ancient Greek style, to represent the social pressure to conform. After the death of her father, grief stricken Elaine retreats into fantasy, as she tries to recapture the magical childhood world created by her father. Wild boy, a product of her loneliness, helps Elaine acquire the skills to communicate with him. This creates problems in her relationships, but ultimately helps mother and daughter regain an enjoyment of life. The action moves between

resources

the present and the past. Normality, conservatism, imagination, truancy, love, grief, and the teenage ability to cope are explored. F. Crum

USER LEVEL: Stage 4 Stage 5
KLA: CA; English
SYLLABUS: Drama 7-10; English 7-10
 Paper \$16.95 SCIS 1097367

CHRISP, Peter

Shakespeare

Dorling Kindersley, 2002
 ISBN 0751330868 [822.3]

Shakespearean theatre is as intricate as his greatest works, and as a teaching aid this publication is an invaluable resource. This book charts Shakespeare's life, situating him in the historical context of Elizabethan England. There are detailed references to the essential elements of Shakespearean theatre including: the use of costume; music; dance; the audience; boy players; and references to the variation in style of subject matter, for which Shakespeare is known. A well illustrated text, it serves as a suitable introduction to the Bard and a refreshing approach to Elizabethan drama. S. Hughes

USER LEVEL: Stage 4 Stage 5
KLA: CA; English
SYLLABUS: Drama 7-10; English 7-10
 \$24.95 SCIS 1077911

Marxist Shakespeares

/ edited by Jean E. Howard & Scott Cutler Shershow. Taylor & Francis, 2001 (Accents on Shakespeare) (Aust. release 2002)
 ISBN 0415202345 [822.3]

A collection of writings that arise from the new mode of critiquing literature, this publication considers a number of Shakespeare's works from a Marxist perspective. Focusing on the social and historical context in which the texts were composed, and reconsidering them in subsequent contexts, leads to various readings of Shakespeare's writings. Clearly academic in its content and expression, this book integrates the work of a range of contemporary cultural theorists including Fredric Jameson, Pierre Bourdieu and Jacques Derrida. Offering another framework through which to reinterpret the Bard, this is a stimulating and challenging book for talented students of English. C. Sly

USER LEVEL: Stage 6 Professional
KLA: English
SYLLABUS: English Stage 6: *Advanced*
 Paper \$59.00 SCIS 1107729

Shakespeare and appropriation

/ edited by Christy Desmet & Robert Sawyer. Routledge, 2001 (Accents on Shakespeare) (Aust. release 2002)
 ISBN 0415207266 [822.3]

Over the centuries, appropriation of Shakespeare's works has been undertaken for various reasons, from a need to institutionalise the Bard to simple acts of revision in order to make meaning in different cultural and historical contexts. This publication foregrounds such appropriations, calling on a range of examples from Tom Stoppard's *Rosencrantz & Guildenstern are dead*, and Jane Smiley's *A thousand acres*, to Walt Disney's *The little mermaid* and *The lion king*. It analyses the ongoing fascination with Shakespearean texts and the need to engage their cultural afterlife. A sound academic reference, this has a good deal to offer teachers and ardent senior English students. C. Sly

USER LEVEL: Stage 6 Professional

KLA: English
SYLLABUS: English Stage 6: *Advanced*
 Paper \$53.00 SCIS 1110612

SHAKESPEARE, William

King Lear [videorecording]

/ directed by Brian Blessed. Cromwell, 1998, (183 min)
 ISBN none [822.3]

Conservatively filmed, using a simple set, this version of *King Lear* competently depicts the often studied tragedy. Extensive use of fire as lighting and motif accentuates the shadowy world of King Lear in this pagan setting. An animated Lear dominates in a wildly hirsute, shuffling portrayal, covering the full emotional range from tantrum through calmness to despair. Regan, cold and smarmy and Goneril, cold and cranky, are well cast to offset the ever soft Cordelia. On the heath, Lear's storm scene is beautifully and subtly filmed, while his meeting with the blinded Gloucester at the sea's edge, is emotionally charged and quite moving. The film's strength is Brian Blessed as Lear, and its straightforward theatrical interpretation of the play. This provides another interpretation of this Shakespearean play for Stage 6 English students. C. Thomas



USER LEVEL: Stage 6
KLA: English
SYLLABUS: English Stage 6: *Advanced*
 \$55.00 SCIS 1093427

