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*extracted and adapted from Board of Senior Secondary Studies. (2016). *What’s Plagiarism? How You Can Avoid it: Advice to Students.* Canberra: BSSS.*
Document Format

Students are encouraged to learn to set out and present a piece of written work now, before they leave school. This skill will be valuable to them in the future.

Please note that some subjects have specific requirements, for example, concerning font style and size, and word count. **Students should refer to the specific instructions for each assessment item.**

- **Essays, reports and assignments** should have a cover page. The information written on the cover or front page should include:
  - student's BSSS ID number;
  - teacher's name;
  - subject/line/unit;
  - date due;
  - date submitted, (if later than the due date, give reason);
  - topic or question in full;
  - number of words where relevant, which includes any quotations in the body of the essay. Not included in the word count are: footnotes; reference list; table of contents; lists of tables and figures; appendices.

  Do not embellish the title page!

- **Setting out**
  - Please leave a margin on the left of each page e.g. about 3cm.
  - Number the pages.
  - Typing or word processing is encouraged. Black or blue pen is to be used if you are hand writing.
  - If you need to include footnotes leave sufficient room at the bottom of the page.
  - Titles of books should be underlined or italicised. Quotations should have double quotation marks. Titles of articles should be in single inverted commas.
  - Language essays, English essays, and Geography/Human Sciences assessment tasks should be written on every second line to allow room for corrections.

- **Students must acknowledge** their sources for any research (ie in-text references or footnotes and reference list). You must acknowledge sources you use for oral presentations as well as written tasks.

- **All sheets must be stapled/pinned together** except for the Student’s Declaration form which should be attached by paperclip (refer to page 6 of this document). Separate sheets should not be placed in individual plastic sleeves and display books should not be used. Work may be placed in an outer cover. Students should keep a copy of the work along with the drafts and notes used in its preparation, including those done using a word processor.

Use of computers

Computer breakdown will not be accepted as an excuse for lateness. Students must keep a back-up copy of their work. **Students are encouraged to work on word processors, but they must regularly save and make printouts of notes and work in progress.**
**Excessive Length**

**Written Task**
If a word limit is stipulated and a student exceeds the limit, an excessive length penalty is applied as follows. A leeway of 10% over the word limit incurs no penalty. Thereafter, a 5% penalty is applied for every 10% over the word limit, e.g. for a 2000 word essay, no penalty is applied for 2200 words. If the essay is between 2200 and 2400 words, a student loses 5% of the value of the task; if it is between 2400 and 2600 words, the student loses 10% of the value of the task etc. The maximum loss is 35% of the value of the task.

**NOTE:** Words within the brackets of in-text citations are counted in the overall word count. Quoted words are also counted.

**Oral Task**
Similarly, an excessive length penalty is applied to oral tasks that exceed the stipulated time limit. A 10% leeway is allowed without penalty. Thereafter a 5% penalty is applied for every 10% over the time limit, e.g. for a 10 minute oral, no penalty is applied for 11 minutes. If the oral is between 11 and 12 minutes, a student loses 5% of the value of the task; if it is between 12 and 13 minutes, the student loses 10% of the value of the task etc. The maximum loss is 35% of the value of the task.

**NOTE:** In English, when a word or time limit range is given, the 10% leeway is NOT applicable.

**Extensions**

**Rules Concerning Late or Missed Assessment Items**
If an assessment item cannot be done on the set date or assignment work cannot be completed and submitted because of illness or circumstances beyond the student's control, the difficulty should be discussed with the teacher, Head of Faculty and Director (Academic Administration). This should be done before the due date whenever possible. Only in exceptional circumstances is an extension of the due date given. Extensions will only be granted by the Director (Academic Administration). The application for an extension must be made in writing using the Application for Extension Year 11 & 12 form.

In cases of illness where a test is missed or an assessment task is due, it is the student’s responsibility to email the teacher on the day to explain. A medical certificate must be obtained to cover such an absence, and this certificate should state the functional disadvantage suffered by the student in relation to her school work. This certificate is to be provided to the Director (Academic Administration) and an Application for Extension Year 11 and 12 Form completed and given to the Director (Academic Administration). An alternative time will be organised for the assessment, an extension may be granted for written work or the student may be granted an exemption from the task and an estimate given.

Students should not attempt tests when they are sick or emotionally distressed even if they attend some classes on the day. If a student becomes sick or quite distressed during the day when a test or other in-class assessment has been scheduled, she needs to see the Director (Academic Administration).

In other cases, a penalty of 5% of the total possible mark for that assessment item will be incurred for each day late to a maximum of 35%. A loss of 15% is incurred if work due on a Friday is not submitted until the following Monday.
If a student misses in-class assessment for any reason, she must arrange with the Director (Academic Administration) to complete the task as soon as possible. Students are required to complete missed assessment during an after school testing session or in their study periods if appropriate. The resit must take place as soon as possible after the original date. If possible, students who have after-school commitments may need to re-schedule their activities. Students are responsible for making arrangements to get home after the catch-up session.

If assessment tasks/work requirements are not submitted by the due date, the relevant teacher informs parents. The teacher also informs the relevant Head of House, relevant Head of Faculty and the (Academic Administration) via an email, which is copied to the student. The late submission penalty of 5% per day late is applied. After 7 days have elapsed a Student Progress Advice notice is completed by the teacher and sent to parents or guardians indicating that their daughter will receive notional zero for the task and accordingly, her final unit score and grade will be affected. Notional zero is not absolute zero; notional zero ensures that other students in the group are not disadvantaged.

It may not be possible to grade or score work submitted after work in a unit has been returned to students. Students will be advised by teachers about cut-off dates.

The use of computers to word process assignments is encouraged but computer breakdown (of either hardware or software) is not a valid reason for an extension of time. Students should keep a backup copy of their work and it is recommended that a printout is done at frequent intervals to avoid problems caused by computer failure. If a student chooses to submit her work after the due date it is penalised as is all late work. If what has been printed is submitted (perhaps with handwritten additions) on or by the due date, it is marked as the final piece of work. No further submissions are allowed.

Right of Appeal

Students have the right to appeal against the application and/or the outcomes of the above procedures. A student who is considering an appeal about a mark, a unit score or a grade should first discuss the matter with her teacher and the Director (Academic Administration). If discussion with her teacher does not resolve the issue, the student should then approach the Head of Faculty. Details of this procedure are outlined in the Year 11/12 Guide to Courses. For more information about procedures to be followed should a student wish to appeal, refer to the BSSS brochure, Your Rights to Appeal.

