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Introduction

The Australian Sports Commission’s (ASC) publications are important vehicles for providing information about our work – for our stakeholders and the community.

All publications we produce should be clear, consistent and concise. They should provide relevant information written for the right target audience and delivered in a format that best suits the needs of that audience.

This editorial guide provides information you need to ensure our publications are well regarded. The guide will help us have a consistent approach, structure information clearly and use plain English. It also flags common mistakes to watch out for.

The guidelines are based on the Australian Government’s Style manual and the Macquarie Dictionary.

Information on using plain English can be found at plainenglish.co.uk

**Top tip: Would I really say that?**

One of the most important questions you should ask after writing anything is: ‘Would I say the same thing?’

The answer for most people is no.

Most of us are good at talking; we are knowledgeable in our various areas of specialty and can hold the interest of others when talking about those specialties. The key is to take these verbal skills and apply them to writing.

Try reading aloud the first three paragraphs from any story in a major newspaper. You’ll find they make sense. The paragraphs are short, most sentences contain only one idea, there is no repetition and they are written in a conversational tone. There are no unnecessary words.

Keep this in mind when drafting your next publication.
The writing process

What does clear communication mean?

When we write we are constantly making decisions about which words to use, how much detail to include, what tone to use, whether to include statistics and so on.

Clear communication means:

• tailoring information and its structure to meet the intended audience’s needs and the communication medium

• following the principles of plain English and consistent conventions of spelling, punctuation and usage.

Before you start to write, ask yourself the following questions:

• Who are you writing for?

• How much do they want or need to know?

• What do you want them to know?

• What communication medium will best meet the audience’s needs?

Top tip: Who’s your audience?

It helps to always write with an audience in mind, whether you’re preparing a document to be read by only a few people or one that will be read by a diverse audience. Writing with a specific audience in mind can make a document easier to write and read.

Write so your target audience will understand your intention. If you have more than one audience, the general rule is to write for the audience with the lowest subject knowledge.

Think about the style of your writing. You will write one way for a brochure for young athletes and another way for a detailed sports science report. Similarly, writing for a website is different to a hard copy publication (see Top tip: Writing for the web).
How to structure a document

Good writing shows a logical progression of ideas. Content should be organised into categories that suit the material and give readers a clear overview. Some common types of organisational categories are:

- **sequential** – follows a logical progression, such as the steps in a process or chronological arrangement
- **hierarchical** – arranged, for example, in order of importance or from the broadest topic levels to the details
- **topic-based** – categorised, say, by type (such as sport, program or geography), cause and effect, comparisons or themes.

A clear design and structure is important for effective communication. Logical, consistent heading hierarchies and labelling systems will help readers understand the information.

Questions to ask when considering how to structure your document:

- Will the structure appear logical to readers and will they be able to find their way around the document easily?
- Is the information divided into suitably sized sections?
- Is the content easy to scan?
- Is there a good balance between short and long sentences? Is the writing clear, succinct and focused?
- Is the document repetitive? Can it be cut back without losing meaning?
Top tip: Writing for the web

Writing content for a website is different to print. Most online readers want to find out information quickly – they don’t want to wade through lots of text to get to what they need.

Remember, reading on the web isn’t as relaxing as reading a book – and we tend to read slower on the web too.

Here are a few things to keep in mind when you’re writing for the web:

• Make your point upfront – short and simple is best.
• Use dot points and subheadings so that text is easy to scan.
• Keep paragraphs tight – large chunks of text are intimidating!
• Insert hyperlinks.

When to contact a writer or editor

Sometimes we might need to contract a specialist to write our text. A professional writer can interview the content specialist and produce text in simple, non-technical language. Plain English will make it easier for everyone to understand the message.

Information about the role an editor plays and how to contract an editor is discussed on page 10.

Use plain English

Plain English is the policy of the Australian Government because it makes reading easy for people to understand. It also creates a friendlier relationship between the ASC and our stakeholders – in turn improving our corporate image and reputation.
The following techniques will help you communicate in plain English:

- Write short sentences – aim for fewer than 25 words.
- Use short words instead of multi-syllable words.
- Write in the active voice by putting the subject before the action (see *Top tip: Let’s get active*).
- Use first and second person pronouns (I, we, you).
- Delete unnecessary capital letters.

Be conscious of using too many words to express an idea. Adjectives are frequently overused. For example, ‘a targeted program of assistance’ or ‘a strong focus on grassroots development’. Ask yourself if these words are needed. If so, address that need in your text; if not, leave it out.

Below are some examples of what to use and what not to use.

<table>
<thead>
<tr>
<th>Do not use</th>
<th>Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>due to the fact that</td>
<td>because, as</td>
</tr>
<tr>
<td>have the capacity to</td>
<td>can</td>
</tr>
<tr>
<td>in the event that</td>
<td>if</td>
</tr>
<tr>
<td>we would be grateful</td>
<td>please</td>
</tr>
<tr>
<td>in order to</td>
<td>so that</td>
</tr>
<tr>
<td>in relation to</td>
<td>about</td>
</tr>
<tr>
<td>through the provision of</td>
<td>by providing</td>
</tr>
<tr>
<td>prior to</td>
<td>before</td>
</tr>
<tr>
<td>over/under $X</td>
<td>more/less than $X</td>
</tr>
<tr>
<td>over/under 100,000 people</td>
<td>more/fewer than 100,000 people</td>
</tr>
</tbody>
</table>

More information is available at plainenglish.co.uk
Avoid jargon

It is important to avoid using jargon when writing. It is language that is specific to a profession or group, and is often meaningless to others.

Jargon can have many forms; for example, acronyms such as PEP (Paralympic Education Program), unfamiliar phrases such as ‘capacity building’ or conventional words with special meanings such as ‘technical assistance’.

If you cannot avoid jargon, clearly explain it when you first use it or place it in an attached glossary.

Top tip: Let’s get active

Verbs have two voices: active and passive. We speak mostly in the active voice, but often write in the passive. Wherever possible, write in the active voice!

Remember, if the subject does the action, the verb is active. If the action is done to the subject, the verb is passive. For example:

Active: The coach was helping the athletes.

Passive: Athletes were helped by the coach.

Statements in the passive voice are often wordy and hard to understand because they can conceal the subject.

A common mistake to look out for is the ‘it is’ construction. For example, ‘It is recommended that the report be amended’. This sentence construction conceals both who is making the recommendation and who should amend the report.

The active voice, on the other hand, makes it clear who is doing what: ‘The committee recommends that the authors amend the report’.

Using tables, graphs, charts and statistics

Tables can make numerical information easier to understand – and therefore more powerful.

