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WRITER

# portfolio

JAMES MADDEN

2023

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## James Madden

### Writing examples

As a marketer for an educational publisher, I have written short and long-form copy across many different mediums including:

- eDM campaigns
- Corporate news blog articles
- Media releases
- Product copy for print/online catalogue listings
- Intranet pages and articles
- Book blurbs
- Instructional help articles
- Social media posts

Please enjoy a brief look into some of my work.

Get in touch if you wish to learn more at [maddenjamesau@gmail.com](mailto:maddenjamesau@gmail.com)

Thanks,  
James



2021
2022



The full ceremony was livestreamed and recorded and can be viewed below:



## MEDIA RELEASE

### Saving VCE Australian History

Significant changes to VCE Australian History in Victoria, the only state to offer Australian History at a senior level, have reignited meaningful conversations (as recently reported by [The Age](#)) on teaching the history of the world's longest continuing culture and one of the world's oldest democracies.

The Victorian History teaching community are ready to embrace new ideas and reverse the dwindling enrolments in the study of our nation's history with a 'revolutionary' new Australian History VCE Study Design.

Currently, four out of five VCE History students study other societies at Year 12, **which would not occur in other democratic societies across the world**. But historians and history educators in Victoria are desperate to change that.

Emeritus Professor Richard Broome AM notes,

**"Australian history is clearly revolutionary in several ways.** The past is not one story, but many stories, interwoven and entangled. Our history is not dead and gone but alive with the past, and it is this history that we must know if we are truly to know ourselves."

Leading History teacher Ashley Keith Pratt says,

**"There is moral urgency and a real desire to teach Australian History better than we have in the past.** Internationally, changes in POC and Indigenous rights are spreading into Australian culture. Bruce Pascoe's work has resonated within the local community and teachers are looking at the study with fresh eyes. Educators have realised scholarship has evolved from where we were."

With these concerns at heart and in response to the new 2022 Study Design, Broome and Pratt are leading a team of experienced historians and practising teachers to publish a series of four new Australian History textbooks, exploring key themes in Australian history.

Professor Broome, President of the Royal Historical Society of Victoria and experienced former secondary teacher, is available for comment on the impetus for change and how teachers and students will benefit from a broader approach to our national history.

### Textbook resources for the new Study Design

*Analysing Australian History*, published by Cambridge University Press in late 2021, follows the VCE Study Design exactly, and has been reviewed by Indigenous scholars. Each textbook is driven by the use of historical sources, inviting students to examine a range of voices from our past, importantly including perspectives of Aboriginal and Torres Strait Islander peoples.

Dr Rosalie Triolo from Monash University, explains,



“This series, written by a team of Australia’s best historians and educators will foremost



**CAMBRIDGE**  
**UNIVERSITY PRESS**

inform, as well as inspire, teachers and students in secondary schools. But it will also support learning and teaching in primary and tertiary contexts and be a significant resource for GLAM and local history communities. Indeed, the series will support anyone who values knowing and sharing with others Australia’s many rich histories.”

A percentage of each sale will be donated to the Indigenous Reading Project. Learn more about their valuable work at <https://irp.org.au>.

*Analysing Australian History* will be available for purchase through booksellers or through the Cambridge University Press Education website: [www.cambridge.edu.au/education](http://www.cambridge.edu.au/education)

#### **Cambridge University Press Australia and New Zealand...**

is committed to the future of education in our region. We strive to publish exceptional resources that reflect specific syllabus requirements and broader curriculum developments, while incorporating educational change and technological innovation. Leading the way in educational publishing, we publish across a range of subject areas, including maths, sciences, business and commerce, information technology, health, physical education, food technology, the arts, history, geography and English.