Plagiarism

Definition
Plagiarism is the copying, paraphrasing or summarising of work, in any form, without acknowledgement of sources, and presenting this as your own work.

Examples of plagiarism could include, but are not limited to:
- Submitting all or part of another person’s work with or without that person’s knowledge.
- Submitting all or part of a paper from a source text without proper acknowledgement.
- Copying part of another person’s work from a source text, supplying proper acknowledgement, but leaving out quotation marks or not using italics.
- Submitting materials that paraphrase or summarise another person’s work or ideas without appropriate acknowledgement.
- Submitting a digital image, sound, design, photograph or animation, altered or unaltered, without proper acknowledgement.
Principles behind the imposition of penalties:

- Any work that is found to be plagiarised will incur a penalty ranging from a reprimand and warning, in writing, through to the cancellation of all assessment results for Years 11 and 12.
- Students who unintentionally plagiarise must be given appropriate counselling and guidance so that they do not repeat the offence.
- The impact on unit scores of the penalties imposed for serious and repeated instances of plagiarism will be managed in accordance with the Board of Senior Secondary Studies policies.

All students in Year 11 and 12 are required to observe the rules and standing instructions relating to school assessments in Year 11 and 12 courses accredited or registered with the ACT Board of Senior Secondary Studies. The ACT Board of Senior Secondary Studies views seriously any breach of School rules or instructions governing these assessments. Plagiarism is immediately treated as a breach of the code of conduct.

Any breaches of discipline relating to tests or in-class assessments are regarded as most serious by the School. Students must not bring anything into the assessment room other than writing equipment and whatever else is specified by the teacher.

Students will be advised by teachers as to what information may be brought into the room for open book tests and in-class assessments. In other forms of tests and in-class assessments no information (such as written notes, notes on hands, notes in calculators or on pencil cases or books) may be brought into the room.

If it is ascertained that a student has had within her possession ‘other’ material in a test/assessment situation, the result for the whole piece of work will be cancelled, that is, zero will be given.

The Principal, or representative, may apply disciplinary measures as is deemed appropriate in cases of cheating, dishonesty, plagiarism or improper practice in relation to any course offered in the School.

Referencing is important because using the words and ideas of other writers without acknowledgment is intellectual theft or plagiarism. Plagiarism is any attempt to present the work of any other person as your own. A student therefore commits an act of plagiarism if she copies or paraphrases any words or original ideas written by any person without proper acknowledgment.

Plagiarism is the most serious possible academic offence, and all cases detected will attract severe penalties in accordance with BSSS policy. Do not plagiarise under any circumstances.

Another practice, less serious than plagiarism, but still unsatisfactory is cobbling. This is the practice of building an assignment by stringing together selected quotes and paraphrases from one or more sources. Even if all sources are properly acknowledged, cobbled essays will be penalised.

No student may offer the same text, essay or oral presentation for two units in any course.

The School requires assessment tasks to be submitted online via Canvas, wherever possible. Certain assessments submissions will pass the work through the Turnitin plagiarism service. Information about how this works is available from the teacher librarians. Instructions are available on Canvas and on the library website.

In accordance with BSSS policy on plagiarism, students MUST complete and submit a green Declaration of Original Work form for each essay, report or assignment completed out of class. This is a statement
concerning the ownership of the work submitted. It reminds students that plagiarism is unacceptable and that to avoid plagiarism, all sources of assistance and references used must be acknowledged. Students are required to declare that the work presented is their own by completing and signing the form. A sample copy of the form is provided on the next page of this document. Multiple copies are available in the Library.
**DECLARATION OF ORIGINAL WORK**

- The purpose of this sheet is to remind you that all work that you submit must be your own and not be plagiarised from other sources.
- This sheet must be completed and stapled to the front page of the assessment item.
- Sign only if you understand what you have read. Ask a teacher, parent or carer/guardian if you need help to understand what this statement means. Refer to BSSS publication: *Academic Integrity: Student Guide*

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Student BSSS ID:</th>
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<tbody>
<tr>
<td>Teacher Name:</td>
<td>Course:</td>
</tr>
<tr>
<td>Unit:</td>
<td></td>
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</tbody>
</table>

I understand the policies on plagiarism of both the school and the Board of Senior Secondary Studies.
I certify that:
(a) the work that I have attached is my own work and has not been submitted for assessment before;
(b) I have kept a copy of this assignment and all relevant notes and reference material that I used in the production of the assignment;
(c) I have given references for all sources of information that are not my own, including the words, ideas and images of others.

**Student’s Signature:**

**Date Submitted:**

(This information will be managed in accordance with the provisions of the Privacy Act and the Freedom of Information Act.)

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**RECEIPT OF ASSIGNMENT**

[Student to complete all details except Teacher’s Signature, Date Received and Time Received, then remove and keep as proof of submission after teacher has signed]

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<tr>
<th>Student Name:</th>
<th>Student BSSS ID:</th>
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<tbody>
<tr>
<td>Course:</td>
<td>Unit:</td>
</tr>
<tr>
<td>Assignment Name:</td>
<td>Teacher’s Signature:</td>
</tr>
</tbody>
</table>

**Received by (Teacher’s Name)**

**Date Received:**

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8
Procedures for dealing with situations involving plagiarism:

1. Any suspected case of plagiarism must be investigated at the school level.

2. The principles of natural justice must be applied at all stages in the process.

3. Any student suspected of plagiarising work must be given a fair hearing and the opportunity to provide evidence of authorship.

4. If there is evidence of plagiarism the student must be interviewed by the teacher and the Head of Faculty and given the opportunity to explain his/her case before a penalty is determined.

5. If plagiarism is shown to have occurred, then the teacher, in conjunction with the head of faculty, Principal or Delegate as appropriate, should determine the penalty, taking into account the principles and the penalty schedule listed.

6. The student must be advised, in writing, of the penalty and informed that s/he has the right to appeal the penalty under the Breach of Discipline procedures of the Board.

7. Details of any case of plagiarism must be recorded and the record kept centrally at the school.
Penalties

Any one or more of the following actions could be taken for a breach of discipline in relation to assessment:

a) reprimand, except in cases where benefit would have been derived from such breaches

b) the making of alternative arrangements for the assessment (e.g. through a reassessment)

c) the assessment marked without the material subject to the breach being considered

d) imposition of a mark penalty appropriate to the extent of the breach

e) cancellation of the result in the particular component of the school assessment concerned

f) cancellation of the total school assessment result in the unit/course concerned

g) cancellation of all results for years 11 and 12 in assessments conducted.