Good graphics focus attention, stimulate interest, save words and help communicate ideas. Graphics should be used to help the audience understand your meaning.
Usually a chart serves one of two purposes: it gives a specific example of a general point being developed in the text, or it summarises a body of information that is being commented on in the text.

Remember that tables, graphs, charts or any general statistics must be edited just like text. They take time and effort to present clearly. Keep them simple; the number of figures and symbols on a page should be kept to a minimum.

As a general rule, two or three significant figures are enough – don’t clutter text with too many numbers. Round figures up or down as often as possible.

**Accessibility**

Under Australian law, the ASC is required to make all online content (including PDF, Word and RTF files) accessible for people with disability.

Accessibility involves:

- ensuring all PDF, Word and RTF files have appropriate metadata (such as defining the language, subject and author)
- providing written descriptions for all images in the ALT text field (no images to be used as links)
- supplying subtitles and separate written transcripts for audio and video
- providing a HTML equivalent for Flash files.

Contact Online Services for further guidance on how to make your content accessible.
The editing process

You must include time for editing and approvals when planning your publication. Good editing is as important as good writing and is an essential step in producing a publication.

Editing ensures the:

- purpose of the document is clear
- structure is logical
- language and tone are appropriate for the audience
- key messages stand out
- information (including text, tables and graphs) is presented effectively
- conclusions or recommendations, if any, are clear.

There are three different stages of editing – a substantive (structural) edit, a copy edit and proofreading:

- **Substantive/structural editing** – this involves ensuring structure, content, language and style meet the needs of the reader. This may involve re-writing complex, bureaucratic or technical material so the meaning is clear to the intended audience.

- **Copy editing** – this involves editing for grammar, spelling and punctuation, and checking for consistency of style, presentation and facts through a document. A substantive edit is generally followed by a copy edit.

- **Proofreading** – this is essential at the end of the process when a document has been substantively and copy edited, designed and laid out, ensuring there are no errors in the final publication.

<table>
<thead>
<tr>
<th>Top tip: Keep track of it</th>
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</thead>
<tbody>
<tr>
<td>Proofreading work is essential and this should be done before it is submitted for approval. Simple errors in spelling or word usage can undermine the confidence people have in our work and professionalism. Errors can often creep in when accepting and rejecting tracked changes, so it is important to proofread the final version before sending it off.</td>
</tr>
</tbody>
</table>
**How many drafts?**

Important documents are usually edited two or three times to fix structural problems, inaccuracies and inconsistencies, and to correct grammar and spelling.

Always check your document and run it through a spell check (Australian English) but do not rely on spell check to pick up all mistakes. Apply the ASC’s corporate style for such matters as spelling, numbers, dates, abbreviations, italics and lists.

It is a good idea to give the document to another person to read and ask for their comments.

**When to contract an editor?**

Complex, sensitive and/or lengthy documents benefit from a professional edit. Before you begin writing contact the Communication section about options and timeframes.

While there are some internal resources available for editing tasks, this will depend on current workloads and substantial jobs may need to be outsourced.

A professional editor provides:

- experience editing documents into plain English
- a set of ‘fresh’ eyes to ensure consistency
- a polished document ready for final approval and graphic design.

It is important to allow at least three weeks for professional editing and an additional two weeks for checking the edits and obtaining approvals before your document is ready to go to design or be published on the website.
Section 1: The Australian Sports Commission

Reference to the Australian Sports Commission

Always spell out the name of the Australian Sports Commission in full at the first mention followed by the short form (ASC) in parentheses. In subsequent mentions, use the short form.

The Australian Sports Commission (ASC) is responsible for implementing ...

And subsequently use:

The ASC supports ...

To avoid repetition of the short form in one sentence, ‘Commission’ may be used.

The ASC increased funding on certain Commission-related programs ...

Never use:

the Sports Commission

Australian Sports Commission divisions and programs

The ASC comprises three major divisions.

Corporate Operations is a division of the Australian Sports Commission.

Teams within each group are referred to as ‘branches’ and ‘sections’, with sub-sections referred to as ‘units’.

The publishing unit of the Communication section ...

Note the lower case ‘u’ in ‘unit’ and ‘s’ in ‘section’.

Sub-sections within the Performance Preparation section of the AIS are referred to as ‘departments’.

The nutrition department of Performance Preparation.

Refer to the ASC intranet for a current organisational chart.
**Australia’s Winning Edge initiatives and terms**

As of March 2014, *Australia’s Winning Edge* initiatives/terms are:

*Australia’s Winning Edge 2012–2022*  
[after first mention, *Australia’s Winning Edge*]

AIS Centre for Performance Coaching and Leadership  
[after first mention, ‘the Centre’]

- Performance Coach program
- Performance Leaders program
- Podium Coach program
- Open program

AIS National Sporting Organisation (NSO)  
Competitive Innovation Fund [after first mention, ‘Competitive Innovation Fund’]

AIS Sports Draft

Centre of Excellence

Campaign Rio

Mandatory Sports Governance Principles

Research into Action Fund

Sports Science Sports Medicine (SSSM) Best Practice Principles

Sports Tally

**Australian Sports Commission buildings and locations**

As of March 2014, the ASC building/location names are:

- AIS Arena
- AIS Halls of Residence
- AIS Hub
- Aquatic Testing and Training Centre
- Archery Training Centre
- ASC Residences and Reception
- Australian Sports Commission Administration
- Basketball and Netball Centre
Central Chiller Plant
Childcare Centre
Corporate Services
Gymnastics Centre
Horticulture and Landscaping Services
Junior Residence
Logistics and Maintenance Complex
Merchandising
Multi-purpose Playing Fields
Multi-sport Facility
Outdoor Synthetic Field
Recovery and Swimming Centre
Rowing Complex
Soccer Fields
Spine Building
Sport Development and Education Centre
Sportex
Sport Training Facility
Sports Visitor Centre
SSSM Service Hub
Swimming Pool Centre
Tennis Courts
Track and Field Facility
Section 2: Inclusive language

Gender
Avoid the use of ‘his/her’, or ‘his or her’. Recasting entirely in the plural is preferred.

   Each athlete should listen to his/her coach. [wrong]
   Each athlete should listen to their coach. [correct]

Alternatively, the sentence could be rewritten using the first person (we/us) or second person (you/your) if appropriate. So the sentence:

   When arriving, the athlete must bring his/her own gear.

could be rewritten as:

   When you arrive you must bring your own gear.

Indigenous people of Australia
The preferred way to refer to Indigenous Australians is:

   Aboriginal and Torres Strait Islander peoples

The above should be used as the prime reference in official documents. Other acceptable terms are:

   Aboriginal person (singular noun)
   Aboriginal people(s) (plural noun)
   Aboriginal (adjective)
   Australian Aboriginals
   Torres Strait Islander (singular noun)
   Torres Strait Islander people (plural noun)
   Torres Strait Islander (adjective)

Do not use the term ‘Aborigine’.