**...developing resources for your changing educational environment**

#### **ENDS**

For any images, review copies or further information, please contact:  
James Madden  
Cambridge University Press  
(03) 8671 1428 [jmadden@cambridge.edu.au](mailto:jmadden@cambridge.edu.au)



SEARCH TAGS

Search

All news

POPULAR TAGS

competition

Checkpoints

victoria

hotmaths

sciences

mathematics

history

workshops

instagram

Queensland

ARCHIVE

2013

2014

2015

2016

2017

2018

2019

2020

NEWS

How an educational publisher addresses feedback

20 DECEMBER 2019

**Every so often the Australian Education Publishing department at Cambridge University Press receives feedback on the textbook resources that we publish. Feedback can relate to questions, solutions, activities and more.**

We value the feedback that we receive and treat it very seriously. Where appropriate, we correct errors and issues that may have arisen during the production process. These corrections are promptly updated in our digital textbooks and amended for future reprints. Corrections are also accompanied by errata messages on our digital delivery platform Cambridge GO for transparency.

Supporting our customers through continually improved content, experiences and care is one of the major tenets of the Press' vision to unlock people's potential. Every day we talk to teachers about the resources and services that would make a difference to them. These conversations, along with research from leading thinkers around the world, help shape everything we do.

We are committed to the future of education in Australia and strive to publish exceptional resources that reflect the needs of today's users. Language used in textbook resources can sometimes strike a chord with the teaching and learning community. When we receive feedback from our customers, we listen, evaluate and ensure that we make changes to cater for the diversity of students who undertake each course, in order to prepare every student for success in their current and future studies.

If you have any content or editorial feedback that you would like to discuss, please contact [enquiries@cambridge.edu.au](mailto:enquiries@cambridge.edu.au).



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NEWS

Celebrating 50 years of publishing in Australia

06 DECEMBER 2019

Cambridge University Press held an official celebration to mark 50 years of publishing for the Press on the red continent.



To mark this major milestone, the Cambridge University Press Board visited the Melbourne office where they spent time meeting colleagues across every department.

On Tuesday, 26 November, colleagues, major distributors, key authors and industry figures met at The Albion Rooftop in South Melbourne to officially mark the anniversary.

Executive Director for the Australia office, Mark O'Neil opened the event: 'I'd like to begin by acknowledging the Kulin nation, the Traditional Owners of the land on which we are gathered today. I pay my respects to their Elders, past, present and emerging.'

Peter Phillips reflected on the rich history of Cambridge Australia, starting with our first books sales in the 1890s, through the purchase of Georgian House publishing which established us fifty years ago to our current scale and breadth. 'None of these successes would have been possible without our colleagues, past and present, our expert authors and our industry partners.' He thanked everyone – colleagues, authors, customers and business partners - for fifty years of terrific achievement for Cambridge in Australia and looked forward to a future of further growth and success.

Michael Evans, who has been our key author for schools mathematics over the last quarter century, told the story of how our offerings have grown steadily, culminating in the Press becoming Australia's top maths publisher by some margin.

History

The Press officially established our Australian office on 1 July, 1969. But the company's history of doing business in the country began as early as 1892 when John Inglis Lothian, a bookkeeper based in Melbourne, was appointed as agent. His son, Thomas Carlyle Lothian, also entered the business and eventually took over in 1910. A number of agents succeeded Lothian until the Melbourne based publisher, Georgian House, was appointed.

The Press was the largest publisher amongst those represented by Georgian House. Driven by the expanding size of the market and the necessity to develop locally-led publishing, the Press decided to acquire Georgian House in 1969.

Georgian House's then chairman, Brian Harris, became the first Manager of Cambridge Australia. He was succeeded by his brother, Kim Harris, who was at the celebration and whose experience here went back to the origins of the office 50 years ago. In 1998, Sandra McComb was appointed Executive Director. Sandra oversaw the acquisition of a number of local school publishing lists, paving the way for the flourishing of the local Education business. Mark O'Neil succeeded Sandra upon her retirement in 2007.

Mark has led on the digital development of the Press's Education business in the country and the subsequent tripling of turnover. The Australian office has also developed an expanding and reputable Higher-Ed list.





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# **SOCIETY AND CULTURE**

## **STAGE 6**

Empowering students to understand  
the world around them

Kendra Bruseker  
Louise Dark  
Allie Emo  
Elizabeth Howard

**STUDENTS:**

- **Learning activities** deepen and extend knowledge, develop understanding and provide robust exam preparation.

- Detailed explanations and scaffolding of qualitative and quantitative **research methods and skills** guide and encourage students to apply their skills and conduct research.