The following is a guide to the penalties to be imposed by the School. These penalties apply irrespective of the unit/subject/course in which the incident(s) occur.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Penalties</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. First incident</td>
<td>One or more of the following penalties to be imposed subject to the degree of the infringement:</td>
</tr>
<tr>
<td></td>
<td>(a) to (f)</td>
</tr>
<tr>
<td>2. Subsequent breach(es)</td>
<td>One of the following penalties to be imposed subject to the degree of the infringement and previous breach(es) of discipline:</td>
</tr>
<tr>
<td></td>
<td>(a) to (g)</td>
</tr>
</tbody>
</table>
What plagiarism means to you as a student

• If any part of your assessment item is not your own ideas, words or product, you must indicate the source to show that it is not your own work.

• Plagiarism is not restricted to words but includes unacknowledged ideas, thoughts, opinions, conclusions, diagrams, cartoons, art and practical works, photographs, music, graphs, pictures, statistics, tables, computer programs, computer graphics, visual information from the web, advertisements, interview responses, translations from a foreign language text, using a friend’s mathematics assignment, etc – anything you can copy.

• Changing a few words or images does not mean you do not have to acknowledge the source. Paraphrased material must still be acknowledged.

• Purchasing/acquiring an assessment item and submitting it as your own is plagiarism.

When you put the ideas of others into your own words (paraphrasing), this needs to be credited. This not only helps you to avoid plagiarism but it also gives credibility to your work. When referencing a quotation, remember that less is more. Only include what will absolutely help you to make your point.

In broad terms, you should:

• Understand the relevant policies and procedures of both your school and the BSSS.

• Ask for help from a teacher librarian or your teacher if you are unsure.

• Allow sufficient time to complete the task. You may be more tempted to rely on another person’s work if you are short of time.

• Keep a file including all research notes, drafts and a copy of the final product.

• Evaluate the sources you use.

• Never help others to plagiarise by lending your work or computer password.

• Understand how to work with other students - what you can and cannot do.
In practical terms – this Guided Inquiry Process may help you write with academic integrity:

Open – decide the direction for your research
• What is the task asking of you?
• Read the task carefully, including the rubric, to understand what you are being asked to do

Immerse – once you have decided on your topic
• Identify what you already know
• Build background knowledge
• Identify areas for further exploration

Explore - a variety of ideas relating to your topic:
• Identify resource types and how to search for information
  • Primary sources
  • Secondary sources
  • Source type (print, digital, articles, books, websites, audio visual, etc.)
• Evaluate online information using:
  o  The C.R.A.A.P model
  o  Schrock’s Critical Evaluation of Websites
  o  Monash Citing and Referencing Tutorials
  o  NSW - All My Own Work
• Revise browsing, scanning and skimming techniques
• Note sources you find and write down questions
• Use an inquiry log to track resources and reference them using the appropriate style guide
• Keep a running record of your research, including:
  o  Your initial ideas
  o  Useful ideas that are not your own (State full source details as you write)
  o  Exact quotations (Use quotation marks and state source details as you write)
  o  Summaries or paraphrases of material written without reference to the original source. (Add source details when you have finished)
  o  Websites accessed, dates of access because these can change (Record search engine used to access each website)
  o  Your reactions to material read and conclusions you have reached
  o  Copies of downloaded material; highlight relevant sections (State source)
Identify - revisit the question to align your findings, or refine your own question if appropriate
• Revisit the task instructions to check that you are answering the question and fulfilling the requirements

Gather - select the information resources that will be the most useful to you
• Focus your research to answer the task’s question(s)
• Use note taking strategies [some examples]
• Use credible sources [evaluate using Schrock’s 5 Ws]
• Gather additional sources as necessary, including audio visual, images, etc., e.g. from Creative Commons sources

Create - synthesise your ideas
• Categorise your research findings, drawing similarities and differences in ideas using a mind map
• Consider your audience and create your work in an appropriate style and format
• Writing your draft:
  o Always attach the source to any words, ideas, material which are not your own.
    Don’t wait until the final copy
  o Avoid cutting and pasting from electronic sources – unless you use quotation marks as you do this and state source
  o Only use lengthy quotations (more than 4 or 5 lines of original text) if they are integral to your essay/document/report. It may be better to paraphrase the ideas rather than quote them
• Final copy: o Check any paraphrased or summarised material against the original to make sure you have not accidentally included exact wording from the original source
  o Acknowledge all work included in the assessment response which is not your own
  Make sure all sources are acknowledged in a bibliography or reference list

Share – disseminate the product you have created and what you have learnt with other students and a wider audience, including teachers, mentors and parents, ensuring that you have completed:
• Final proofread and edit
• Submission through Turnitin or your school’s version checker, if required
• Declaration of Original Work o If it is an oral, revise your presentation skills and practise leading a class discussion o Consider a range of ideas for sharing knowledge: o Small group discussions o Cloud- based tools to share with a wider audience o Exhibition of work at end of semester, with invited audience

Evaluate - At the end of the process, reflect on your work, and the feedback you have received:
• Evaluate how the process has helped you complete your work
• Consider the feedback your teacher has given you, and how this will help you
• Revise your strategies and practices
• Apply your new learnings in your next task.
Working with others

Many of your assessment items will require you to work with other students either formally or informally.

Formally:

If the assessment item requires you to work cooperatively, you may be asked to submit one assessment response for the group (e.g. a short film in Media) or you may have to work together to get experimental results (e.g. an experiment in Science) and then write your own conclusions. In the latter example you will be expected to have the same results, but your interpretation of these results and the conclusions you make will vary.

What does this mean for you?

• Understand the rules for this assessment item.
• If unsure, ask your teacher which parts of the item must be completed independently.
• Be prepared to offer notes or justification for your own work.
• Do not copy or paraphrase another person’s work.

Informally:

In some assessment items (e.g. problem solving in Mathematics) you may want to discuss the problem with your friends to get a broad view and understanding of the problem, general ideas and possible approaches you might take to reach a solution. Such discussion is usually encouraged by teachers and helpful to you.

What does this mean for you?

• Understand the rules for this assessment item.
• If someone else has had a major impact on the direction you are taking, you can acknowledge their contribution.
• Do not copy or paraphrase another person’s work.
• If unsure, ask your teacher.

What if your parent/friend/tutor/teacher helps you?

It is reasonable to ask for help if you need assistance.

Your school will have a requirement for any assessment item completed out of class, which will involve you making a statement concerning the ownership of the work submitted. Any help you have received from such sources should be acknowledged in this statement and/or in your bibliography or reference list.