Please contact the Sports Governance and Business Capability branch for further information or clarification.
Ethnic groups

Use the following term when referring generally to migrants whose mother tongue is a language other than English:

- culturally and linguistically diverse (CALD)

Do not use:

- ethnic Australians
- non-English speaking background (NESB)

Disabilities

Use the following terms, as they focus on the person rather than the disability:

- a person with disability
- people with disability
- an athlete with disability
- athletes with disability

Never use the terms:

- differently abled
- physically challenged

Please contact the Sports Governance and Business Capability branch for further information or clarification.
Section 3: Short forms

As a general rule, short forms (such as abbreviations, contractions and acronyms) are not used in ASC text. Exceptions are ASC and AIS (as of January 2014, use AIS even in the first instance).

If the text is targeted at a specific audience that will be familiar with a short form, use of that short form is acceptable if it is referred to extensively throughout the text (for example, use of ‘DEP’ in the Disability Education Program Presenter’s Kit).

Contractions (for example, ‘it’s’ and ‘they’re’) are not appropriate in formal writing for an external audience. They may however be used in material for the general public or for internal communication.

First mention

Spell out the name in full when first used and put the short form in parentheses immediately following. Then use the short form for all subsequent references.

The Australian Sports Commission (ASC) is working to ...

and subsequently:

The ASC provides support ...

Full stops

Do not abbreviate ‘for example’ or ‘that is’ in body text. Abbreviated versions may however be used in tables and figures. Retain full stops in abbreviated words.

e.g.
i.e.

Full stops are not necessary when using acronyms and contractions.

AIS
ASC
Mr
Dr
In headings

Do not use short forms in headings, subheadings or titles.

   The Australian Sports Commission and Olympic sports [heading]

   In the 1990s the ASC included ... [text]

Established short forms

Some short forms are so well known they have taken over as the main word used for an organisation or object (for example, RSPCA, QANTAS, AFL and ARL). In these cases it is superfluous to spell them out in full.

Plurals of short forms

Plurals of most short forms are formed by adding ‘s’ without an apostrophe.

   NSOs
   1990s

This does not apply if you are indicating possession.

   The ASC’s commitment to leading the sports sector ...

Note that the plural of AIS (AIS’) does not include an additional ‘s’.

Honours and titles following names

Do not insert a comma between the name and the honour/academic degree/title. Use a comma as a separator if there is more than one to list.

   John Baker PhD
   Stephen Crocker OAM, Weary Dunlop Award recipient

Do not use a person’s honours, awards and titles in narrative text.

States and territories

Spell out the names of Australian states and territories when used as nouns. Use the short form when the names are used as adjectives.

   He coached in South Australia. [noun]
   He coached the SA state team. [adjective]
The abbreviations are as follows:

New South Wales – NSW
Victoria – Vic
Queensland – Qld
Western Australia – WA
South Australia – SA
Tasmania – Tas
Australian Capital Territory – ACT
Northern Territory – NT

Months and days

In general usage, do not abbreviate months or days.

Wednesday 15 February 2014
Section 4: Capitalisation

The ASC preference is for minimal capitalisation. As a general rule, upper case is only used at the start of a sentence and for proper nouns.

First words

Capitalise the first word in a sentence and the first word of a quoted sentence or dialogue.

The coach screamed, ‘Run faster’.

Do not capitalise the first word of a sentence fragment.

The coach screamed that we ‘should run faster’.

Capitalise the first word of a complete sentence enclosed in parentheses, and place the full stop inside the parentheses.

The daily diet for competing athletes is explained in Table 1. (Athletes in off-season training should not follow these diets.)

Government

Capitalise the titles of specific governments and departments.

Australian Government
Victorian Government
Department of Prime Minister and Cabinet

Do not capitalise names when they are used in a generic sense.

Departments of various state and territory governments ...

The above rule applies when referring to ministers or parliamentary secretaries. Prime Minister, on the other hand, is always capitalised.

Job titles

Use capitals when job titles are written in conjunction with a name.

AIS Director Matt Favier says he is excited by the outcomes.
Do not use capitals for generic job titles or when a person is referred to by their office rather than their name.

A chief executive officer has responsibility for ...
He referred the matter to the deputy general manager at the ASC.

Organisations and clubs
Capitalise the full and formal name of all organisations and recognised parts of organisations.

Australian Sports Commission
Northern Territory Office of Sport and Recreation

Capitalise formal names of sporting clubs.

Hallett Cove Uniting Netball Club

Do not capitalise these names if they are used in the plural form or if they are preceded by an indefinite article.

Funding is offered by state and territory departments of sport and recreation ...
Members of the netball clubs attended ...
Representatives from a state department of sport and recreation ...

Sports
Do not capitalise the names of particular sports.

Several basketball players met ...
The netball tournament begins at ...

Do not capitalise the names of individual events.

100-metre hurdles
500-metre time trial

Sporting teams
Capitalise the formal names and nicknames of sporting teams, but do not italicise them or place them inside quotation marks.

The Matildas [not the Matildas or the ‘Matildas’]
Do not capitalise the following forms for youth teams:

under 17s
under-23 team

Note the use of the hyphen in ‘under-23’ when used as an adjective.

**Competitions and leagues**

Capitalise the names of recognised sporting competitions.

- Masters Games
- Commonwealth Games
- World Cup [FIFA]
- Nations Cup

World championships and [non-FIFA] world cups are not capitalised unless the full form of the competition name is used.

- World Indoor Archery Championships
- She has competed in four world championships in archery.
- He was added to the Australian squad for the final two world cups.

**Olympic and Paralympic Games**

Capitalise the following:

- Olympic Games [and Olympians]
- Paralympic Games [and Paralympians]
- the Games [when used alone in an Olympic context]
- Winter Games
- Olympic Park [and Village]

Do not capitalise:

- athletes’ village
- opening ceremony
- closing ceremony
Sports grounds and stadiums
Capitalise the names of sports grounds and stadiums, and their popular nicknames.

- Sydney Cricket Ground
- Canberra Stadium
- the Gabba

Sports awards and accreditation
Capitalise the formal or official names of awards and levels of accreditation.

- AIS Awards
- Coach of the Year
- Level 3 coach

Do not italicise them or place them inside quotation marks.
Do not use capitals for gold, silver or bronze medals.

- The Australian team won four gold medals.

Parts of a publication
Only capitalise in-text references to a chapter, section, part, appendix, table or figure when used with a numeral.

- Funding amounts are listed in Table 5.
- The table lists all funding amounts.
- See Chapter 7 for more information.

Do not capitalise ‘page’ when referred to in text; however, tables and footnotes are exceptions.