WERNER, Sarah

Shakespeare and the feminist performance: ideology on stage

Routledge, 2001 (Accents on Shakespeare) (Aust. release 2002)
 ISBN 0415227305 [822.3]

Over the centuries the texts of Shakespearean plays have been interpreted in many different ways to accommodate the socio cultural contexts in which they have been performed. This book focuses on the Women's Group associated with the Royal Shakespeare Company. Since the early 1970s, female directors like Cicely Berry, Patsy Rodenburg, and Catherine Belsey have infused feminist ideologies into actor training and performances of Shakespearean plays. An informed, well researched study, this volume of the *Accents on Shakespeare* series conveys this significant perspective. Teachers and *Advanced* senior English and Drama students will find this an engaging, well documented study which is supported by detailed end notes and an extensive bibliography. C. Sly

USER LEVEL: Stage 6 Professional
KLA: Drama; English
SYLLABUS: Drama Stage 6; English Stage 6: *Advanced*
 Paper \$56.00 SCIS 1114771

MARWOOD, Lorraine

Redback mansion

Five Islands, 2002
 ISBN 0864187688 [A821]

Contemporary poems, written for young readers, often focus on humorous or grotesque events. In a refreshing change, this poetry collection contains a multitude of forms bridging the serious and the comical.

Topics range from oversized bikes to memorable back pages and decomposing bedrooms. Many of the poems are short but the mental images formed are sharp and indelible. Ideal for reading aloud, the poems can stimulate discussion about effective word combinations or the inherent power of words. In addition, a number of figurative devices including metaphor and simile can be highlighted. Undoubtedly, teachers will find this book a flexible classroom resource. H. Gardiner

USER LEVEL: Stage 2 Stage 3
KLA: English
SYLLABUS: English K-6
 Paper \$13.95 SCIS 1098296

WILLIAMSON, David

The Jack Manning trilogy: Face to face, A conversation, Charitable intent

Currency, 2002
 ISBN 0868196576 [A822]

The attempt to demonstrate the relevance of community conferencing in settings where the facts have already been dealt with by the judicial system, has produced emotionally charged theatre, reliant on conflict transformed into cooperation. The focus is not people so much as change: personal, social, and contextual. It is restitution not retribution. Whether of itself this generates wholesome conflict, or the writing of Williamson artfully dramatises the potential, this remains extremely interesting theatre with a recognisable core of truth for our time. The short duration and clear characterisation of each play make them particularly useful support material for the *Changing perspectives* focus of the Area of Study in the *English: Stage 6 syllabus*. W. Bowie



USER LEVEL: Stage 6
KLA: English
SYLLABUS: English Stage 6: *Standard; Advanced*
 Paper \$24.95 SCIS 1092491

ARDAGH, Philip

The archaeologist's handbook

Faber, 2002
 ISBN 0571206875 [930.1]

While Ardagh claims that "noone said that excavating had to be easy", his book does make easy and enjoyable reading about the processes of archaeology. The conversational tone and the simple diagrams, along with the clear and logical presentation, make this book very accessible to students studying the Ancient History Preliminary Course Part I, *Investigating the past: history, archaeology and science*. Each component in the preparation of, conducting, and evaluating a dig is explained and highlighted with technological advances such as photogrammetry and computer imaging. Brief case studies, including *The city of Troy* and *Pompeii*, could also provide introductions to the preliminary case study topics. This is a detailed, easy to understand, enjoyable book for both senior and junior enthusiasts of archaeology. B. Hull

USER LEVEL: Stage 6
KLA: HSIE
SYLLABUS: Ancient History Stage 6
 Paper \$14.95 SCIS 1101663

REID, Struan

The life and world of Cleopatra

Heinemann Library, 2002 (The life and world of)
 ISBN 0431147744 [932]

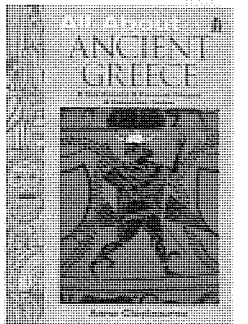
The clear layout and conversational tone of this simply written book describe more than the action packed life of Cleopatra VII. Reid touches on the issues of bias in historical records, the ongoing archaeological discoveries, and a brief evaluation of Cleopatra's rule. Further reading and web sites are included although the latter would have to be assessed in terms of curriculum relevance. While this is clearly a junior text that could be used as a very accessible reference for the History (Mandatory) Stage 4 topic *Ancient societies*, Stage 6 Ancient History students could find the illustrations ready archaeological source material for the *Personalities in their times: Cleopatra VII* option. B. Hull