Under no circumstances should you copy work from these sources. You should not submit any work you do not understand and, if asked, you should be able to show that you understand the concepts involved in the work presented by explaining either your submission or a similar task.
Examples of Acceptable and Unacceptable use of sources

1. Example of “Cut and paste” – no acknowledgement – no/little original work

‘Coca-Cola’ is a very popular carbonated soft drink sold in stores, restaurants and vending machines in more than 200 countries. ‘Coca-Cola’ was invented on May 8, 1886 by Dr John Styth Pemberton, a pharmacist, in Atlanta, Georgia, USA. It first went on sale in Jacob’s Pharmacy, Atlanta, Georgia. In its first year, servings of ‘Coca-Cola’ amounted to less than 10 a day. Today one billion servings are consumed every day! At the beginning of the 1930s, the burgeoning Coca-Cola company was still looking for ways to increase sales of their product during winter. They turned to a talented commercial illustrator, who created a series of memorable drawings that associated the figure of a larger than life, red-and-white garbed Santa Claus with Coca-Cola.

X This is Plagiarism because:

- The above passage is an amalgamation of separate pieces taken from three websites and rearranged, as shown below. This is not acceptable.

‘Coca-Cola’ is a very popular carbonated soft drink sold in stores, restaurants and vending machines in more than 200 countries. At the beginning of the 1930s, the burgeoning Coca-Cola company was still looking for ways to increase sales of their product during winter. They turned to a talented commercial illustrator, who created a series of memorable drawings that associated the figure of a larger than life, red-and-white garbed Santa Claus with Coca-Cola.

2. A paragraph taken from a text: – no attempt at citation

Example (a) - Exact copy, no citation:

The Norborough farmer whose trial genetically-modified maize crop was trashed by environmental campaigners says he is determined to fight on despite a setback in the courts. Last month 21 environmental protesters, who destroyed the farmer’s crop, were cleared of criminal damage by a jury at Norcester crown court, because they were acting in what they believed was a socially responsible way.

X This is Plagiarism because:

- The passage has been copied exactly from the text and
- There is no citation.

Example (b) - Partial attempt to summarise, no citation:

Environmentalists are gaining popular and even implicit judicial support for illegal actions such as the destruction of crops, as shown when twenty-one environmental protesters, who destroyed the farmer’s crop, were cleared of criminal damage by a jury at Norcester crown court, “because they were acting in what they believed was a socially responsible way.”

This is Plagiarism because:

• The passage uses a direct quotation from (a), in quotation marks, without citation.
• There is also a direct quotation from (a) without quotation marks.

Neither of these is acceptable.

Example (c) - Few words changed, no citation:

The farmer from Norborough whose trial genetically-modified maize crop was destroyed by environmental campaigners says he is determined to keep fighting despite an unfavourable decision in the courts. Last month 21 environmentalists, who trashed the farmer’s crop, were cleared of criminal damage by a jury at the crown court in Norcester, because they believed they were acting in a way that was socially responsible.

This is Plagiarism because:

• There is no citation and
• Changing the order of words does not make the work your own and/or
• Replacing some words with alternatives does not make the work your own.

3. Paraphrase using own words with acknowledgement

Example:

Environmentalists are gaining popular and even implicit judicial support for illegal actions such as the destruction of crops, as shown recently when a jury failed to convict environmentalists who had destroyed a genetically modified crop, as reported in Harrison et al. (2002, p. 52). This is a contentious issue if environmentalists believe that aggressive behaviour is acceptable in today’s society.

This is not plagiarism because:

• The information is cited. (Full details of source should be given in the bibliography).
4. Use of a copied or downloaded graph, table, photograph or other material

Example (a):

Any picture, graph, table, diagram, computer graphic etc copied from another source, with no citation.

X This is Plagiarism because
• No source is given

Example (b):

Any picture, graph, table, diagram, computer graphic etc copied from another source, with citation.

Source: Author, date, page

This is acceptable because
• The source is given, and full details should be given in the bibliography/reference list.
Acknowledging Sources

Acknowledging sources has two components:

- in-text referencing
  - footnotes; or
  - author-date (APA) style citation; and
- reference lists at the end of the text.

NOTE: in an oral presentation, you must verbally acknowledge sources for material you quote in your speech and on any visual medium and transcript you use (such as PowerPoint presentation), e.g. statistics, definitions, etc.

Some subjects require footnotes; others will accept either footnotes or author-date (APA) style citation. Whichever style you use must be applied consistently throughout your document.
How to Reference Correctly using APA style

Bibliography/Reference list - Author-date (APA) style


Note:

- A bibliography is a list of all sources used even if not cited in the text.
- A reference list contains only details of sources cited in the text.
- Use the latest copyright date, not a reprint date.
- Use the first place of publication listed where there are several listed.
- Do not include the country after the place of publication, but include the state if the place of publication is not well known (e.g., Thirroul, NSW).
- Capitalisation of titles (lower case in titles except for the first word, names of places and people and for journals)
- Use of italics (as opposed to underlining) for titles
- The second and subsequent lines of each reference must be indented by 1 tab key strike
- If unsure – ask your teacher.
1. Books

(a) Single author

Include: Author, A. A. (Year). Title of work. Location: Publisher.
Note: for cities outside USA, include country after city. For cities in USA, include abbreviation for state eg. New York, NY or Bendigo, Australia.
Example:


(b) Two or more authors

Include: Author, A. A., & Author, B. B. (Year). Title of work. Location: Publisher.
Example:


Example:


NOTE: in APA style, do not use et al. for multiples authors.

(c) No author or editor (includes many encyclopedias and dictionaries)

Include: Title of work. (Year). Location: Publisher.
Example:


(d) One or more editors

Include: Author, A. A. (Ed.). (Year). Title of work. Location: Publisher.

Use (Ed.) for one editor, (Eds.) for two or more
Example:


Note: Only use editors in citation or bibliography if their role is pre-eminent.

(e) Poems/stories/chapters in books which are anthologies or collections

Include: **Author, A. A. (Year). Title of chapter or entry. In A. Editor & B. Editor (Eds.), Title of book (pp. xxx-xxx). Location: Publisher.**

Example:


2. Journal or magazine/newspaper article/article in book

(a) Example (journal - print):

Include: **Author, A. A. (Year). Title of article. Title of Journal, Volume(Issue), pp-pp.**


(b) Example (journal – electronic with doi)


doi is the digital object identifier. You will find this with the other reference information for the resource. It is usually a sequence of numbers or letters and numbers
(c) Example (newspaper - print):


(d) Example (newspaper or magazine/periodical article - database):


(e) Example (newspaper or magazine/periodical article - internet):


3. Audio-visual (DVD/Online Video/TV program)
Include: Producer, A. A. (Producer), & Director, B.B. (Director). (Year). *Title of video or DVD* [VHS Video or DVD]. Country of Origin: Studio.