- Refer to page 23 for further details.

Use of the abbreviation ‘p.’ (no space between full stop and number) is acceptable in tables and footnotes.
Titles and headings

Use maximal capitalisation (that is, initial capital for all words other than articles, prepositions and conjunctions) for book, magazine and newspaper titles.

*Indigenous Athletes at the AIS*

*Pacific Sporting Needs Assessment*

*Canberra Times*

Use minimal capitalisation for all chapter, section, part, appendix, table and figure headings.

*Table 7  Characteristics of participants – sport and physical activities, Sydney, 2013*

Lower case is used for subtitles.

*Governing Sport: the role of the board*

Note the use of the colon (not a rule) preceding the subtitle.

Academic subjects or disciplines

Capitalise academic subjects or disciplines when referring to the course but not when referring to the subject alone.

*He achieved a distinction in Sports Science.*  
[referring to the specific course]

but:

*He studied sports science.*  [referring to the subject]
Section 5: Punctuation

The ASC preference is for minimal punctuation. Consistency and clarity are the golden rules.

Full stops (.)

Do not use full stops:

- in headings and subheadings
- after captions that are not complete sentences
- after dates or signatures
- in contractions, acronyms or initials of personal names.

Only use one space (not two) after a full stop.

Commas (,)

Do not use a comma unless it is necessary. Use a comma only to indicate a definite pause or where it is needed to clarify meaning by separating text.

Rules to note for commas include:

Lists

Do not use commas at the end of horizontally listed items unless one of the items includes another ‘and’.

The nutritionist suggested some porridge, half a grapefruit and a glass of orange juice. But he ordered toast, bacon and eggs, and a milkshake.

Do not use commas (or semicolons) at the end of dot points in vertical lists:

The nutritionist suggested the athlete consume:

- 200 grams of porridge
- half a grapefruit
- 500 millilitres of orange juice.

Note – see page 36 for instructions on lists.

Clause

Use two commas, or none at all, when inserting a clause in the middle of a sentence.

Always use a commas before and after ‘for example’ and ‘that is’.
**Punctuation marks**

Do not put commas after punctuation marks (?!), even when they are separated by quotation marks.

‘Is baseball an Olympic sport?’ he asked.

‘I couldn’t believe my eyes!’ she exclaimed.

**Semicolons ( ; )**

Semicolon use is in decline, however they still have their place.

Semicolons are used to break up long sentences; they mark a pause longer than a comma but shorter than a full stop. Shorter sentences eliminate the need for them.

Rules to note for semicolons include:

**Lists**

When an item in a run-on list contains commas within itself, separate the list items with semicolons to prevent ambiguity.

Papers to be delivered at the conference will cover: the inter-relationships among sports science, sports psychology and performance; the particular requirements for coaching junior athletes; and dealing with parents, teachers and officials.

Do not use semicolons to separate horizontally listed items.

The athletes come from a wide range of sports: archery, basketball, netball and swimming.

**Note** – see page 36 for instructions on lists.

**Colons ( : )**

Rules to note when using colons include:

**Summarise or emphasise**

Use a colon to summarise or emphasise the final element of a sentence.

The manager devoted her life to one concept: teamwork.

Do not capitalise the word following a colon.
**Subtitles**

Use a colon immediately preceding a subtitle.

*Governing Sport: the role of the board*

**Lists**

Use a colon to introduce lists within a sentence.

The coaching workshop will cover three critical areas: coaching adolescents, sports psychology and injury prevention.

Also use a colon to introduce vertical lists.

These might include:

- team selection policy
- staff development policy
- facilities maintenance policy.

*Note* – see page 36 for instructions on lists.

**Hyphens (-)**

Rules for hyphens differ according to the manual or dictionary being referred to. As such, it is impossible to have a simple ‘right or wrong’ list for this aspect of punctuation.

The following principles can be used as a broad guide; however, the main concern should be that hyphenation is consistently applied throughout a document.

In many cases you may need to refer to the *Macquarie Dictionary* for correct use. There is also a ‘preferred spelling and terminology’ list at the end of this guide.

Rules to note when using *hyphens* include:

**Compound nouns**

Compound nouns can usually be written one of three ways: as two words, one word or with a hyphen (the least common).

- *Ice hockey* is a popular winter sport.
- The trainer applied an *icebag* to the athlete's head.
- They enjoyed an *ice-cream* after the game.
To check the correct usage, you may need to look it up in the dictionary. If you can’t find the word, treat the noun as separate words.

**Compound adjectives**

Compound adjectives (two adjectives, a noun plus an adjective, or an adverb plus a verb or adjective) are hyphenated, regardless of whether they precede or follow the noun they modify.

- The *bitter-sweet* result was difficult to accept.
- The result was *bitter-sweet*.

The exception is for adverbial phrases such as ‘up-to-date’ or ‘face-to-face’.

- **Before noun**: She took home an up-to-date schedule.
- **After noun**: The schedule is up to date.

A hyphen is also not used if a compound adjective includes a comparative adverb or adjective.

- ... a *better* known runner.
- ... the *least* appreciated team member.
- ... the *more* advanced athletes.

**Compound adverbs**

Never use a hyphen if the first word of the compound is an adverb ending in ‘-ly’.

- a slowly-curving ball [wrong]
- a slowly curving ball [correct]

**Compound verbs**

Use a hyphen for compound verbs that consist of an adjective plus a noun or a noun plus a verb.

- He was given the *cold-shoulder* by his opponent.

If the compound consists of an adverb plus a verb, it usually appears as one word.

- The player *overreacted* to the umpire’s bad call.

Do not use a hyphen between phrasal verbs (verb plus an adverb or preposition) unless it is made into a noun.
Phrasal verb: You should continue to build-up your skills.

Noun: There was a build up of traffic on the way to the game.

Clarity
Use hyphens if an awkward combination of letters would result without the hyphen.

dé-emphasise
semi-invasive
more-ish

Prefixes
Generally the prefixes ‘self-’, ‘all-’, ‘ex-‘ and ‘non-’ are hyphenated.

ex-scholarship holder
self-esteem
non-resident

Prefixes that precede proper nouns, numbers or abbreviations are generally hyphenated.

anti-Australian
non-Olympic
post-1999 season
pre-ASC era

Use hyphens with prefixes that if unhyphenated would have a different meaning.

re-form
re-mark

Numbers and fractions
Hyphenate compounds containing numbers and fractions (whether expressed in words or figures).

two-stage plan
12-part series
a two-thirds majority
Hanging hyphens
Do not use hanging hyphens.

full- and part-time employees [wrong]
full and part-time employees [correct]

Titles
In titles where the style is to use initial capitals for all significant words (maximal capitalisation), do not capitalise the second part of a hyphenated compound.

