

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, book blurbs, social media posts, corporate news blog articles, instructional help articles, media releases, and more.

Please enjoy a brief look into some of my work.

Get in touch if you wish to learn more at maddenjamesau@gmail.com

Thanks,
James

May, 2022.



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 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.”



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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

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.

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ENDS

For any images, review copies or further information, please contact:
James Madden
Cambridge University Press
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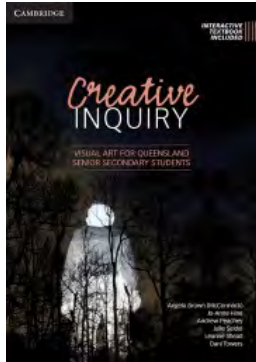


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SECONDARY

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Creative Inquiry: Visual Art for Queensland Senior Secondary Students (print and digital)



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Creative Inquiry: Visual Art for Queensland Senior Secondary Students

Price: AUD \$74.95

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AUTHOR(S):
Angela Brown (McCormack) / Jo-Anne Hine / Andrew Peachey / Julie Seidel / Leanne Shead / Dani Towers

REGION:
Queensland

LEVELS:
Year 11 / Year 12

SUBJECT AREA:
Arts

ISBN:
9781108461788

PUBLICATION DATE:
19/11/2018

This title includes the following components



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Creative Inquiry: Visual Art for Queensland Senior Secondary Students is a new print and digital resource package written explicitly for the new Visual Art syllabus by a highly experienced team of practising teachers and curriculum developers.

The perfect classroom resource for single-year or combined Year 11 and 12 classes, *Creative Inquiry* provides everything needed to comprehensively cover the syllabus and prepare students for success in their internal and external assessments.

Closely aligned with the new QLD senior Visual Art syllabus, *Creative Inquiry*:

- draws on the inquiry learning model and its four areas of study – developing, researching, reflecting and resolving – to explore the interconnectedness of making and responding to art and to develop a better understanding of how we communicate meaning as both artists and audience.
- unpacks the syllabus objectives in the introductory chapters, covering the terminology, techniques and requirements that students need to master from the syllabus.
- structures the remaining chapters around the four key unit concepts – *Art as lens*, *Art as code*, *Art as knowledge* and *Art as alternate* – and the relevant focuses, contexts and media areas that frame each unit.
- embraces the Reverse Chronology approach to investigate contemporary and historical arts practice, encouraging students to take the work of the contemporary artist as a starting point from which to explore the ideas, events, traditions and techniques that influence artists, styles and practices.
- explores local and international artists that are featured explicitly in the syllabus and provides detailed case studies of carefully selected key artists to demonstrate the diversity of 21st century art practices.

Comprehensive assessment support:

- encourages and stimulates students to fully engage with the concepts, techniques and materials they need to produce their own portfolios of work.
- provides ample opportunity for students to practise written responses in preparation for both their internal and external written assessments.

Hear more about the series from some of our authors:



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2018

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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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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.

Subject: Book launch invitation: Analysing Australian History

Date: Friday, 18 March 2022 at 8:03:36 am Australian Eastern Daylight Time

From: Cambridge University Press

To:

No images? View this email [online](#).



Dear James46,

**You are invited to the
Analysing Australian History book launch
(free event)**



Published in late 2021, *Analysing Australian History* is the first series of resources to cover all the requirements of the new VCE Australian History Study Design.

Led by Emeritus Professor Richard Broome, our expert author team of highly experienced teachers and historians draw on a wide range of compelling historical sources and activities to explore key themes in our past and captivate students with the various continuities and changes in Australian history.

Details:



Thurs 7 April
5:30pm - 7:00pm
Royal Historical Society of Victoria
239 A'Beckett St
Melbourne VIC 3000

Please RSVP to the Royal Historical Society of Victoria by 5pm, Monday 4 April.

RSVP

This event is being hosted by the Royal Historical Society of Victoria. Contact office@historyvictoria.org.au for any event-related queries.

Speakers:

Emeritus Professor Richard Broome AM, FAHA, FRHSV

President of the Royal Historical Society of Victoria, Emeritus Professor of History at La Trobe University, speaker to VCE students since 1974, co-editor, with Ashley Pratt, of *Analysing Australian History*, vols 1-4, Cambridge University Press, 2021

Dr Rosalie Triolo (launching the series)

FRHSV, Associate Professor of History Education at Monash University, Councillor and Past President of the History Teachers Association of Victoria.