(a) Example: Producer Director Country created in


(b) Example:

(c) Example:

Writer, A. A. (Writer), & Director, B. B. (Director). (Year). Title of episode [Television series episode]. In C. C. Executive Producer (Executive producer), Title of programme. Location: Publisher.

e.g.


(d) Example:


e.g.


4. Internet (Online document)

Include:

(a) Example (author):

Author  |  Date of document  |  Title of webpage, NOT in italics
---|---|---

(b) Example (corporate author):

Corporate Author  |  Date of document  |  Title of webpage, NOT in italics
---|---|---

5. Interview

Personal communications can include letters, emails, telephone conversations, interviews etc. Because the information is not recoverable, personal communications should not be included in the Reference List. Cite them in text only.
A transcript can be referenced if they have been published and are searchable.

(a) Example (Interview transcript on the internet)


6. Visuals (e.g. figures/ tables/ maps)

If you have copied a figure (or table, picture, map) from a book/website you should acknowledge the source underneath as shown in these examples

(a) Example (Tables):
Include (table reference):


<table>
<thead>
<tr>
<th>Time of day</th>
<th>Acoustic frequency band, kHz</th>
<th>Pearson’s correlation coefficient, ρ</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-dawn, 2 h before local sunrise</td>
<td>2–7</td>
<td>0.33</td>
</tr>
<tr>
<td></td>
<td>7–13</td>
<td>0.50</td>
</tr>
<tr>
<td></td>
<td>13–20</td>
<td>0.48</td>
</tr>
<tr>
<td>Morning, 1 h after local sunrise</td>
<td>2–7</td>
<td>0.63</td>
</tr>
<tr>
<td></td>
<td>7–13</td>
<td>0.60</td>
</tr>
<tr>
<td></td>
<td>13–20</td>
<td>0.68</td>
</tr>
<tr>
<td>Afternoon, 2 h before local sunset</td>
<td>2–7</td>
<td>0.67</td>
</tr>
<tr>
<td></td>
<td>7–13</td>
<td>0.68</td>
</tr>
<tr>
<td></td>
<td>13–20</td>
<td>0.67</td>
</tr>
<tr>
<td>Evening, 1 h after local sunset</td>
<td>2–7</td>
<td>0.35</td>
</tr>
<tr>
<td></td>
<td>7–13</td>
<td>0.56</td>
</tr>
<tr>
<td></td>
<td>13–20</td>
<td>0.55</td>
</tr>
</tbody>
</table>

Figure 1. From “Photosynthesis by marine algae produces sound, contributing to the daytime soundscape on coral reefs”, by S.E. Freeman, L. A. Freeman, G. Giorli and A. F. Haas, A. F., 2018, Plos One, 13(10), p. 2.
(b) Example (figure i.e. image, map, graph and chart):


7. Artwork labelling

(a) Example (viewed online):

Include:

Artist’s Surname, A. A. (Year). Title of the artwork [Format]. Location: Name of Museum or Gallery.

Sages, J. (2012). Kate (Kate Grenville) [Painting]. Canberra, Australia: National Portrait Gallery.

All artworks mentioned in the body of an Art essay should be shown as plates at the end of the essay (before the Reference List/Bibliography). For each plate, include a label underneath which gives the artist’s name, title, date, medium, size and collection.

Image 1

Jenny Sages
Kate (Kate Grenville), 2012
Encaustic and oil on board
180 x 190 cm
National Portrait Gallery
Example of a reference list (APA Style 6th edition)

Alphabetical order


Sages, J. (2012). Kate (Kate Grenville) [Painting]. Canberra, Australia: National Portrait Gallery.

Watchpoints:
1. Page numbers are not included in bibliography, except for anthologies or collections, journals and newspapers.
2. It is sometimes difficult to determine surnames of authors from countries such as China, as the surname is often written first with no commas eg Lim Cheng Puay.
In-text citation

Citations using the APA System incorporate the surname of the author, the date of publication and page number, either within or at the end of the written text. There are several acceptable variations.

All of the sources cited should also appear in expanded form in your reference list.

How do I in-text reference information?

Book: (Author’s Surname, Date published, page number)

Book/Encyclopaedia - without author: (Title, date published, page number)

Website: (Author’s surname, date published, paragraph number on webpage)

1. Quoting within your text

Example (resource with a page number):

Bjorn Lomborg in *The Skeptical Environmentalist*, concludes after exhaustive analysis of data projections that “as far as agriculture is concerned, global warming will be tough on the developing countries” (1998, p. 289) and...

Example (resource without a page number):

‘In 1995 Uluru-Kata Tjuta National Park won the Picasso Gold Medal, the highest UNESCO award for outstanding efforts to preserve the landscape and Anangu culture and for setting new International standards for World Heritage management’ (Department of Environment, Water, Heritage and the Arts, 2009, para. 26).
2. Incorporating another author’s ideas into your text using paraphrasing (without quoting their exact words).

Example:

Refer to the author in your sentence

Lim (2004) suggests that many plants could migrate hundreds of kilometres from their original sites, due to the warming of the planet.

3. Incorporating more than one author’s ideas item into your text

Example:

The effects of global warming on the growth of plant life are becoming much better understood in recent years (Lim, 2004, pp. 24–25; Brown, 2003, para. 12).

Author, date of publication and page numbers

A semicolon is placed between the two citations

Write ‘para.’ and then provide the paragraph number the idea appears in

4. Quoting a large piece of text from another author

If the quote is over 40 words, display as a free standing block. Do not use quotation marks and indent the entire quote starting on a new line.

Example:

Use three dots to show where words have been omitted.

The importance of material wealth with regard to marriage is given much significance in Pride and Prejudice:

... Mr Darcy soon drew the attention of the room by his fine, tall, person, handsome features, noble mien; and the report which was in general circulation within five minutes after his entrance, of his having ten thousand a year. (Austen, 1996, p. 12)

Indent from the margin. No quotation marks. May use different sized font or italics.

Include author and date of publication. State page number. Refer to the publication in hand. It is not necessary to refer to the creation date of a classic when citing.
5. Referencing visual information:

(a) Within text

Example:

Figures 1 and 2 show the origin of international visitors to Australia in 1993 and 2000. In 1993, 61% of tourists visiting Australia came from East Asia and the Pacific region, 11% from the United Kingdom and 9% from the USA (Richardson, 1995, p.7). In 2000, the percentage of tourists from the United Kingdom and the USA remained unchanged (Financial Times World Desk Reference, 2002, p. 44).

