Guidelines for Essays, Reports and Assignments
Years 11-12
2018
# Table of Contents

- **Document Format** ................................................................. 3
- **Use of Computers** ............................................................... 3
- **Excessive Length** ............................................................... 4
- **Extensions** ............................................................................ 4
- **Plagiarism** ............................................................................ 5
- **What Plagiarism Means to You as a Student** ......................... 10
- **Acknowledging Sources** .......................................................... 17
- **How to Reference Correctly Using Harvard Style** .................... 18
- **Example of a Reference List (Harvard Style 6th Edition)** ............ 25
- **In-Text Citation** ............................................................... 26
- **Footnotes** ............................................................................ 31
- **Subsequent Citations** .......................................................... 32
- **For Additional Advice on Referencing** ..................................... 34
- **Writing a Practical Report in Senior Science** ................................ 41
- **Examples for Citing a Range of Different Information Types in Different Contexts:** ................................................................. 46
- **Citing Legal Information – Cases and Legislation** ..................... 55
- **Endnotes** ............................................................................ 57
- **APA Style Referencing (Use for Psychology)** ............................ 58

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 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.

**NB.** 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.

**NB.** 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 of Studies. 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 of Studies. The application for an extension must be made in writing using the form available on Canvas.

In cases of illness where a test is missed or an assessment task is due, it is the student’s responsibility to phone 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 attached to the Application for Extension and given to the Director of Studies and then 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 of Studies.

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 of Studies to complete the task as soon as possible. Students are required to complete missed assessment in either their study periods or after school. Study periods are the first option but the after school option may be used if necessary. 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 Director of Studies 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.

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.
- 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.

5
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.

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. Mobile phones must be turned off and put on the teacher’s desk for the duration of the assessment.

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.

In 2018, the school will require 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: *What’s plagiarism? How you can avoid it.*

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

**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]

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Student BSSS ID:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course:</td>
<td>Unit:</td>
</tr>
<tr>
<td>Assignment Name:</td>
<td>Teacher’s Signature:</td>
</tr>
<tr>
<td>Received by (Teacher’s Name)</td>
<td>Date Received:</td>
</tr>
</tbody>
</table>
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. Any student suspected of plagiarising work must be given a fair hearing and the opportunity to provide evidence of authorship.

3. 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.

4. 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.

5. 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.

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

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. If this 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.*
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 college assessment concerned
f) cancellation of the total college 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 colleges. 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: (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: (b) 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.

In broad terms, you should:

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

• Ask for help from 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.

• 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 – the following may help you to avoid plagiarism:

1. Keep a running record of your research, including:
   • Your initial ideas.
   • Useful ideas that are not your own. (State full source details as you write.)
   • Exact quotations. (Use quotation marks and state source details as you write.)
   • Summaries or paraphrases of material written without reference to the original source. (Add source details when you have finished.)
   • Websites viewed, and the dates you viewed them, because these can change. (Record search engine used to view each website.)
   • Your reactions to material read and conclusions you have reached.
   • Copies of downloaded material; highlight relevant sections. (State source.)

2. Writing your draft:
   • Always attach the source to any words, ideas, material which are not your own. Don’t wait until the final copy (see Citation section).
   • Avoid cutting and pasting from electronic sources – unless you use quotation marks as you do this and state source.
   • Only use lengthy quotations (more than 4 or 5 lines of original text) if they are integral to your essay/document/report.

3. Final copy:
   • Check any paraphrased or summarised material against the original to make sure you have not accidentally included exact wording from the original source.
   • Acknowledge all work included in the assessment response which is not your own (see Citation).
   • Make sure all sources are acknowledged in a bibliography or reference list (see Bibliography).
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.

• 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.

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. ‘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.

2. A paragraph taken from a text 7: – 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.”

X 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 (shown in bold), 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.

X 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.
Acknowledging Sources

Acknowledging sources has two components:

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

NB 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 (Harvard) style citation. Whichever style you use, you must use it consistently throughout your document.

NB for Psychology and Exercise Science, the APA Referencing Style is required. Please refer to page 57 of this document.
How to Reference Correctly using Harvard style

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

*Style manual for authors, editors and printers* 2002 6th edn, rev by Snooks & Co, Milton, Qld.

**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 (eg 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
- If unsure – ask your teacher.
1. Books

(a) Single author

Example:


Note: In author-date (Harvard) 6th ed. - no comma between author's name and date.

(b) Two or more authors

Example:


Example:


When you have many authors, list the first and use “et al.” (from “et alia” meaning “and others”)

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

Example:


(d) One or more editors

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

Example:

<table>
<thead>
<tr>
<th>Author of poem</th>
<th>Year of publication of poem etc. if known</th>
<th>Title of poem etc. in quotation marks</th>
<th>Editor, name or initial(s) before surname</th>
</tr>
</thead>
</table>

Publisher | Place of publication and page number(s) | Date of publication of anthology | Title in italics |
|-----------|----------------------------------------|-------------------------------|-----------------|

2. Periodical/newspaper article/article in book

Include:

Author’s surname, author’s given name or initials, year, title of article in quotes, title of periodical/newspaper with capitals, volume and part number if applicable, month or season (if applicable), page number(s).