Gerry Martin

Former Councillor of the History Teachers Association of Victoria and current Curriculum Manager, History and Civics Curriculum, Victorian Curriculum and Assessment Authority.

Mark O'Neil

Executive Director, Cambridge University Press & Assessment

Special performance by The Good Girl Song Project

About The Good Girl Song Project:

Songwriter and musician, Helen Begley and actor and singer, Penny Larkins established [The Good Girl Song Project](#) to produce original song cycles with theatrical elements and accompanying workshops that explore Australian women's history.

Parking:

Some street parking may be available, otherwise parking is available at:

The Queen Victoria Market carpark

Wilson carpark (191 A'Beckett Street)

Wilson carpark (380 LaTrobe Street)

Learn more about the series



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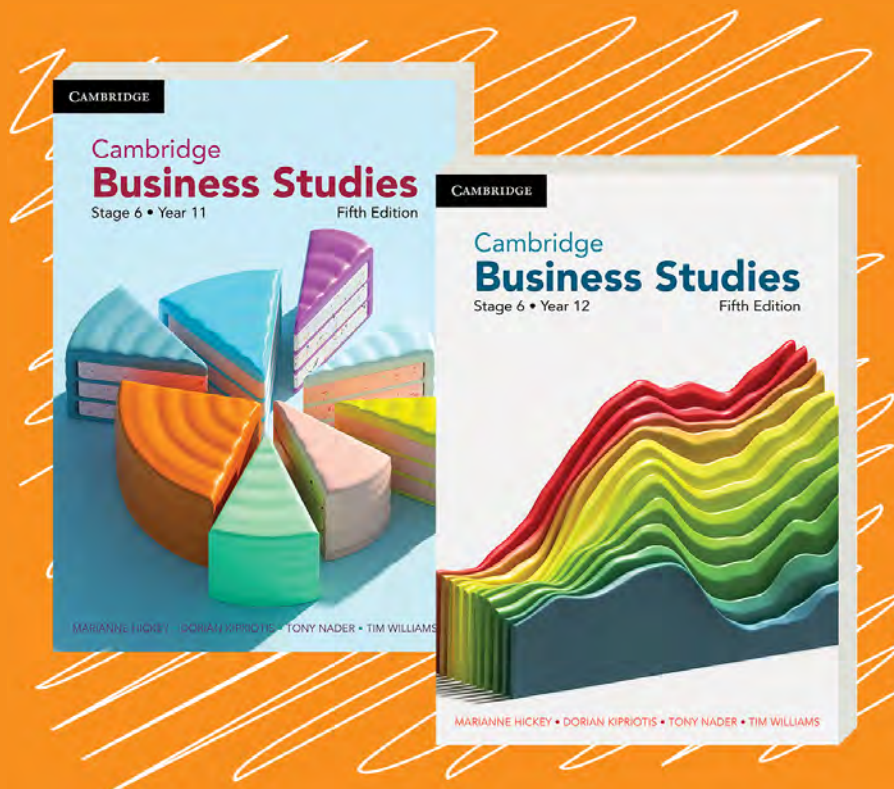
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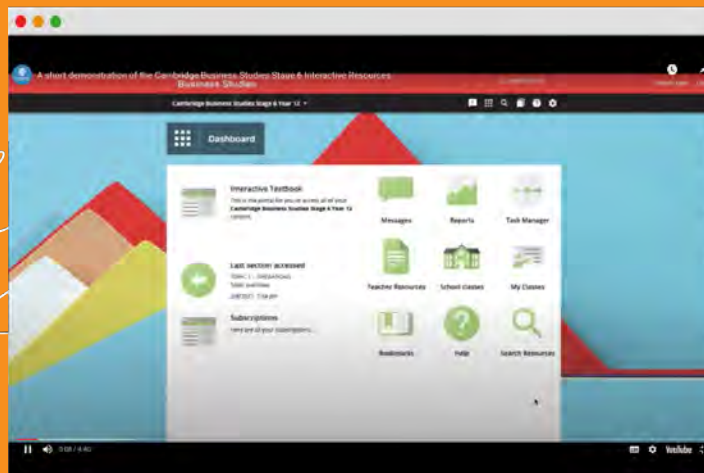
The **Virgin Australia** and **Dominos** case studies will continue to be available on Cambridge GO, with ongoing updates to financial data, providing alternative options for teachers.

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