(b) Charts, graphs and tables within written work

Immediately below each figure, you should include a caption that provides concise explanation of the figure. This can be used as its title.

If you use a visual source (this can include graphs, charts, drawings, tables and images) that has been copied or adapted from another source you must include a full reference to the original source in the caption.

Type the word 'Figure' and the figure number in italics, and end with a period. Eg Figure 1.

After writing figure and the number, insert ‘From’ when using the visual exactly as shown in the original source or ‘Adapted from’ if you have edited the visual.

Examples (website):

Include:

Figure X. From [or Adapted from] “Title of Web Document,” by A. N. Author and C. O. Author, year (http://URL).

Figure 1. Adapted from “Australia Age structure: The World Factbook” by Central Intelligence Agency, 2018, (https://www.cia.gov/library/publications/the-world-factbook/geos/as.html)
Footnotes

We recommend you use the APA style for citations in your footnotes, to give full source details.

However, there is one minor difference in footnotes from the format required in the style you would use in your reference list:

• The author’s name is entered with initials first and surname last.

Example:

Footnote:


Reference List:


Page numbers are not included in bibliography, except for anthologies or collections, journals and newspapers.
Subsequent Citations


When using the footnote style, you only need to give the full source details in the first citation. You may then use “op. cit.” or a shortened title for any subsequent reference to a source already cited. Shortened titles are advised.

Examples of footnotes using “op. cit.”:
3 Healey. op. cit. p. 29.
4 Lomborg. op. cit. p. 260.

Internet examples:
Site with author: Author. op. cit. title of page.
Site without author: Home Page title. op. cit. Title of page.

2. Ibid. – from the Latin ibidem meaning “from the same place”.

If you cite from source previously cited, with no other citation in between, you can use “ibid.” instead of “op. cit.” to mean that the citation is from the source you last cited.

Examples of footnotes using “ibid.”:
3 Ibid. p. 25.
4 Ibid. p. 81.

Shortened title
A shortened title is used where there is no author, or instead of op. cit. or ibid.

NOTE: Ibid should begin with a capital I if it is the first part of the footnote.

Changes that have to be made to the first citation in order to include information in a bibliography:

When the footnotes are entered in the bibliography, you can cut and paste the first citation for each item, but since bibliographies are alphabetical, you need to:

• Change each item with an author so that the surname comes first.

• Change commas and brackets to full stops up to place of publication.

• Items without an author are entered alphabetically in the list, using the first word that isn’t “A”, “An” or “The”.

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NOTE: If you want to footnote multiple sources at once, use this example as a guide, separating each source with a semi-colon:


Further examples of footnoting are provided in the table from page 46.
Reference Generators

CGGS recommends using CiteMaker if you should decide to use a reference generator. This tool is available via the library website, http://cggs.libguides.com/home. It is your responsibility to ensure that the reference that is generated by a reference generator meets the requirements indicated in this guide.
For additional advice on referencing

Most universities and Boards of Study in Australia and overseas have policies on plagiarism and helpful advice on both referencing and how to avoid plagiarism. For example:


The internet references above were correct at the time of viewing 4 February 2019

Software:

Microsoft Word has an in-built facility to incorporate and manage footnote numbering.

(Use “Insert” and “Footnote”)

The CGGS library provides students with access to Citemaker. See the Library webpage for details.

Care should be taken, when using this generator, to edit the citations where necessary, once they have been copied into your word processed document, to ensure they match the style specified in this document.

Don’t forget to use the resources available on the CGGS Library Website at http://cggs.libguides.com/home.

If in doubt, ask your Teacher Librarian or Teacher.
Appendices

- Additional information such as maps, diagrams, graphs, tables of statistics, genealogical tables, transcripts of interviews, questionnaires may be included in appendices or may be included in the body of the essay (discuss this with your teacher). **However, you must read the instructions in your assignment to determine whether appendices are required or indeed permissible, and if required, where they should be placed.**

- Sources of appendices should be acknowledged.
Writing a Practical Report in Senior Science

Writing good lab reports is very important in Senior Science. They not only contribute to a large part of the assessment but the skills acquired through writing reports and performing practical work helps you develop a deeper understanding of the topics and allows you to become a more effective student of science. The key to writing a good lab report is to find out what is asked for and to ensure that all sections are included in your report.

As each subject in Years 11 and 12 have different specific requirements, the rubric and instructions supplied will give you more detail and should always be referred to. I.B. and Psychology subjects have different requirements and students are advised to consult with the teacher for specific report writing advice relating to these subjects.

At the minimum, your report should include the following main subtitles. Each section should be clearly identified through the use of headings –

- Title - the topic you are investigating
- Introduction – important background information, including the aim and hypothesis
- Equipment list
- Method and Table of Variables
- Results – appropriate data and qualitative observations
- Discussion
  - Analysis
  - Evaluation
- Conclusion

1. Introduction

This section focuses on providing all of the necessary background information on the topic being investigated. You should include relevant information and research on the problem to be investigated.

You may be required to give a general background to the practical which could include information about previous experiments, important history or relevant theory. See your specific rubric and instructions for further information and marking. You must reference any sources with intext-referencing or footnotes.

2. Aim

Next you should clearly state the aim of the investigation. This should be one or two sentences outlining the purpose of the experiment or what your experiment was designed to do. Aim statements should always begin with the word ‘To’ and be followed by a descriptive verb. The aim should include the Independent and dependent variable. It should be clear and concise. If the teacher states the aim you shouldn’t just copy that down, you need to change it to your own words.

3. Hypothesis

Lastly, you need to write the hypothesis for the investigation. The hypothesis is a ‘prediction’ based on previous observation or researched information. This should be written as a statement, needs to be very clear with a full description of what might happen and why.
4. Equipment

Give a list of all the equipment used in the experiment. Include the size and quantities of beakers/measuring cylinders, etc. used. Give the names, concentrations and volumes of any chemicals that are used in the experiment.

5. Method

Next you should describe the method. This section lists the steps used in conducting the experiment. It may be written in paragraphs, dot points or numbered points, and brief sentences should be used. As the experiment has already been conducted, it should be written in past tense.

You should also include a brief statement that gives a summary of how and why you are going to process and present the data.

You may also use a scientific diagram (or photo) to show the experimental set up. Any diagram or photo should be annotated and labelled to show how the variables were instituted – especially the controlled variables.

Every little detail need not be recorded.

eg. ‘5ml of Solution x was carefully added to 15ml of solution y, with constant stirring.’

Note: It is not necessary to say a glass stirring rod was used for stirring.

Make sure you clearly explain how the independent variable was varied and how changes of the dependent variable were monitored or measured (the data must be quantitative and qualitative).