USER LEVEL: Stage 4 Stage 6
KLA: HSIE
SYLLABUS: Ancient History Stage 6; History Stages 4-5
 \$33.00 SCIS 1099809

All about [series]

Hodder Children's, 2002

With its two page per topic format, this series offers a brief introduction or overview to each identified event. The minimal text is well supported by illustrations such as artefacts, photographs and letters, and contemporary written sources including letters and poems. These books could be useful resources to introduce source analysis work for students needing encouragement with reading within the History Stage 4 syllabus components of *Medieval societies and the early modern period*, and *Optional study: The modern world*. Covering a wide topic range, they could also be used as recreational reading material for Stage 3 students. B. Hull



USER LEVEL: Stage 4
KLA: HSIE
SYLLABUS: History Stages 4-5
 Paper \$16.95 each

Titles in this series include:

All about Ancient Greece SCIS 1098739
All about the First World War SCIS 1089904
All about the Great Plague SCIS 1089906
All about the Industrial Revolution SCIS 1098735
All about the Second World War SCIS 1089912

GIFFORD, Clive

World War I: true stories

Hodder Children's, 2002
 ISBN 0340804963 [940.3092]

While this collection of simply written biographies on individuals such as Edith Cavell and Roland Tuck have a dominant British representation, they do include international personalities from: Australia, Albert Jacka; America, J. F. Kennedy; and Germany, The Red Baron. A human perspective is offered from the charismatic Lawrence of Arabia, the combatants known as the Cockleshell heroes, to Von Stauffenberg, who attempted to assassinate Hitler. Each discrete short story is similarly structured with a brief

introduction, account and assessment, which could allow these stories to be incorporated into a whole class exercise. These books would have a limited application to the Stage 4 History syllabus, however, readers with a penchant for war stories could find them enjoyable. B. Hull

USER LEVEL: Stage 4
KLA: English; HSIE
SYLLABUS: English 7-10; History Stages 4-5
 Paper \$16.95 SCIS 1101672

Titles in this series include:
World War II: true stories SCIS 1101667

TICKNER, Neville W.

The bridge carpenter: memories of the 1st World War

University of Queensland Press, 2002
 ISBN 095807240X [940.4]

From the introductory definition of a bridge carpenter to the brief postscript, this first person narrative is a very personal account of war experiences. The selective vignettes of Edward Goodwin's service offer the reader sincere, matter of fact insights into the life of a soldier. The web sites cited in the footnotes would have to be assessed in terms of curriculum relevance. This book could have a variety of classroom applications. It could be a useful resource for the Stage 5 History topic, *Australia and World War I*, and background to the Modern History core study, *World War I and its aftermath 1914-1921*. B. Hull

USER LEVEL: Stage 4 Stage 5 Stage 6
KLA: HSIE
SYLLABUS: History Stages 4-5; Modern History Stage 6
 Paper \$11.00 SCIS 1099563

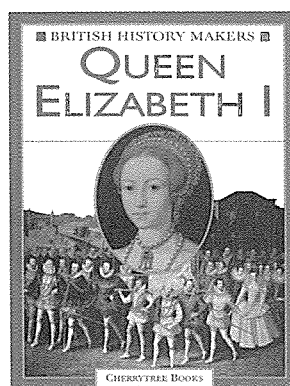
ASHWORTH, Leon

Queen Elizabeth I

Cherrytree, 2002 (British history makers)
 ISBN 1842340719 [942.05]

With its two page per topic format, this simply written book offers a surprisingly detailed biography of Elizabeth I, from her mother Anne Bolyn's position in the country, to her legacy. The lavish illustrations include portraits and the funeral procession. Quotations are accessible source materials that could be used in analysis or discussion work. The timelines of events give a global perspective and parallel Elizabeth's life. Also included are snippets of everyday life such as entertainment and fashion. This book would be a useful adjunct to the History (Elective) Stages 4-5 option *Medieval and early modern societies*. It could also be a simple introductory overview to the History Extension Stage 6 case study of *Elizabeth I and the Elizabethan age*. B. Hull