Self-preservation Ideas for the Harassed Coach
Anti-infective Drug Treatments for Athletes
Going Overseas
Non-communicable Diseases in Developing Countries

Age
When referring to someone’s age as an adjective, hyphens are used.

The 17-year-old athlete.

No hyphen is used when the phase is positioned differently, such as after the noun.

The athlete is 17 years old.

A hyphen is used, however, when the phrase becomes a noun.

He is a typical 17-year-old.

Em and en rules

Em rules (—)
An em rule (Ctrl+Alt+Num-) is used to indicate a sudden break in a sentence.

The influence of two great athletes – Moneghetti and de Castella – could clearly be seen.

Note the use of a space either side of the rule.

No more than one pair of em rules should be used in a sentence.
En rules (—)

An unspaced en rule (<Ctrl+Num->) is used to indicate a span of numbers and dates, and to join two nouns of equivalent value.

- June–July
- player–manager
- Sydney–Hobart yacht race

Do not use an en rule as a substitute for ‘and’ or ‘to’ when used with ‘between’ and ‘from’.

- The period from 1968–72 [wrong]
- The period from 1968 to 1972 [correct]

Quotation marks (’’)

Be sparing with quotes. Direct quotes should be used when what the speaker says is insightful or surprising. At other times it is better to paraphrase.

Use smart quotation marks (‘’) not straight quotation marks (‘’).

Single quotation marks

Use single quotation marks to identify words actually spoken or quoted. Only use double quotation marks (“” within quoted matter.

- In her acceptance speech, Rose Byanyothername said that she was ‘thrilled beyond words and owed everything to her mentor “Gunna” for his unfailing patience.’

The only exception to the use of single quotation marks is in media releases, where the above rule is reversed.

Punctuation

Full stops should be placed inside quotation marks.

- ‘This is essential for the future of Australian sport.’
- As he puts it: ‘This is essential for the future of Australian sport.’

The exception to this rule is for partial quotes.

- The CEO described the changes as ‘essential for the future of Australian sport’.
The same rule applies for commas.

‘The team performed exceptionally well,’ he said.

The team’s performance was ‘lacklustre at best’, according to the coach.

Quoted text

If text written by someone else is quoted, then it must be enclosed in quotation marks or indented.

If the quoted text runs over more than one paragraph and is not indented, use an opening quotation mark at the beginning of each paragraph but do not use a closing quotation mark until the end of the last paragraph of quoted text.

An alternative style for a quotation longer than about 30 words is to block indent the text and set the type a point size smaller than the normal text. Quotation marks are not needed with block-indented text.

Tenses

Aim to use the active voice when writing articles or case studies.

If you are quoting someone, either give a date or use the present tense.

‘This is an important development for sport,’ says CEO Simon Hollingsworth.

or

‘This is an important development for sport,’ said CEO Simon Hollingsworth on Thursday.

Word meaning

If a word or term is used in a sense other than its normal one, place it in quotation marks. Also place deliberately misused words or newly coined phrases in quotation marks.

Who is going to ‘drive’ this project?

Punctuation

Place punctuation within quotation marks if the punctuation is part of the sentence.

‘When does practice start?’ asked the athlete.
Place punctuation outside quotation marks if the punctuation relates to the entire sentence.

Did the coach say ‘I can’t make Friday’s game’?

Apostrophes (’)

The apostrophe is often used incorrectly. Its principle use is to indicate possession.

Rules to note when using apostrophes include:

**Singular possession**

If the noun is singular, add an apostrophe followed by the letter ‘s’ (even if the noun itself ends in ‘s’).

I fell over the athlete’s shoes.

I fell over James’s shoes.

Note that singular words and names that end in ‘s’ use the normal possessive ending ’s.

**Joint and individual possession**

To indicate that two or more people have joint possession of something, add an apostrophe and an ‘s’ to the last noun.

Patrick and Matt’s race was over.

If the nouns have individual possession of something, add the apostrophe and ‘s’ to both nouns.

Patrick’s and Matt’s shoes were worn out.

**Adjectives**

Do not use apostrophes for adjectives.

coaches’ workbook [wrong (but correct if ‘coaches’ is used in possessive form)]

coaches workbook [correct]

**Short forms**

Do not use apostrophes for plural abbreviations, unless indicating possession.

Funding for NSOs has increased on last year.

The NSO’s funding has increased.

Note — see page 42 for instructions on numerical plurals.
**Units of time**

Use an apostrophe for units of time (for example, minute, hour, day, month, year) when used as singular possessives.

- an hour’s wait
- a day’s notice
- a week’s leave

Do not use an apostrophe for the plural possessive forms.

- a few hours delay
- in three days time
- four weeks holiday

**Ellipses (…)**

Use an ellipsis to indicate an omission of a word, phrase or paragraph from a quote.

> ‘There are several variations that can be used in circuit training … fixed load circuits, interval circuits and skill circuits.’

Note the use of a space before and after the ellipsis.

If an ellipsis is used at the end of a sentence, there is no need to insert a full stop.

**Forward slashes (/)**

A forward slash is used to show alternatives.

- Yes/no
- Male/female

Also use a forward slash as a substitute for ‘per’, ‘an’ or ‘a’ when units of measurement are abbreviated.

- 25km/h

Note the absence of a space before and after the forward slashes.

**Ampersands ( &)**

Do not use ampersands in ASC text unless it is part of an organisation’s title.
Brackets

Round brackets ( ) or parentheses enclose information that could be left out of the text without affecting clarity, but when included provides further explanation.

Use square brackets [ ] to denote comments inserted into quoted text by someone other than the author.

‘Beijing hosted the Olympic Games in 2004 [sic].’

Use square brackets within parentheses.

(This hypothesis was also explored by Martin et al. [2003].)

Capitalise the first word of a complete sentence enclosed in parentheses, and place the full stop inside the parentheses.

The daily diet for competing athletes is explained in Table 1. (Athletes in off-season training should not follow these diets.)
Section 6: Bold, italics and underline

Bold

Bold is used for:

- headings (chapter, article, table, figure, part, etc.)
- words or phrases being defined.

Italics

Italicised text is used for:

- foreign words (that is, words not included in the Macquarie Dictionary)
- words from Indigenous Australian languages
- acts of Parliament (bills, treaties and government programs are set in roman type)
- names of ships, aircraft, boats and other vehicles
- book, periodical and newspaper titles
- exhibition titles (for example, Sportex)
- film titles
- television and radio program titles
- CD-ROM titles
- citations of legal cases
- scientific names of plants and animals.

Punctuation marks should also be in italics if they ‘belong’ to the word(s) italicised.