**Activity 1.2**

The infographic below, "What happens in an internet minute" was created by Lori Lewis and Chad Callahan in 2016 and has been updated each year.

**Figure 1.2 Title**

1. Write a topic sentence for this infographic.

2. Answer the most updated version of this infographic and compare this to earlier infographics to identify continuity and change that have occurred.

**Practical note:** This infographic might take 10–15 min to read.

- **End-of-section Review questions** enable students to check their recall and understanding, and are a great revision tool prior to assessments and the final exam.

**Primary and secondary research**

**Primary research**

**Design the research**

1. Define the research objectives and research questions.
2. Identify the target population and sampling method.
3. Choose the research design and data collection method.
4. Develop the research instrument (questionnaire, interview schedule, etc.).
5. Obtain ethical approval and permissions.

**Conduct the research**

1. Recruit and select the sample.
2. Administer the research instrument.
3. Collect and record the data.
4. Monitor the progress and quality of the research.
5. Complete the data collection and return the instruments.

**Secondary research**

**Design the research**

1. Define the research objectives and research questions.
2. Identify the relevant sources of secondary data.
3. Choose the research design and data collection method.
4. Develop the research instrument (questionnaire, interview schedule, etc.).
5. Obtain ethical approval and permissions.

**Conduct the research**

1. Search for and select the relevant sources of secondary data.
2. Access and retrieve the data.
3. Evaluate the quality and reliability of the data.
4. Organize and analyze the data.
5. Complete the data collection and return the instruments.

**Evaluate the research**

**Present the research**

- End-of-chapter **HSC-style multiple-choice, short answer and extended response questions** allow students to develop the skills needed to excel at HSC level and ensure they will be fully prepared for success in their final exam.

## Strengths and weaknesses


There are advantages and challenges to any research of quantitative and qualitative research and their corresponding research methods. For example, quantitative research will usually allow data to be collected in a rapid and efficient manner. However, it may not be able to capture the meaning behind the numbers that provides a stronger interpretation of the opinions of the people that are the focus. Despite this, however, qualitative research will offer a deeper insight into the responses that are not always captured due to its knowledge and understanding of particular topics. This allows the researcher to explore a depth of insight into the responses that is not possible when applying quantitative research. The paper by the Society and Culture Change in India (2015), the literature of quantitative research could not describe the extent to which it was able to examine the strengths and weaknesses of research.


## 3 Persons and Interactions

**Figure 1** Example of a literature-based research on the position and paper in the literature. The table below compares qualitative and quantitative research.

Qualitative research	Quantitative research
<ul style="list-style-type: none"> <li>• open-ended questions</li> <li>• unstructured questions</li> <li>• unstructured responses</li> </ul>	<ul style="list-style-type: none"> <li>• closed-ended questions</li> <li>• structured questions</li> <li>• structured responses</li> </ul>

**Figure 2** The model of cultural beliefs is shaped by the interaction between cultural beliefs and social structures. The model shows how culture and social structures interact.







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1

End of chapter

MCQ-type questions

Multiple choice

1 Which of the following best represents an understanding of the concept

- a. Ways of thinking and behaving
- b. A network of relationships between biology and biology
- c. Personal experiences and influences over other individuals and groups
- d. Patterns and organizations within and between individuals and systems

2 A scientific approach to science is a part of general culture that science itself

- a. represents, and can be seen as the following concepts?
- b. Interaction and conflict theory
- c. Interaction, power and society
- d. Individually, culture and environment
- e. Cosmopolitan, environmental and technology

3 A developmental of culture can be seen as

- a. Development of different culture over time
- b. Development of culture and increasing level of culture
- c. Interaction of culture and the knowledge for production
- d. When aspects of a culture are presented in a form for general

4 Which of the following combinations of research methods could be used

- a. Interview, observation and direct elicited questionnaires
- b. Case study, open ended questionnaires and natural observation
- c. Content analysis, personal interviews and structural interview
- d. Focusgroup, participant observation and personal interview

5 Which of the following action researchers is best at understanding their role

- a. Acknowledging of resources over throughout the research process
- b. Including and helping a range of users during the research process
- c. Assuming responsibility and giving prominence from research participants
- d. Involving participants with understanding the group before research aims and focus question