USER LEVEL: Stage 4 Stage 6
KLA: HSIE
SYLLABUS: History Stages 4-5; History Extension Stage 6
 \$33.00 SCIS 1091849



The changing face [series]
 Hodder Wayland, 2002

The nature of society, in countries such as China and Japan, is explored in this series. A contemporary insight into the influences and impacts of change and the challenges faced by each country and its people as they move into the twenty first century is provided. Each title begins with an historical overview and relevant key facts before examining the theme of social change in such areas as landscape and climate, natural resources and the environment, population, home life and work. Full colour photographs, illustrations and boxed interview style responses from citizens provide a focus for the impact of change on their lives. These books are relevant to the study of Stage 5 Geography, *Australia in its regional and global context*, and in the study of *Australia's neighbours*, the Geography elective. A. Fisher



USER LEVEL: Stage 4 Stage 5
KLA: HSIE
SYLLABUS: Geography Stages 4-5
 \$36.95 each

Titles in this series include:
The changing face of China SCIS 1092600
The changing face of Japan SCIS 1092616

Focus on Asia [series]
 Watts, 2002

This series features a collection of seven easy to read references on major countries in Asia, including: China; Japan; Korea; Malaysia; Philippines; Singapore; and Thailand. Each title examines the country in detail, under concise headings such as: **Government structure; Transport; Industry: primary and secondary; Religion and beliefs; and History and politics.** Information is presented succinctly using text, graphs, maps, photographs, and illustrations. A selection of web sites is also included to encourage and guide further research or exploration of a topic, though these sites would need to be assessed for their curriculum relevance. The books in this series could provide useful reference material for students making a comparative study of Australia and a country in the Asia-Pacific region. L. Singleton

USER LEVEL: Stage 3
KLA: HSIE
SYLLABUS: HSIE K-6
 Paper \$19.95 each

Titles in this series include:
Indonesia SCIS 1090268
Korea SCIS 1091651
Singapore SCIS 1091654
Thailand SCIS 1091655

GUILE, Melanie

Culture in [series]

Heinemann Library, 2002

Each book in this informative series introduces readers to definitions of culture and cultural identity specific to each country within the context of concepts such as multiculturalism, social identity, diversity, and ethnicity. Topics addressed vary, and



include: **Performing arts; Myths; and Traditions and customs.** Features of this series include detailed information on each country and full colour illustrations, including maps and photographs. Boxed text provides additional points of interest and bold print highlights relevant terminology contained in a comprehensive glossary. Ideally this series would provide case study relevance within the area of Stage 5 Geography, *Australia in its regional and global context*, namely the *Physical, cultural and economic diversity of the Asia Pacific region*. A. Fisher

USER LEVEL: Stage 4 Stage 5
KLA: HSIE
SYLLABUS: Geography Stages 4-5
 \$28.60 each

Titles in this series are:
Culture in Indonesia SCIS 1091507
Culture in Japan SCIS 1091508
Culture in New Zealand SCIS 1091509
Culture in Papua New Guinea SCIS 1091512

GANERI, Anita

Perishing poles

Scholastic Children's, 2002
 ISBN 0439997208 [998]

Race for the pole, The tip of the iceberg and Perishing polar people, plants and animals, and characteristics of climate, are just some of the many themes examined in this entertaining and informative look at the world's polar regions. Topics address contemporary issues of human impact and its effect on the environment and the future management of polar lands. Black and white presentation, and simple, easy to read format together with humorous cartoon style illustrations make this an ideal reference to support the study of Stage 4 Geography, *Global environments, Investigating the world and Managing global environments* or the *Environments* strand of the Stage 3 HSIE K-6 syllabus. This book provides an enjoyable, unique approach to addressing some very important global geographic issues. A. Fisher

USER LEVEL: Stage 3 Stage 4
KLA: HSIE
SYLLABUS: Geography Stages 4-5; HSIE K-6
 Paper \$9.95 SCIS 1089875

HOOPER, Meredith

Race to the Pole

Hodder Children's, 2002
 ISBN 0340785055 [998]

