

WRITING DEVELOPMENT

Making notes is a skilled task, develops over years, and everyone has their own variant! The exercises in this unit are a brief intro. The best way to learn this skill, however, is to do it; every page you study should be read with a pencil and notebook by your side. PS research has shown the hand-WRITING the notes 'fixes' the information in your brain better than typing or highlighting.

Gallipoli

7. Making Notes II – Abbreviations

On the right, you can see a list of common historians' abbreviations. As time goes on, you will change some and add your own, but go with these for the moment.

The [pdf notes](#) on the webpage on Gallipoli use many of these abbreviations.

1. Go through the pdf notes, identifying all the occasions they have used an abbreviation from the list. See how the notes have used it, comparing the notes to the full-out text on [the webpage](#). Notice how the notes also miss out unnecessary words or ideas (eg in para 1, "It was hoped that" becomes just "hoped").

2. Look at this note on the fifth 'Reason for the Campaign' – "Threaten Austria-Hungary":

- Serbia had defeated A-H (Aug 1914).
- ∴ Br hoped a Balkan attack → knock A-H out of war.

Transpose the note into a full sentence to write it out as you think it may have appeared on the webpage, then check your answer against the webpage.

3. Re-write the following paragraphs in note form, making as much use as possible of the abbreviations on the right:

"The Ottoman Empire/ Turkey was 'the weak man of Europe' in terminal decline. It had been driven out of the Balkans in 1912 and the British had easily defeated it in [what we now call Iraq] in 1914. The British expected an easy win which would take out Germany's ally."

"Two French and two British ships were hit by artillery fire or mines and sank, and HMS Inflexible (one of the only two modern ships the British had sent) hit a mine and was severely damaged."

Check your answers against the [pdf notes](#) on the webpage. You will notice that the second note omits altogether one point made in the sentence – suggest why.

3. Practise making abbreviated notes on relevant passages in your textbook.

4. Start making use of the abbreviations in your own note-taking.

eg	for example
ie	that is
esp.	especially
w.	with
w/o	without
vs	versus/ against
etc	and more
et al	and others
re	regarding/about
m	million (or miles)
bn	billion
km	kilometres
yrs	years
%	per cent
pa	per annum (each year)
&	and
↯	and (hand-written)
=	means
≠	does not mean
→	led to, resulted in
↑	increase/ rose
↓	decrease/ fell
↗	rising to
↘	falling to
<	smaller than
>	larger than
∴	therefore
∵	because
Ger	Germany
Br	Britain
Fr	France
A-H	Austria-Hungary
parl	parliament
govt	government

NOTE: when you start doing this, you may find it very difficult and time-consuming. PERSEVERE ... as you get better, it will save you loads of time.