<table>
<thead>
<tr>
<th><strong>Student Number:</strong></th>
<th>s1304567</th>
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</thead>
<tbody>
<tr>
<td><strong>Student Name:</strong></td>
<td>Erin Jones</td>
</tr>
<tr>
<td><strong>Lecturer's Name:</strong></td>
<td>Dr M. Smith</td>
</tr>
<tr>
<td><strong>Unit Code:</strong></td>
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<td><strong>Unit Name:</strong></td>
<td>Learning to write</td>
</tr>
<tr>
<td><strong>Assignment Title:</strong></td>
<td>Sample essay</td>
</tr>
<tr>
<td><strong>Due Date:</strong></td>
<td>23/9/13</td>
</tr>
<tr>
<td><strong>Date of Submission:</strong></td>
<td>22.9.13</td>
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<td><strong>Extension Details (if applicable):</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Word Length (excluding list of references):</strong></td>
<td>1500 words</td>
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**INTELLECTUAL PROPERTY STATEMENT**

By checking the box below I certify that this assignment is my own work and is free from plagiarism. I understand that the assignment may be checked for plagiarism by electronic or other means and may be transferred and stored in a database for the purposes of data-matching to help detect plagiarism. The assignment has not previously been submitted for assessment in any other unit or to any other institution. I have read and understood Avondale’s Academic Integrity Policy.

☑ Agree

| **Date:** | 22.9.13 |
### Insert the rubric your lecturer has supplied

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Not yet or partly competent</th>
<th>Competent</th>
<th>Highly competent</th>
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Marks deducted for lateness [10% per day]

Total mark for this assessment task

Lecturer:
Sample Essay:

Title is Centred Without Bolding

Is tren vilye calymn selmwe ro ve twqlof scampor toc ab zop retsop svhneta eef sdemnt oltem ghjek snter cvbn am troep fmngnj dfhme pramter vfrer nber covlrest fheop gertwqo sehnmnve heorthe wkeijrh jfr jkh.

Ig taf spob mesk scrad fouse.¹ Ripadal is tren vilye calymn selmwe ro ve twqlof scampor toc gatlew frcbne rox lopsder trwibme resvghor fr tmasfet he jkh kjhey, renebbr le vjey ereyk.² Crabncoep edpty blraw repec bgtecefer cdelok fment svhneta eef sdemnt oltem ghjek snter. Percentages of responses appear in Table 1, cvbn am troep fmngnj dfhme pramter vfrer nber covlrest fheop gertwqo sehnmnve heorthe³ zop retsop leqmte feot frotwibme resvghor fr tmasfet he jkh kjhey. Fope retsop ert ere fropel chrterq repvbto yerer fekd.⁴

Table 1. Overall responses (security to insecurity) to question types

<table>
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<tr>
<th>Question type</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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<tbody>
<tr>
<td>Matching</td>
<td>25.8</td>
<td>30.3</td>
<td>23.6</td>
<td>11.2</td>
<td>3.4</td>
<td>5.6</td>
</tr>
<tr>
<td>True/false</td>
<td>31.4</td>
<td>25.8</td>
<td>13.5</td>
<td>24.7</td>
<td>3.4</td>
<td>1.1</td>
</tr>
<tr>
<td>Fill-in-the-blank</td>
<td>2.2</td>
<td>10.1</td>
<td>22.5</td>
<td>13.5</td>
<td>27.0</td>
<td>24.6</td>
</tr>
<tr>
<td>Essay</td>
<td>6.8</td>
<td>13.5</td>
<td>7.9</td>
<td>10.1</td>
<td>12.5</td>
<td>49.4</td>
</tr>
</tbody>
</table>


Note: Hements medritzl chrterq repvbto de gatlew frcbne rox lopsder trwibme resvghor fr tmasfet refde.

Ig taf spob mesk scrad fouse ripadal. Is tren vilye calymn selmwe ro ve twqlof scampor toc ab De gatlew frcbne rox lopsder trwibme resvghor frervc.

¹ For a useful comparison, see also David Smith, *A National Framework for Improving the Health of Minors* (Canberra: Sage, 2012).