Do you watch The Simpsons? [not italicised]
She was reading What’s Up Doc? [italicised]

Underline

Do not underline text.
Section 7: Lists

Structure
The structure of a list must be parallel (that is, each item in the list must have the same grammatical structure and follow the introductory word).

The first aid room should:
- be well lit and ventilated
- wheelchairs and stretchers need access
- close to the playing area [wrong]

The first aid room should be:
- well lit and ventilated
- accessible for wheelchairs and stretchers
- close to the playing area [correct]

Numbers, letters and symbols
Do not number list items or use letters, such as a, b, c, unless sequence or hierarchy is important (for example, the listed points are steps in a process), or if reference will be made back to items in the list.

Punctuation and capitalisation

List of full sentences
Start each entry with a capital and end with a full stop.

The committee came to three important conclusions:
- The players should become acquainted with the responsibilities of other players.
- The players should observe the efforts of other players.
- The players should set goals and take pride in their accomplishments.

Note that colons are used after all statements leading into lists, irrespective of whether the statement is a complete sentence or not.
List of phrases
Start each entry with a lower-case letter and use no punctuation at the end. The final entry is to end with a full stop.

When stretching muscles, encourage athletes to:

• breathe normally
• stretch to the point of mild discomfort
• hold each stretch for 15 seconds.

Headings within lists
Headings within lists are bolded and are followed by an em rule.

There are some areas that will benefit from donor assistance:

• Facilities – development of appropriate facilities and management.

• Disability sport program – with no existing program, a sport and physical activity program for people with a disability ...

The em rule should not be bold.

Double-level lists
The second level of a list entry is denoted by an en rule.

• Cohesion is an important dimension of success.

• Practice sessions should be thoroughly planned and well organised. Pay attention to:
  – venue
  – equipment
  – personnel
  – transport.

or

The recipient must provide a final report that includes:

• a description of the project
  – evidence the project has been completed
  – details of the extent to which the project achieved the outcomes
• a summary statement
  - evidence of the sustainability of the project
  - details of how the project contributed to program objectives.
Section 8: Numbers, dates, time and currency

Numbers
ASC style is to spell out numbers up to nine, and use figures for all numbers from 10 and over.

Compound numbers
When opening a sentence, all numbers should be spelt out. Compound numbers are hyphenated.

- Twenty-one
- Thirty-five
- Forty-six thousand (not forty-six-thousand)

If possible, avoid beginning a sentence with a number.

Using a separator
If a number contains only three digits, no comma separator is necessary. If the number has more than three digits, insert a comma every three digits.

- 5,000
- 500,000
- 1,345,976

Large numbers
Large or complex numbers should be expressed with a combination of words and numerals.

- 2.5 million
- not
  - 2,500,000
  - Two million, five hundred thousand

Note – see page 43 for guidance on format of currency.

Several numbers
To avoid confusion, use figures in text where several numbers are involved or if you want numbers to stand out for the sake of comparison.

- The ASC managed 12 sports development projects in Papua New Guinea and 8 in Fiji.
Where numbers appear consecutively, express one as a word and one as a figure.

There are three 5-year projects.

Tables and statistical material
Always use figures for numbers.

Symbols and units of measurements
If using the recognised symbol abbreviation for a unit of measurement (for example, ‘kg’, ‘m’, ‘km’) use figures with the abbreviated form in all cases.

4kg

64kg

Spans of numbers
In spans of numbers use the least number of figures possible to avoid confusion. Use an unspaced en rule to separate the numbers.

21–9

89–101

136–45 [not 136–145]

176–7 [not 176–177 or 176–77]

For numbers between 10 and 19 in each hundred, the minimum number of figures is:

13–17 [not 13–7]

112–16 [not 112–6]

Pairs of numbers and dates
Use ‘to’ or ‘and’ to join numbers in a range if they are preceded by the words ‘from’ or ‘between’, respectively.

from 1970 to 1983 [not from 1970–83]

between 12 and 13 [not between 12–13]
Percentages
Use figures with percentages, except at the beginning of a sentence.

   Approximately 5 per cent of attendees ...

Note the use of ‘per cent’ rather than ‘%’ or ‘percent’ (one word).

Fractions
Use spelt-out forms of fractions in text and use figures in tables and figures.

   Research indicates that one-third of all Australians ...

Hyphenate fractions when they are spelt out.

   one and three-quarters
   two-thirds

Dates
Use the following form:

   8 April 2014 [not 8 April, 2014 or April 8, 2014 or 8th April 2014]

There is no need to insert ‘the’ in front of the date.

Do not insert a comma between the day and the date.

   Saturday, 8 April 2013 [wrong]

Avoid starting a sentence with a date.

Financial year
If referring to a financial year, use the last two digits to show the span of years (even if only the last digit is changed).

   The report was for the 2012–13 financial year.

Decades
Use:

   1980s

Do not use:

   the eighties
   the 80s
Apostrophes should not be used to indicate decades.

the 1990s [not 1990’s]

**Centuries**

Use:

the twentieth century

Do not use:

the 20th century

Note the use of lower case.

**Spans of years**

Use an en rule to join spans of years.

Always include the last two digits when showing a span of years, even if only the last digit is changed.


For spans covering the turn of the century, use the full form.

1996–2000

**Time**

Use figures to express time, with a full stop between hours and minutes, not a colon. No space is required between the number and ‘am’ or ‘pm’.

4 o’clock [not four o’clock]

8.30pm [no ‘.00’ if it is on the hour – for example, 10pm]

Use an unspaced en rule as the separator between ranges in times.

9.30am–6.30pm

**Reporting times**

When reporting sporting event times, these are the acceptable forms:

2:45:31.56

2 hours, 45 minutes, 31.56 seconds
Use a colon to separate hours, minutes and seconds. The full stop is used for the decimal expression of parts of seconds.

Currency

The dollar symbol is to precede the number without an intervening space.

$19.95

It is not necessary to refer to Australian dollars if it is the only currency referred to in the text. If other currencies are referred to, or if the publication is intended for an international audience, ‘A’ is placed immediately before the ‘$’ symbol.

A$500

If referring to millions of dollars, it is preferable to use the word ‘million’ rather than expressing the figure in numerals.

$2.7 million

not

$2,700,000

The use of the abbreviated ‘m’ should be reserved for when space is an issue (for example, in tables or graphs).

$1m

Telephone and fax numbers

Use the following spacing for telephone and fax numbers. Do not use hyphens to separate groups of numbers.

(02) 6214 1111
0414 943 789
1800 123 456
+61 2 6214 1111
+61 414 943 789

Electronic addresses

Do not use full stops to close a sentence that ends with an internet or email address. The reader may think this is part of the address.
Section 9: Citation methods

The ASC uses the author-date system of citation.