Short answer

- 1 Give a brief example of an interaction between the fundamental concepts of Society and culture
- 2 Why do you think attitudes of 'Science' and 'Culture' has a difficult to distinguish between and understand? Provide 3 examples that you would use as an example
- 3 Order 7-10 examples that highlight the development of your case studies from biology during your study of biology
- 4 Explain the role of communication in interaction between the society, nature and science fields of society
- 5 Identify and briefly describe 3-4 changes in biology structure in contemporary American society
- 6 Identify and briefly describe 3-4 changes in biology structure of groups as a social construct in contemporary American society
- 7 Using examples, distinguish between quantitative and qualitative research methods
- 8 You have been asked to investigate the influence of nature has a social issue in your class. Refer the steps within the process of research to see identify how you would design a study to understand this research

Extended response

1. Analyze cultural diversity and communication between your own experience in biology and science and the human community. You may use your own research or research of others to support your analysis. Write a 1-2 page paper on this topic. Include a title, introduction, body, and conclusion.

- a. cultural diversity (ethnic, linguistic, religious)
- b. gender roles
- c. power and authority
- d. family life
- e. religious/spiritual opportunities
- f. social structure
- g. difference of technology
- h. education
- i. conflict and cooperation
- j. role of society

There are 10 questions in this section. You have 10 minutes to complete this section.



## A dedicated PIP chapter

The dedicated chapter on the Personal Interest Project (PIP) provides samples of high-quality student work to guide all HSC students to success. Complete with tools to assist in preparation and writing, frequently asked questions and an interview with a high-achieving student, this chapter thoroughly supports students through their year-long project.

## Interesting, relevant and meaningful Focus Studies

Each topic chapter concludes with an in-depth Focus Study, carefully chosen to engage students and provide greater insight into the topic. Focus Studies include social media (Popular Culture), asylum seekers (Social Inclusion and Exclusion) and survivalists (Social Conformity and Nonconformity).



## Capturing student interest

Each chapter also includes smaller illustrative case studies to capture student interest and enhance their understanding of the interactions between persons, societies, cultures, environments and time. These smaller case studies range from Japanese Kawaii culture (Personal and Social Identity), Queen Elizabeth II's 'brooch warfare' (Intercultural Communication) and the Black Lives Matter movement (Social and Cultural Continuity and Change).



## Reliable and regularly updated content

Biennial digital updates will ensure the content stays current, helping students keep in step with a constantly changing and increasingly global environment. Updated content will be added to the Interactive Textbook and will be available to current users at no additional cost. A complete list of updates will be made available as a downloadable document on Cambridge GO.

## Digital features

# PERSONAL INTEREST PROJECT

## Dedicated PIP chapter

### Chapter 4

#### PERSONAL INTEREST PROJECT

This focus of this chapter is to provide a functional breakdown of the Personal Interest Project (PIP). The Personal Interest Project is a mandatory component of the HSC course, and requires you to research a social issue that can combine both personal experience and public knowledge. The area of research that you choose needs to be linked to the Society and Culture syllabus, and must be something in which you have a sustained interest and can obtain both primary and secondary research. This project is externally marked, and it is worth 40% of your external HSC mark. It requires significant time and dedication, both in the classroom and outside of it, and is integrated across the whole HSC course. Drawing together your interests, research skills and experiences.

This chapter addresses the following outcomes from the syllabus: HA, HB, HC, HD, HE, HF, HG, HH, HI, IJ. Refer to pages 12–14 and 22 of the Society and Culture Stage 6 Syllabus (2013), available on the NESA website.

#### 4.1 What is the Personal Interest Project?

The Personal Interest Project (PIP) requires you select a suitable topic which is directly related to the Society and Culture course. This can be derived from any of the depth studies:

- Belief Systems and Ideologies
- Social Conformity and Non-Conformity
- Popular Culture
- Social Inclusion and Exclusion.