³ For further helpful discussion, see Nancy Morgan, James Reid, and Susie Fox, “Every Shoe Tells a Story,” *National Geographic* 210, no. 2 (2007): 75.

⁴ Ibid., 78.
Forrest and Phillips asserted, however, that “conditions can alter the whole family dynamics.”


Is tren vilye calymn selmwe ro ve twqlof scampor toc a zap retsop rox. Lopser trwibme resvghor for tmasfet crabnceop edpty brlaw repec.


Morgan, Reid, and Fox, 80.


**Level 1 Heading**


**Level 2 Heading**

Is tren vilYe calymn selmwe ro ve twqlof scampor toc ab zop retsop leqmtE feot frEpel chrterq repvbto de gatlew frcbne rox lopsder trwibme resvghor fr tmEsfet crabnceop edptY brlaw epec.

Cdelok fment svhnete eef sdmnt ov lopsder trwibme resvghor fr gertwqo sehmnve heorthe.\(^{14}\) Vfrer nber covlrest fheop gertwqo fment svhnete BgtecfE cdelok fment svhnete eef sdmnt oltem ghjek snter cvbn am troeptr fmgjr dfhme pramter.\(^{15}\) Vfrer nber covlrest fheop gertwqo sehmnve heorthe. nber covlrest fheop gertwqo fment svhnete eef sdmnt oltem ghjek snter cvbn am troep.\(^{16}\) Cvbn am troep repvbto de gatlew frcbne chrterq repvbto de gatlew frcbne rox lopsder trwibme.\(^{17}\)

Fment svhnete eef sdmnt oltem ghjek snter cvbn am troepr fmgjr dfhme cvbn am troep repvbto de gatlew frcbne likhe klj.\(^{18}\) OltEm ghjek snter cvbn am troep repvbto de gatlew frcbne.\(^{19}\)

---


\(^{18}\) Ibid., 28.

\(^{19}\) James and Johns, 56-58.
Level 3 Heading

Svhneta eef sdemnt oltem ghjek snter cvbn am troep fmgnjr dfhme pramter vfrer nber covirest theop (see fig. 1).²⁰ Pramter vfrer nber covirest. Bgtecf er cdelok fment svhneta eef sdemnt oltem ghjek snter cvbn am troep tr fmgnjr dfhme pramter. Vfrer nber covirest theop gertwqo sehmnve heorthe.


Level 1 Heading

Tren vilye calmyn selmwe ro ve twqlof scampor toc ab zop retsop leqmte feot fropel chrterq repvbto de gatlew frcbne rox lopsder trwibme resvghor fr tmasfe uer, ca crabnceop edpty brlaw epec.

Conclusion

Vilye calmyn selmwe ro ve twqlof scampor toc ab zop retsop leqmte hements medritl chrterq repvbto de gatlew frcbne rox lopsder trwibme resvghor fr tmasfet refde crabnceop edpty brlaw epec. Gatlew frcbne rox lopsder trwibme resvghor fr tmasfevc polewm edpty brlaw.

²⁰ Further excellent examples illustrating the principles of paradox may be found in Justin Evans et al., Parallels and Paradoxes (Chicago: Universal Press, 2009).
Appendix

Chterq repvbto de gatlew frcbne rox lopsder trwibme resvghor fr tmasfet refde crabnceop edpty brlaw epec. Gatlew frcbne rox lopsder trwibme resvghor fr tmasfevc polewm edpty brlaw.
### Reference List


**Annotated Bibliography**

If you are asked for an annotated bibliography, follow these rules.

If your annotation is a brief phrase, add it in brackets after the record:


[a brief summary of regulations]

If your annotation is a complete sentence use paragraph indentation:


This framework is important as it outlines the importance of health care for all minors.

**Note.** References in this essay are examples only and are not authentic. Material for this sample essay has been based on the Turabian style guide:

Footnotes

Use a font two sizes smaller than your essay. Indent the first line using the paragraph settings below:

Reference list

Use the same font as your essay. Use the settings below to format the list with a hanging indent and double space between entries.