For scientific publications, the Vancouver system may be used. (See Style Manual for Authors, Editors and Printers, pp. 190-1.)

Author-date citation within text

The text citation is enclosed in parentheses and consists of the surname of the author(s) followed by the date of publication. It is not necessary to separate the name and year with punctuation.

- Early research on temperature effects (Jones 1988) disputed long-held beliefs.

Include the citation in the text immediately after the work that the citation refers to.

Author name in narrative

If the reference is included as part of the narrative, use the author's name followed by the date in parentheses.

- In a landmark study, Jones (1988) tested how cold affects ...

Multiple authors

If a reference has two or three authors use:

- (Kelly and McDougall 2000)
- (Forster, Hilhorst and Clark 2006)

If a reference has four or more authors, use the abbreviation ‘et al.’ after the first named author.

- (Jones et al. 1989)

Note that the names of all authors must be provided in the reference list.

Multiple references to same author and date

If there is more than one reference to the same author(s) with works published in the same year, then add ‘a’, ‘b’, etcetera, after the date.

- (Jones 1970a)
- (Jones 1970b)
Note that the order of listing these in the reference list (that is, by author name, year of publication then alphabetically by title) determines which has ‘a’, which has ‘b’, etcetera, added after the date.

If references by authors with the same family name are cited, include the authors’ initials in the text.

(Hamilton, BJ 1995)
(Hamilton, KA 2006)

Multiple citations at the same point

If citing several references in the same place in the text, list them chronologically. Separate each entry with a semicolon.

(Jones 1988; Jones and Smith 1990)

If multiple works by the same author are cited, separate each year by a comma.

(Jones 1994, 1996d, 2000; Clark 2005)

Citing page numbers

Page numbers are required when quoting someone else’s work.

Separate references to page numbers from the year of publication by an unspaced colon.

(Hilhorst 2004:56)

Page numbers are not necessary in the reference list; however, if they are included all citations must have page numbers.

Author-date citation examples

Books


Cohen, J; West, SG; and Aiken, LS 2003, *The Olympic Games in Focus*, Super Printing, California.

**Book chapters**


**Periodical articles**


**Newspaper articles**


**Papers in conference proceedings**


**Unpublished material**


**Film, video, television or radio program titles**


Internet citation

In-text citation:

(Australian Sports Commission 1998)

(Jones 2003)

The date refers to when the webpage was created or updated, not accessed by the author.

If a URL is referred to in text, there is no need to place the address in angled brackets (< >).

Note that ‘http://www.’ is not required for URLs.

Reference list citation:

Australian Sports Commission 2013, Canberra, viewed 27 October 2014. ausport.gov.au


CD-ROM

Section 10: Spelling

Spelling should be consistent within a document. If you are uncertain about the spelling of a word refer to the Macquarie Dictionary, which is the preferred reference point for all Australian Government departments and agencies.

Below is a list of preferred approaches.

Use ‘-ise’ not ‘-ize’ endings

Use the suffixes ‘-ise’/’-isation’/’-ising’ instead of ‘-ize’/’-ization’/’-izing’ forms.

  authorise [not authorize]
  finalising [not finalizing]

If the official spelling of an organisation is with the ‘-ize’ then follow that.

  World Health Organization
  Food and Agriculture Organization

Use ‘-our’ not ‘-or’ endings

  colour [not color]
  honour [not honor]

Use ‘-eable’ not ‘-able’ endings

  liveable [not livable]
  useable [not usable]

Use ‘-yse’ not ‘-yze’ endings

  analyse [not analyze]

Using ‘a’/’an’ before words starting with ‘h’

Use ‘a’ before words starting with a consonant sound and ‘an’ before words starting with a vowel sound.

  a historical
  a harassment
  an honour
Verbs (past tense – ed/t)

Both forms are acceptable in British English, but the ‘-t’ form is dominant (for example, burnt not burned, learnt not learned, spelt not spelled).

Keep an eye out ...

Here is a list of tricky words to watch out for.

Note – see page 52 for a full guide to ASC preferred spelling and terminology.

advise/advice

‘Advise’ is the verb, ‘advice’ is the noun.

When coaches advise their athletes, they give them advice.

affect/effect

‘Affect’ (verb) ‘to produce an effect on’, ‘to influence’

His performance was affected by the drug.

‘Effect’ (noun) ‘the result or consequence of an action’, ‘an impression produced on something’

His strong performance had no effect on the result.

‘Effect’ (verb) ‘to bring about’, ‘to accomplish’, ‘cause to exist or occur’

The changes will be made with effect from Tuesday.

alternate/alternative

‘Alternate’ should only be used in the sense of following one after another.

Players alternate between attacking and defending positions.

Use ‘alternative’ when you mean choices among options.

The bus driver took the alternative route.

altogether/all together

‘Altogether’ is an adverb meaning ‘totally’, ‘on the whole’ and ‘in total’.

You are altogether wrong.
'All together’ means ‘all at once’ or ‘all in one place’.

The crowd roared all together.

**assure/ensure/insure**

To ‘assure’ a person of something is to make them confident of it.

I can assure you I won fairly.

To ‘ensure’ something happens is to make certain that it does.

I will ensure you are disqualified.

To ‘insure’ is used primarily in the business sense of taking out an insurance policy. But it can also be used in the sense of taking measures to prevent a possible happening.

I will eat extra helpings to insure against fatigue.

**between/among**

Use ‘between’ when referring to only two parties.

The cake was shared between John and his friend.

Use ‘among’ when referring to three or more parties.

Funding was distributed equally among the five organisations.

**get**

This is an adaptable verb but one that needs to be watched carefully. A gold medal winner doesn’t ‘get’ to shake hands with the IOC president; he or she ‘gets the chance to’, is ‘able to’, or ‘allowed to’.

It is preferable to avoid this word where possible.

**its/it's**

The apostrophe marks an omission – it is the shortened or informal version of ‘it is’ or ‘it has’.

It’s apparent that the rule has to change.

It’s been noticed that ...

There is no apostrophe in the possessive pronoun ‘its’.
He ran like a chook with its head cut off.

licence/license

‘Licence’ is the noun, ‘license’ is the verb.

I have applied for a drivers licence.
I am licensed to drive.

practice/practise

‘Practice’ is the noun, ‘practise’ is the verb.

To shoot well requires years of practice.
The archers practised their shots.

principle/principal

‘Principle’ is the noun meaning ‘fundamental law or truth’, or ‘rule of conduct’.

Coaching is based on the principle of teamwork.

‘Principal’ is an adjective meaning ‘first or most important’, and a noun meaning ‘head/leader’, or ‘capital sum’ in financial calculations.