You must ensure that you have indicated how you made sure that sufficient relevant data was recorded. Detail should allow repeatability. Refer to instructions for detailed requirements for each task.

Lastly you should also present the different variables in a concise table.

- The independent variable is the one that you choose to alter or manipulate in your experiment.

- The dependent variable is the variable that is changed as a result of the independent variable and the variable that you measure.

- The controlled variables are the ones that you try to keep constant throughout your experiment so that they don’t affect your experiment. You should aim to list at least 3-5 controlled variables and include a brief description of how they were managed and why it is important to keep controlled.

6. Results

In this section you should objectively describe the results and identify patterns and trends.

Record all your raw data in tables. Data table design and clarity is important. A title should be given and make sure that all columns are properly headed & units are given. Refer to task/rubric instructions for detailed requirements for each assessment task.
If the raw data table is not required in the body of the report, it may be more appropriate to place this in the appendix, at the end of the report.

![Plant Growth in Soils with Different pH Values](image)

<table>
<thead>
<tr>
<th>Plant Group</th>
<th>pH of Soil</th>
<th>Average Plant Growth (cm)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6.0</td>
<td>25.4</td>
</tr>
<tr>
<td>2</td>
<td>6.2</td>
<td>33.0</td>
</tr>
<tr>
<td>3</td>
<td>6.4</td>
<td>50.8</td>
</tr>
<tr>
<td>4</td>
<td>6.6</td>
<td>53.3</td>
</tr>
<tr>
<td>5</td>
<td>6.8</td>
<td>53.3</td>
</tr>
<tr>
<td>6</td>
<td>7.0</td>
<td>30.5</td>
</tr>
<tr>
<td>7</td>
<td>7.2</td>
<td>22.9</td>
</tr>
</tbody>
</table>

Descriptive Title

Units and uncertainties are included in the column headings

Decimal points are consistent and appropriate for the tools used

**Qualitative data** –
Remember this is information you observe, but cannot collect “number” data on.

**Data Processing and presentation**

The raw data may not be enough to allow you to form conclusions or judgements about whether your experiment supported your hypothesis. Therefore raw data should be processed (calculated) and presented in tables, graphs etc. *Ideally raw data should not be graphed, but this will depend on the type of experiment and data collected. Please refer to the task sheet for more specific information as to what is required to be graphed.*

Once again, the design & clarity of data table(s) is important and the quality of graphs is also very important. Give careful consideration to the choice of graph style(s) that you choose to do. Only include **relevant** tables and graphs that are linked directly to your research question and allow you to support or refute your hypothesis.

Make sure that you follow good standard rules for doing graphs. Consult task instructions for details regarding presentation.

Some useful tips on how to accurately draw a graph can be found here: [https://owlcation.com/stem/How-to-Draw-a-Scientific-Graph](https://owlcation.com/stem/How-to-Draw-a-Scientific-Graph)
7. Discussion

In this section you should analyse your results. You should include references to specific data and account for any irregular results, errors and mention the variability of the data you collected. You may refer to appropriate statistical analysis (such as standard deviation or error bars) to support your claims about validity.

You should also assess whether the data supports or refutes your hypothesis. This should be discussed and not just stated. Specifically refer to your graphs and include actual data to give support to this discussion. Avoid the use of the word “proof” or “proves” within your discussion, as your data will not prove anything.

Analysis

In this section you should discuss things about your results that relate to the theory that you introduced in your introduction that can help to explain your results. You should include relevant theory or other experiments and research to support the statements and your explanations of the results. Lastly, you should discuss how the results/knowledge can be applied to familiar and unfamiliar contexts.

Evaluation

In the evaluation you should evaluate the method used, listing limitations and suggesting improvements.

- **Limitations of Method used** – this section discusses how well the experimental design helped answer the original question. You should include what the limitations were and how the experimental design could be improved (include a minimum of three limitations). This is also a section in which outlier points could be discussed (if there were any outlier points) as well as possible reasons for those outlier points.

- **Suggestions for Improvement** - In reference to the limitations given in the previous subsection, what realistic and practical improvements could be made if you were to do this investigation again?

Both the limitations and the suggestions for improvement must show good reflective thinking - you cannot simply list a few obvious ‘flaws’ or ‘human errors’ without good consideration of their relative importance. Please Note: human error or inaccurate practices during the performing of the experiment are not limitations.

You could also discuss further investigations that are of interest and can be carried out and new questions that could be posed.

8. Conclusion

A very short statement which refers to your aim, hypothesis and a brief summary of the results and data.
Glossary of Terms

Limitation:
The **limitations** of the study are those characteristics or factors of the design or methodology that impacted or influenced the final interpretation of the findings from your experiment. How confident are you in answering your aim/research question? e.g. What things you could have changed to improve but couldn’t, based on school/lab constraints.

Uncertainty:
The uncertainty is the experimenter's best estimate of how far an experimental quantity might be from the "true value."

Types of errors:
Errors are normally classified in three categories: **systematic errors**, **random errors**, and blunders. **Systematic errors** are due to identified causes and can, in principle, be eliminated. Errors of this type result in measured values that are consistently too high or consistently too low. **Random errors** can occur in any measurement, but crop up most frequently when the experimenter has to estimate the last significant figure when reading a scale. The best way of dealing with random errors is to take a series of repeat readings and find the average of each set of data.

Reliability:
The extent to which repeated observations and/or measurements taken under identical circumstances will yield similar results. Is the experiment repeatable?

Validity:
The extent to which tests measure what was intended; the extent to which data, inferences and actions produced from tests and other processes are accurate. Did you test what you meant to?