The Nature of Social and Cultural Continuity and Change will also be addressed through components of the major work. This project will require you to develop and apply appropriate research methods according to the requirements of the course. There is no set number of research methods that need to be included. However, you need to ensure that you have appropriate qualitative and quantitative primary research and secondary research to support your findings. It is important to note that the PIP is marked on only what is presented, and is assessed against publicly available criteria. The topic you select for the Personal Interest Project needs to be original in nature, and must be something that will keep your interest across the entirety of the course. At the end of the process, your class teacher and Principal (or equivalent) will need to certify your project. This will involve you signing a document along the lines of:

I declare that

- The planning, development, content and presentation of this project is my own work, except for the limited material, if any, drawn from acknowledged sources.
- I have not copied another person's work.
- I have not submitted this work, in any part, for any HSC examination or assessment task in any other course.
- I have not worked on it after 30th June on the completion/hand-in date.
- I have read and discussed with my parent/guardian the Higher School Certificate Rules and Procedures, including those on plagiarism and malpractice.
- I understand that if this declaration contains any false information I might not be eligible to receive my Higher School Certificate results, or may incur a penalty.

NESA Education Awards Authority, Certification of project, submitted work and performance

Once you have established a topic and applied your research methods, you are required to submit a completed project containing all of the required components of the project.

These include:

- Title page
- Contents page
- Introduction (200 words)
- Log (500 words)
- Central material (2500–4000 words)
- Conclusion (500 words)
- Annotated resource list

PERSONAL INTEREST PROJECT 101

## Example research proposal

## Exemplar student examples throughout

## Interview with past student who obtained a High Destination PIP

Suggested timetable for planning and drafting the Personal Interest Project		
Week	Term	Action
1	Term 1	Obtain teacher feedback and ensure that the research teacher links to the Society and Culture syllabus
2	Term 1	Obtain teacher feedback and ensure that the research teacher links to the Society and Culture syllabus
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## Suggested timetable

#### Frequently asked questions about the PIP

**1 Can I go over or under the word limit?**  
There is generally significant stress induced from the word count of the PIP, with reference to going over and under the word count. For this, it is important to remember that an aspect of the criteria states that you need to 'demonstrate thorough and sustained synthesis of relevant ideas, issues and information relating personal experience and public knowledge'. This aspect of the criteria is very difficult to complete without adhering to the set word count. Although some tasks may have a rule of 10% over or under, this does not apply to the PIP. Therefore, the word count of the PIP should be followed as closely as possible.

#### 2 Does my PIP have to have pictures and tables?

The marking criteria state that it is a requirement to present a clear, coherent and well-structured Personal Interest Project that demonstrates highly effective communication, incorporating accurate and appropriate language and where applicable, photographs, tables and diagrams.

Therefore, in order to access the top mark range, it is suggested that tables and diagrams are included throughout the central material of the work. This may even involve converting information from a Google Form into a pie or bar graph as a way to communicate information in a different manner.

## FAQs

#### Helpful words and phrases to synthesise your data

Although this is evident,	Then again
In comparison/contrast to this	Conversely
In spite of this	Otherwise
Nevertheless	This is contradicting
Evidently	Undoubtedly
It is obvious that	It is possible then
Consequently	This culminated in
This led to	This transformed
Transpiring from this	This symbolises
This encompasses	Exemplified

## Helpful tools for preparation and writing



## A NEW LEVEL OF DIGITAL SUPPORT FOR STUDENTS

# THE INTERACTIVE TEXTBOOK

### POWERED BY CAMBRIDGE EDJIN

The online version of the student text delivers a host of interactive features to enhance the teaching and learning experience, and when connected to a class teacher account offers a powerful Learning Management System.

#### Interactive features

**Videos** introduce the course, and each Year 12 topic, and extend student knowledge. Instant access is also available from the print book, via a QR code in the margin.

**Auto-marked quizzes** at the end of each chapter section allow students to quickly check their recall of the content. Answers feed into the Learning Management System for reporting.

**Workspaces** for Review questions allow students to enter their answers directly into the Interactive Textbook. Students can then self-assess using a four-point scale, and use a red flag to alert their teacher if they had trouble with a question. The answers, self-assessment and red flags feed into the Learning Management System for reporting.

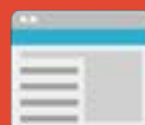
**Scorcher**, our timed, online competition, allows students to check their recall of key concepts and other content, while competing against each other and other schools.