Her principal reason for competing was glory.
The principal of the school cheered madly.

stationary/stationery

If you are standing still, you are ‘stationary’.
The paper that comes out of the printer is ‘stationery’.
Quick guide: ASC preferred spelling and terminology

What follows is a list of commonly used (or tricky) words and the ASC's preferred spelling and terminology.

**Grammar guide**

Here’s an outline of some English grammar word classes that will assist you when using the following guide:

**Noun** – a word used to describe a person, place, thing or abstract idea.

*Last year the athlete won a gold medal.*

**Pronoun** – a word that takes the place of a noun or another pronoun in a sentence.

*The boys didn’t make the final and they were devastated.*

**Adjective** – modifies a noun or pronoun by describing, identifying or quantifying words.

*The AIS boasts cutting-edge technology.*

**Verb** – a word that is usually used to indicate action.

*I ran three kilometres.*

**Adverb** – a word that changes or modifies a verb, adjective or another adverb.

*The meeting went well and the executive was extremely happy with the outcomes.*

100 metres [not 100m]
100-metre hurdles
4 x 100-metre relay
21-and-under [adjective]
<table>
<thead>
<tr>
<th>A</th>
<th>Aboriginal [adjective]</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Aboriginal person [noun – never use Aborigine]</td>
</tr>
<tr>
<td></td>
<td>acknowledgment [not acknowledgement]</td>
</tr>
<tr>
<td></td>
<td>advice [noun – <em>a coach provided advice</em>]</td>
</tr>
<tr>
<td></td>
<td>advise [verb – <em>the coach advised his athletes</em>], adviser, advisory</td>
</tr>
<tr>
<td></td>
<td>affect [verb – to influence] (also see 'effect')</td>
</tr>
<tr>
<td></td>
<td>ageing [not aging]</td>
</tr>
<tr>
<td></td>
<td>AIS Centre for Performance Coaching and Leadership ['the Centre' not CPCL]</td>
</tr>
<tr>
<td></td>
<td>all-around [gymnastics event]</td>
</tr>
<tr>
<td></td>
<td>all-round athlete [meaning a person good at all sports]</td>
</tr>
<tr>
<td></td>
<td>among [not amongst]</td>
</tr>
<tr>
<td></td>
<td>any time</td>
</tr>
<tr>
<td></td>
<td>appendixes [not appendices]</td>
</tr>
<tr>
<td></td>
<td>Asia-Pacific [not Asia Pacific]</td>
</tr>
<tr>
<td></td>
<td>audiovisual [not audio visual or audio-visual]</td>
</tr>
<tr>
<td></td>
<td>Australian Government</td>
</tr>
<tr>
<td></td>
<td><em>Australia’s Winning Edge</em> [never AWE]</td>
</tr>
<tr>
<td>B</td>
<td>benchmark</td>
</tr>
<tr>
<td></td>
<td>benefited, benefiting [not benefitted, benefitting]</td>
</tr>
<tr>
<td></td>
<td>blue-ribbon event [not ribbon]</td>
</tr>
<tr>
<td></td>
<td>body weight [two words]</td>
</tr>
<tr>
<td></td>
<td>breaststroke [one word]</td>
</tr>
<tr>
<td></td>
<td>budgeted</td>
</tr>
<tr>
<td></td>
<td>by-product</td>
</tr>
</tbody>
</table>
canoeist
centre [not center]
centred on [not around or in]
century
checklist
childcare [adjective, otherwise two words]
co-chair
convenor [not convener]
cooperate [not co-operate or co operate]
comeback [noun]
commitment [not committment]
commonsense [adjective, otherwise two words]
communication [not communications]
coordinate [not co-ordinate or co ordinate]
complement [that makes complete]
compliment [praise]
cutting-edge [adjective, otherwise two words]
data [plural]
database
decision-maker [noun and adjective]
decision-making [noun and adjective]
defence [noun – not defense]
Department of the Prime Minister and Cabinet
dependant [noun – meaning one who depends]
dependent [adjective – meaning depending on, conditional on, addictive]
discreet [meaning prudent, tactful]
discrete [meaning distinct]
Quick guide: ASC preferred spelling and terminology

E

effect [verb – to bring about; noun – result]
e.g. [when abbreviating ‘for example’]
eligible
email [not e-mail or E-mail]
encyclopedia [not encyclopaedia]
enquiry [request for information] (also see inquiry)
etc. [when abbreviating ‘etcetera’]

F

fact sheet [not factsheet]
finetune
focused, focuses, focusing [not focussed, etc.]
fulfil, fulfilled, fulfilment
full-time [adjective]

G

game plan
goalkeeper
grand final [two words]
grassroots

H

hard copy
high performance [never hyphenate]
home page [two words]

I

i.e. [that is]
in-house
inquiry [to formally investigate – also see enquiry]
internet [lower case]
interstate
intranet
it is [it’s]
its [possessive]
J
judgment [not judgement]

K
keyword
kilometre

L
lead-up
learnt [not learned]
licence [noun]
license [verb]
life cycle
life span
lifetime
line-up
long-term [adjective, otherwise two words]

M
medallist [not medalist]
media [plural]
meter [meaning instrument]
metre [meaning unit of measurement]
mid-[1990s]
millennium
multimedia
multi-purpose

N
National Elite Sports Council [NESC]
[a] national sporting organisation [NSO]
nationwide [adjective]
no-one [not no one or noone]
O
current, occurred
offence [not offense]
off-site [adjective]
[London 2012] Olympic Games
on [not upon]
one-on-one
ongoing
online [not on-line]
on-site [adjective]
organisation [unless the organisation spells its name with a ‘z’]
outsource
override
overrule
overseas-based [adjective]
P
part-time [adjective]
per cent [not percent or %]
percentage
practice [noun]
practise, practising [verb]
principal
principle
printout
proactive
program [not programme]
Q
quarterfinal
R
runner-up
S
self-confidence
self-defence [not self-defense]
self-esteem
semifinal
short-term [adjective, otherwise two words]
shot-put
shot-puter
skiing
skin fold [two words]
sport-specific [adjective only]
sports science/sports medicine [SSSM]
spreadsheet
[a] state sporting organisation [SSO]
stationary [not moving]
stationery [paper]

T
team-mate
teamwork [one word]
television [not telly or TV]
tenpin bowling
their [possessive pronoun]
there [place]
they're [they are]
time frame [two words]
travel/travelled/travelling
turnout
Quick guide: ASC preferred spelling and terminology

U
UK [adjective only]
der-23 [adjective only]
der way
United Kingdom [noun]
United States [noun]
unmistakable [not unmistakeable]
up-to-date [adjective]
US [adjective only]

W
warm-up
water polo
web page
website
weight-lifting
wellbeing
while [not whilst]
wicket-keeper
Wi-Fi
workforce
work plan
world best
world class
worldwide