ABSTRACT
- Short and to the point.
- Grabs attention.

This is the section where you want to draw in the reader and convince them to consider your proposal. Although this is optional, I believe this is an important section because many people already decide `yes' or `no' after reading it.

SCIENTIFIC JUSTIFICATION
- Current situation and research problem.
- Background information.

Where does your research question come from? What are you going to look at? Why is it worth investigating? Clarify any unclear concepts. e.g. definitions of words not everyone may know.

- Why is your research problem important?

Will it resolve theoretical questions? Will it improve theoretical models? Remember to give detail to justify your research's usefulness. Provide convincing evidence or at least cast doubt on current theories.

- What will you do and why?
- How will you do it?

Here, you go into more detail about hypotheses, research design, sampling, data collection procedures and data analysis.

OUTCOME
- How will you use your findings? Will you conduct further research?
- What is the expected outcome?
- What will you do if the unexpected occurs? e.g. You do not find what you predicted.

People are reluctant to fund projects if there is no back-up plan.

POTENTIAL FOR PUBLICITY
- How will you distribute your findings?
- What impacts will your findings have on the scientific community and beyond?

GENERAL TIPS
- Present tense for known facts and hypotheses.
- Past tense for experiments conducted.
- Past tense when describing results of an experiment.

- Avoid abbreviations. Only use them for units of measure or well-known scientific abbreviations. e.g. AU.

- Active voice over passive voice.
`We will do it' sounds better than `This will be done'. It's also easier to read.

- Keep it clear and concise. Do not use too many of the following: `However', `moreover' and `in addition'. Eliminate any redundancies. Remove words you overuse out of habit, but which add no extra meaning. If you can say the same thing with fewer words, shorten the sentence.

- Confident language. `We will do it' sounds better than `We think we might be able to do it'. If you seem unsure about what you are doing or what you are looking for, how can they be sure about helping you?

- Constructive criticism. If you are adding to or offering an alternative to previous findings, always be constructive with criticism. Never say, `This researcher is wrong' or `their findings are rubbish'. Be polite and respectful. e.g. `I believe I can further improve upon X's research findings.' OR `X's findings conclude this, but I believe that there is more than one solution to the problem.'

- Be consistent with spelling, grammar and punctuation. Avoid mixing American and British English. Stick to one or the other.