**Roll-over key terms** provide immediate access to definitions (including NESA definitions).

**Bookmark folders** can be created by students with direct links to content they have marked.

**Downloadable Word versions** of all activities, media studies, case studies, review tasks and end-of-chapter materials.

**Access to the Offline Textbook**, a downloadable version of the student text with note-taking and bookmarking enabled.



**Interactive Textbook**



**Directed Tasks**



**Teacher feedback**



**Scorcher**



**Bookmarks**

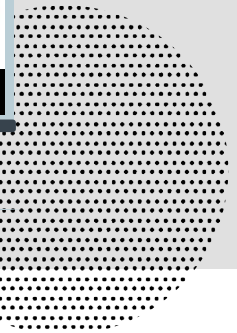


**More Resources**

The Interactive Textbook is available as a two-calendar-year subscription and is accessed online through Cambridge GO using a unique 16-character code supplied on purchase. It may be activated up to three times in non-concurrent years at no additional cost. The Interactive Textbook is provided with the printed text, or is available for purchase separately as a digital-only option.

[cambridge.edu.au/go](https://cambridge.edu.au/go)





## TEACHERS:

# SUPPORTING YOUR DELIVERY OF THE STAGE 6 COURSE

### Comprehensive coverage of the curriculum

*Cambridge Society and Culture Stage 6* comprehensively covers Preliminary and HSC core topics, and all HSC depth studies, with scaffolded activities to suit students of all learning abilities.

### Helping you support your students in their Personal Interest Projects

A dedicated chapter on the Personal Interest Project (PIP) illustrates the quality of work students will need to produce to succeed in Society and Culture Stage 6. Exemplar student examples are detailed throughout the chapter. An end-of-chapter FAQ section also helps to address the ambiguous aspects of the project.

### High-interest content closely aligned to the syllabus

The wide range of high-interest case studies, examples and in-depth contemporary focus studies will keep your students engaged while ensuring you meet all syllabus requirements.

### A powerful digital learning experience

Schools who adopt *Cambridge Society and Culture Stage 6* will receive complimentary access to the Online Teaching Suite which offers:

- engaging digital resources to provide today's students with carefully chosen digital content for independent learning and flipped classroom environments
- the tried and tested Cambridge Edjin Learning Management System (LMS), which combines task-management tools with a suite of individual student and whole-class reports. Teachers can also choose to view student responses and provide feedback.

Learn more over the page.

### Guided onboarding for teachers

Clear instructions and immediate access to How-to support resources allow teachers and students to take advantage of the full interactive and online experience from Day 1, Term 1.

Digital features





## A NEW LEVEL OF DIGITAL SUPPORT FOR TEACHERS

# THE ONLINE TEACHING SUITE

### POWERED BY CAMBRIDGE EDJIN

The Online Teaching Suite combines the Interactive Textbook powered by Cambridge Edjin and its rich digital content with a suite of supplementary resources and a powerful Learning Management System when linked to students using the Interactive Textbook in a class.

### Teacher support

The **Task Manager** can be used to direct students on a custom activity sequence based on their ability.

The Online Teaching Suite records student scores on quizzes, self-assessment scores and red flags raised by students in all end-of-chapter review questions. **Reports on individual and class progress** are available for download. Data from student Interactive Textbooks will directly feed to the Online Teaching Suite.

**Access to student Workspace entries** allows for efficient and time-saving monitoring of work and provides students with the opportunity to alert teachers to problems with specific questions. Teachers can choose to give students access to the suggested responses for the exercises online and also provide feedback to individuals on specific questions.

Access to **suggested responses for all activities** in the student textbook.

A **practice exam**, with suggested responses, saves teachers time in preparing their own materials.

Comprehensive, editable **teaching program** documents.

**PowerPoint files** for each chapter help teachers reduce class preparation time.



Task Manager



My classes



Reports



Teacher resources

The Online Teaching Suite is accessed online through Cambridge GO. Your Cambridge Education Resource Consultant will provide access to the Online Teaching Suite if your school has purchased or booklisted *Cambridge Society & Culture Stage 6*. The Online Teaching Suite is also available for purchase separately and can be activated using the unique 16-character code supplied on purchase.

[cambridge.edu.au/go](https://cambridge.edu.au/go)