The race to be first to reach the South Pole was seen by many as the last great exploration adventure of the nineteenth century. This quest is vividly, realistically and sympathetically presented in this highly recommended history of British, Belgian, and Norwegian, attempts to reach the South Pole. It focuses on the expeditions of three great explorers: Shackleton; Scott; and Amundsen, whose backgrounds and methods are clearly described and differentiated, so that their successes or failures can be clearly understood by young readers. Strongly influenced by the author's own experiences in Antarctica, the book provides useful background for Stage 3 studies of Antarctica. Useful notes, photographs, a glossary, index and map enhance the readers' understanding. W. Smith

USER LEVEL: Stage 3 Stage 4
KLA: HSIE
SYLLABUS: Geography Stages 4-5; HSIE K-6
 Paper \$14.95 SCIS 1093894

Professional reading

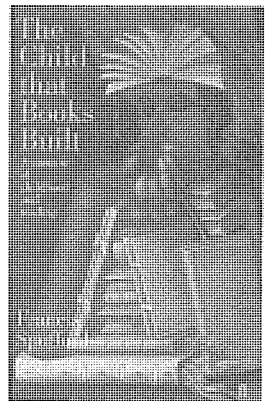
Resources are in Dewey order.

SPUFFORD, Francis

The child that books built

Faber, 2002
 ISBN 0571191320 [028.5]

A fascinating publication, this book traces the author's personal development from childhood to adulthood, noting the impact that various books have had upon shaping his identity. True bibliophiles will readily identify with his addiction to reading. Along with joyful recollections of childhood reading the writer exposes his own anxieties and philosophies in coming to an understanding of why he, from an early age, so readily took refuge in books. With its gentle humour, wit, and reference to many classics, from children's and adult literature, including cult books from the 1960s, it is sure to elicit a nostalgic response from many adult readers. Imaginatively conceived and thoughtfully constructed, this book is likely to be a memorable experience for readers and could be useful in supporting students undertaking *Extension 2 of the English: Stage 6 syllabus*. C. Sly



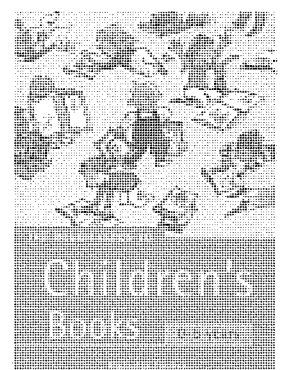
USER LEVEL: Professional
 \$32.00 SCIS 1101573

TUCKER, Nicholas

The rough guide to children's books [series]

Rough Guides, 2002 [028.5]

An overview of different types of text, specific and age appropriate genres, and graduated stages of child development, guide the author's recommendations in this pocket book series. A comprehensive range of authors include the classical writer A. A. Milne to more contemporary authors such as Eoin Colfer. Illustrated in sepia and grey tones, entries present publication details and a thorough review of each book. An overview of plot, mode of presentation or possible delivery, literary qualities, and audience appeal are succinctly provided. Although not exhaustive, they are easy to read and could make a useful tool for teachers or teacher-librarians when recommending books. E. Derouet



USER LEVEL: Professional
 Paper \$16.95 SCIS 1085468

resources

Titles in this series include:

The rough guide to children's books 0-5 years SCIS 1100645
The rough guide to children's books 5-11 years SCIS 1100642

Electricity and safety kit. Stage 3 [kit]

Energy Australia, 2002 [363.17]
 ISBN None
 ABSTRACT

Developed by Energy Australia in conjunction with the New South Wales Board of Studies, this kit expounds six key safety messages including an introduction to electricity and how it works. The free kit contains a teacher's resource booklet, video, poster and lesson plans, all of which are linked to identified outcomes from the English, PDHPE and Science and Technology syllabuses. The video clearly explains how electricity works, and uses real life situations to explain key safety issues. Exhaustive teacher notes accompany the blackline lesson plans. An Internet site reference is also included if further information is required. J. Eade