(a) Example (periodical):


Volume &/or issue if given | Multiple pages | Journal – note capitals |
|--------------------------|----------------|-------------------------|

(b) Example (newspaper):

Fraser, Andrew 2005, ‘Howard unmoved by pleas for Hicks’, *The Canberra Times*, 3 August, p.6.

Title of article | Name of paper, in italics |
|-----------------|--------------------------|

Date of paper, page number
3. Audio-visual (CD ROM/VIDEO/DVD)

Include:
Title Date (if known), CD ROM/video/DVD, publisher (if known), place of publication (if known), other information that is important to the assignment (e.g. actors, director etc.).

(a) Example:


(b) Example:

*Pride and prejudice* 2003, (1940), video recording, ABC Television, Sydney, Directed by RZ Leonard, with Laurence Olivier, Greer Garson.

4. Internet (Online document)

Include:
Author/Organisation or title if there is no author, date of publication/update, title of the webpage in italics, name of the website *not* in italics, date viewed, URL

(a) Example (no author):

5. Interview

Include:

Name of interviewed person, year, position (if relevant), subject/title of interview, interviewed by..., transcript of interview/sound recording of interview/video of interview, duration of interview in minutes (if sound or video recording), date of interview.

(a) Formal interview (Transcript/audio/video)

Example:


(b) Informal discussion(s) that have had a substantial effect on your work

Example:

Johnson, Bruce 2005, friend, *Using graphs to find the maximum volume of a box, discussions of concepts involved*, interviewed by Laura Jones, 19 May.
6. Visuals (e.g. figures, tables, pictures, maps)

Make sure that your figures are appropriately labelled and sourced. Also include the date that the visual was created.

(a) Example:

Figure 1.0 – Method of Transport to School, created by P. Noyes, 2010, using Excel and information collected via a questionnaire.

If you have copied a figure (or table, picture, map) from a book/website you should acknowledge the source underneath:

Author’s Surname, Date       or       Website title, Date

(b) Example:

Figure 1. “Why dogs eat grass – and how to prevent it”, (Cesar’s Way, 2017)

In your Reference List/Bibliography, include the full citation details.
(c) Example:


7. Artwork labelling

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.

(a) Example:

Image 1

Jenny Sages

*Kate (Kate Grenville)*, 2012
Encaustic and oil on board
180 x 190 cm
National Portrait Gallery

All artworks must also be correctly referenced in your Reference List/Bibliography, according to this example:

Sages, Jenny 2012, *Kate (Kate Grenville)*, encaustic and oil on board, 180 x 190 cm, held at the National Portrait Gallery, Canberra.
Example of a reference list (Harvard Style 6th edition)

**Alphabetical order**


**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

Citation using the Harvard System incorporates the surname of the author, or short title if there is no 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)

Website – no author: (Title of website, date published)

Visuals: acknowledge who created the visual, how it was created (if relevant), where the information was obtained from, as well as the date.

1. Quoting a large piece of text from another author (if quoted text occupies 2 lines)

Example:

Use three dots to show where words have been omitted. Leave a line above and below the quote.

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)

Since in the context of the time, it was beyond the capability of a woman in society to earn a living, a potential husband’s income was of major importance.

Indent from the margin. No quotation marks. May use different sized font or italics. Unless previously mentioned, 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.
2. Quoting within your text

Example:

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...

Use double quotation marks around the quoted words

Year of publication, if not already mentioned, and page number after the quote

Author, date of publication and page numbers

3. Incorporating another author’s ideas into your text using paraphrasing (without quoting their exact words).

Example:

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

Refer to the author in your sentence

Year of publication in brackets. If no date available, use n.d.

4. Incorporating more than one 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; *Ocean plant life slows down*, 2003).

Author, date of publication and page numbers

Title of article on website, date of publication

5. Referencing Information from books:

(a) Within text

Example:

Figures 1.0 and 2.0 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 and graphs within written work

Examples:

**Figure 1.0: Sources of Australia’s International Visitors, 1993**

![Pie chart showing sources of Australia’s International Visitors, 1993.]


**Figure 2.0: Main Tourist Arrivals to Australia in 2000**

![Bar chart showing main tourist arrivals to Australia in 2000.]


6. Referencing Information from Websites:

(a) Within text

Example:

‘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).
(b) Images and tables within written work

Examples:

Figure 3.0: Uluru – A Natural Attraction

Uluru is 862.5 metres above sea level, 348 metres high, 3.6 km long and 1.9 km wide. The walk around its base is 9.4km long (Outback Australia travel guide, 2009).