Critical thinking:
The objective analysis and evaluation of an issue in order to form a judgement. We are looking for a high level of analysis with reference to research. The more information the better.
Examples for citing different information types:

<table>
<thead>
<tr>
<th>Type of information</th>
<th>If using in a footnote</th>
<th>Format for reference list</th>
<th>In text reference</th>
</tr>
</thead>
</table>
| PRINT
<table>
<thead>
<tr>
<th>Type of information</th>
<th>PRINT</th>
</tr>
</thead>
<tbody>
<tr>
<td>If using in a footnote</td>
<td>Format for Reference list</td>
</tr>
<tr>
<td>2 or more books by the same author in the same year</td>
<td>List in alphabetical order by title:</td>
</tr>
<tr>
<td>Book without a date - use n.d. for ‘no date’</td>
<td>Smith, J. (n.d.). <em>The Shanghai Massacre</em>. Sydney, Australia: Alpha History. p. 15.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>1. P. Laplace. (1951). <em>A philosophical essay on probabilities</em> (F. W. Truscott &amp; F. L. Emory, Trans.). New York, NY: Dover. (Original work published 1814).</td>
<td>(Laplace, 1814/1951, p. 10) OR Laplace (1814/1951, p. 10) alludes to ....</td>
</tr>
<tr>
<td>Type of information PRINT</td>
<td>If using in a footnote</td>
</tr>
<tr>
<td>---------------------------</td>
<td>------------------------</td>
</tr>
</tbody>
</table>

*NOTE: include as much information as possible about the primary source.*


| Bible | ¹ *Holy Bible* (New revised standard version). Hebrews 13:8. | Not required. | (Hebrews 13:8-9, New revised standard version) First time citing source. <br> Subsequent citations from the same version. (Genesis 1:31) |

<table>
<thead>
<tr>
<th>Type of information</th>
<th>If using in a footnote</th>
<th>Format for Reference list</th>
<th>In text reference</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELECTRONIC</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type of information</td>
<td>If using in a footnote</td>
<td>Format for Reference list</td>
<td>In text reference</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------------</td>
<td>---------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Photograph taken by self</td>
<td>1 J. Thompson. (2018, March 2). <em>My pet dog</em> [Image].</td>
<td>NOTE: If the image has not been published somewhere where it is recoverable personal images should not be included in the Reference List. Cite them in-text only. If the image has been published (e.g. Instagram) them you would reference it in the same way as the image examples above.</td>
<td><em>(Photograph of my pet dog taken 2 March 2018)</em> depicts ...</td>
</tr>
<tr>
<td>Type of information</td>
<td>If using in a footnote</td>
<td>Format for Reference list</td>
<td>In text reference</td>
</tr>
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<tr>
<td>Type of information</td>
<td>If using in a footnote</td>
<td>Format for Reference list</td>
<td>In text reference</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------------</td>
<td>---------------------------</td>
<td>-------------------</td>
</tr>
</tbody>
</table>
Or  
Or  
As Clark (2007) stated ... |
| Email message      | 1. M. Smith. (2018, April 7). How to conduct research, [personal communication] | Note: Since the information is not recoverable, personal communications (including emails) should not be included in the Reference List. Cite them in-text only. | Provide the initials of the communicator and as exact a date as possible.  
(M. Smith, personal communication, 2018, April 7) |
OR  
According to comments made in his post (Steffen, 2015, para. 4). |
<table>
<thead>
<tr>
<th>Type of information</th>
<th>If using in a footnote</th>
<th>Format for Reference list</th>
<th>In text reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview you have conducted</td>
<td>1. L. M. Robertson. (2018, September 28)., Clean energy. [personal communication].</td>
<td>Note: Since the information is not recoverable, personal communications (including emails) should not be included in the Reference List. Cite them in-text only.</td>
<td>Provide the initials of the communicator and as exact a date as possible. (L. M. Robertson, personal communication, 2018, September 28)</td>
</tr>
</tbody>
</table>
Citing Legal Information – Cases and Legislation

For more detailed information, please refer to the documents on our Law/Legal Studies webpage at: http://cggs.libguides.com/law

The following information comes from the University of Melbourne at:

The following summary of rules is intended to assist authors in complying with the Australian Guide to Legal Citation (AGLC) before submitting their piece to the Review for consideration. It is intended as a quick guide only. Many rules are not listed, and any ambiguity should be resolved by reference to a full copy of the AGLC.

GENERAL (AGLC3 CHAPTER 1)

- All footnotes should end with a full stop. (r 1.1.4)
- Footnote numbers should appear after the relevant punctuation in the text. (r 1.1.2)
- Single quotation marks should be used to indicate short quotes. Quotes of more than three lines should be indented from the left margin without quotation marks. (r 1.5.1)
- Short titles should be in italic text and enclosed in (non-italic) inverted commas and parentheses after the initial citation of a source: (r 1.4.3)
  ('Corporations Act');
  ('Mabo')
- Authors’ names should appear exactly as they do on the source. This may require the same author’s name to appear differently in citations of several of their works. Where there are more than three authors, the surname of the author appearing first on the source should be included, followed by ‘et al’. (r 1.14.2)
- Bibliographies should be excluded.

Subsequent References

- Ibid should be used to refer to a source in the immediately preceding footnote. (r 1.4.1)
- ‘Above n’ should be used where a source has been cited in a previous footnote other than the immediately preceding footnote or in the immediately preceding footnote, if it is not the only source in that footnote. ‘Above n’ should not be used for cases, legislation and parliamentary debates. (r 1.4.2)
- Citations using ‘above n’ should appear as follows:
  Author’s Surname, above n Footnote Number, Pinpoint .

CASES (AGLC3 CHAPTER 2)

- A reported version of a case should be cited in preference to an unreported version. (r 2.3.1)
- If an authorised report is available, this should be cited in preference to any other reported version.
eg, CLR, FCR, NSWLR, Qd R, SASR, Tas R, VR, WAR, ACTLR, NTLR;
NOT: ALR, ALJR, FLR, Fam LR, NTR.

- Pinpoints should include both the page and paragraph number where available.
- Judges' names should be included unless apparent from the text.
  
  **Reported (rr 2.1–2.5):**
  

  **Medium Neutral (r 2.8.1):**
  

  **Unreported Cases without Medium Neutral Citation (r 2.8.2):**
  
  *Barton v Chibber* (Unreported, Supreme Court of Victoria, Hampel J, 29 June 1989) 3.

### LEGISLATIVE MATERIALS (AGLC3 CHAPTER 3)

- **Statutes:** *Crimes Act 1958* (Vic) s 3.
- **Bills:** Corporations Amendment Bill (No 1) 2005 (Cth).

### JOURNAL ARTICLES (AGLC3 CHAPTER 4)

- Martin Dockray, 'Why Do We Need Adverse Possession?' [1985] *Conveyancer and Property Lawyer* 272, 275.

### BOOKS (AGLC3 CHAPTER 5)

Endnotes

(Note: EndNote is also the name of a software program sometimes used to manage references and bibliographies. The information below does not relate to this program).

Endnotes may be used in the same way as footnotes, to provide information about sources used, or to add supplementary information to support the content of an assignment.

Endnotes may sometimes be specified by your teacher for a particular task, in order to remove distractions and clutter from the pages of your paper. Examples of this might be when the task requires you to create an information booklet, and the citation and supplementary information would distract from the purpose of the booklet.

Endnotes also let the reader see all citations and notes as a whole since they are all in one place.

Use the same format for Endnotes as prescribed in the table above for Footnotes.