USER LEVEL: Professional SCIS 1094698

Blak Inside: 6 indigenous plays from Victoria

Currency, 2002 [A822]
 ISBN 0868196622

This collection of plays is one of the more important explorations and statements on contemporary Aboriginal identity. The mechanisms of theatre allow for a frankness and focus that is not present in other media. The plays are compelling, confronting and draining for both Aboriginal and non-Aboriginal viewers. John Harding's *Enuff* explores, with some twists, the old White Australian nightmare of what would happen if Aboriginal people took up arms. *I don't wanna play house* by Tammy Anderson, is a one woman show that explores the abusive exploitation of children. *Belonging* by Maryanne Sam, explores aspects of adolescent Aboriginal identity and cross cultural issues. Tracey Rigney's, *Casting doubts*, portrays Aboriginal identity in the context of a theatrical casting agency. As in normal life, the issues are complex. *Crow fire*, by Jadah Milroy, is about the impact of Aboriginal spirituality on Aboriginal and non-Aboriginal people in an urban setting. The Royal Commission into Aboriginal Deaths in Custody remains an open wound in Aboriginal society, for what it revealed, what it did not reveal, and for what it did not deliver. *Conversations with the dead* by Richard J Frankland, is not for the faint hearted. It is a gruelling, draining work about an Aboriginal man gathering evidence for the Royal Commission. This collection is highly recommended for raising the awareness of teachers. Teachers considering using this collection with students are advised that it contains strong language and should consult extensively with parents and community before using this material. B. Corr

USER LEVEL: Professional Paper \$24.95 SCIS 1092039

Do you have a great idea for a future Scan article?
 Please ring The Editor on 02 9886 7501 or email
 Sally.Rasaiah@det.nsw.edu.au

Who reviews?

Reviewers for *Scan* and the DET web site are selected from teachers and teacher-librarians across the state.

Reviewers for this issue were:

Ann Arnott, Ryde Primary
 Kristin Ashley, VA, Newcastle High
 Colleen Barlow, TAS, Erina High
 Aveen Beedles, teacher-librarian
 Bill Bowie, English, Dulwich High
 Sue Bremner, SCA, English K-6
 Michèle Busch, HT Welfare, Erskine Park High
 Nell Chaffey, Tamworth Primary
 Barry Corr, Aboriginal Consultant
 Robert Cox, PDHPE, Narara Valley High
 Lyn Crofts, Early Learning Coordinator, Bathurst State Office
 Francis Crum, Drama teacher
 Angela Cutcher, Visual Arts teacher
 Elizabeth Derouet, Lightning Ridge Central
 Chris Dorbis, Project Officer, International Civics & Citizenship
 Diana Doust, STLD, Lismore High
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 Simon Hughes, English/Drama, Goulburn High
 Bronwyn Hull, Goulburn High
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Book raps and raps

hosted on the New South Wales Department of Education and Training's web site feature collaborative planning and units of work written by teachers.

These raps support literacy, the integration of ICT (information and communication technologies), and achievement of syllabus outcomes. The reflection sheets available could be used or adapted to support evidence based practice, to provide feedback on the difference made to student learning gains for particular syllabus outcomes.

The raps and book raps are jointly managed and supported by teams from Professional Support and Curriculum Directorate, including the Library and Information Literacy team, e-Learning unit, and relevant Key Learning Area (KLA) teams.

Raps and book raps can be viewed at: www.schools.nsw.edu.au/schoollibraries/teaching/raps/

or go to **School libraries: empowering learning** at: www.schools.nsw.edu.au/schoollibraries (Click on **Teaching ideas** from this home page, and then select **Raps** or **Book raps** and then the rap of your choice). When visiting the site remember to hold down the **Shift** key and select **Refresh** or **Reload** from your browser to view the latest version of each web page.

Term 1, 2003

- **More human than human - Brave new world** and **Blade runner**. Stage 6 English **Advanced** (Comparative study of texts and context). Starts 17 February 2003; live to view support material and subscribe 29 January 2003
- **Papunya School book of country and history**. Stage 3 HSIE (shortlisted for CBCA Picture Book of the Year 2002; winner of Eve Pownall Information Book of the Year 2002) starts 24 February 2003; live to view support material and subscribe 17 February 2003
- **Only the heart**. Stage 6 English ESL (Area of study). Starts 24 February 2003; subscribe 3 February 2003.
- **Matthew Flinders: The ultimate voyage**. Stage 4 Science (*WebQuest* and rap)

Term 2, 2003

- **Peter Skrzynecki**. Stage 6 English *Standard* and *Advanced* (Focus: Changing perspective); Stage 6 English ESL (Area of study: Perspectives)
- **Wilfred Gordon McDonald Partridge**. (Mem Fox & Julie Vivas). Stage 1
- **Our diverse community**. Stage 2 HSIE.

Term 3, 2003

- **Book Week rap**. Stage to be advised.
- **To kill a mockingbird**. (Harper Lee). New Stage 5 English syllabus.



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