Figure 4.0 Partial map of North America

Legend: Mount St. Helens

Source: Google maps, 2016, annotated by J Smith
Table 1.0: The impacts of Tourism on Uluru

Table 1.0 lists the positive and negative social, economic and environmental impacts that tourism has on Uluru.

<table>
<thead>
<tr>
<th>Impact Type</th>
<th>Social</th>
<th>Environmental</th>
<th>Economic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Positive</strong></td>
<td>• The Tjukurpa - Anangu culture is preserved and valued.</td>
<td>• Tourism allows the environment to be protected as a National Park.</td>
<td>• Tourism provides an income for the local indigenous population.</td>
</tr>
<tr>
<td><strong>Negative</strong></td>
<td>• People climb on the rock offending traditional owners as the rock is sacred.</td>
<td>• Tourists can leave litter behind.</td>
<td></td>
</tr>
</tbody>
</table>

Footnotes

We recommend you use the Harvard 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 or first name 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., 29

4 Lomborg, op. cit., 260

Internet examples:

Site with author: Author, op. cit., title of page
Site without author: Home Page title, op. cit., Title of page
Eg. National Gallery of Australia, op. cit., “Current Exhibitions”

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.”:


2 Ibid., 25

3 Ibid., 81

Shortened title

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

NB 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”.

32
NB. 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
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 21 September 2017

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 the SLASA Online Reference Generator.

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.

If in doubt, ask your Teacher Librarian or Teacher
Don’t forget to use the resources available on the CGGS Library Website at http://cggs.libguides.com/home.

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.

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 mark weighting. 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.

### 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 a range of different information types in different contexts:

<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>PRINT Anonymous Use the Title of the resource.</td>
<td>1. <em>Primary colours</em> 2006, Random House, USA, p. 64.</td>
<td><em>Primary colours</em> 2006, Random House, USA.</td>
<td><em>Primary colours</em> (2006, p. 64) … OU … (Primary colours, 2006, p. 64)... OU … is summed up in the description (Primary colours, 2006, p. 64)</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>PRINT</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 2 or more books by the same author in the same year | 1. P King 1984a, *Power in Australia*, UQP, St Lucia, p.7.  
King, P 1984a, *Power in Australia*, UQP, St Lucia.  
King, P 1984b, *Solar power*, Macmillan, Melbourne. | Note the reference after each direct quote  
OR  
King (1984a, p.7; 1984b, p.11) foresaw a need... |
OR  
The description of the event (Smith, n.d., p.15).... |
OR  
(Adams, 2006, p. 133)... |
Note: the year in brackets is when it was originally published by the original author Anouilh and the year not in brackets is when this version was published. | Anouilh, Jean 2000 [1946], *Antigone*, trans. Lewis Galantiere, Bloomsbury, London. | (Anouilh, 2000, p. 63)  
OR  
Anouilh (2000, p. 63) alludes to ....  
Note: The author is the person who originally wrote the book not the person who translated it. |
OR  
Berger (2008, pp. 89-90) comments ‘....’ |

*NB include as much information as possible about the primary source.*
<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>PRINT</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
*Or if no author had been recorded:*  
*Or if no author had been recorded:*  
*Or if no author is recorded, use the newspaper title ...*  
OR  
Taylor (2011, p. 345) states that ‘...’ |
Or  
The *Oxford Dictionary* (1990) defines quixotic ... |
Or  
Or  
Or  
...(Oxford Dictionary, 2000) |
<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>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>ELECTRONIC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photograph taken by self</td>
<td>1. J Thompson 2018, <em>My pet dog</em>, image.</td>
<td>Thompson, J 2018, <em>My pet dog</em>, image.</td>
<td>Figure 1 (Thompson, 2018) 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>
<tr>
<td>---------------------</td>
<td>------------------------</td>
<td>---------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>TV program</td>
<td>1 <em>Breaking Point, Four Corners</em> 2010, television program, Australian Broadcasting Corporation, Australia, 15 February, 2010.</td>
<td><em>(Episode Title, Series title year of recording, format, publisher, place, date of broadcast – without year if same as year of recording.)</em> <em>(Breaking Point, 2010)</em></td>
<td><em>(title, year)</em></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><strong>Exhibition</strong></td>
<td>1 Sam Jones 2013, <em>Salute: Canberra’s military heritage</em>, Canberra, Australian War Memorial</td>
<td>Jones, Sam 2013, <em>Salute: Canberra’s military heritage</em>, Canberra, Australian War Memorial</td>
<td>The <em>Salute</em> exhibition (Jones, 2013) showcased a range of.....</td>
</tr>
<tr>
<td><strong>Email message</strong></td>
<td>1 M Smith 2008, <em>How to conduct research</em>, (email message sent 7 April 2008)</td>
<td>Smith, Mary 2008, <em>How to conduct research</em>, (email message sent 7 April 2008). Or Smith, Mary 2008 (<a href="mailto:mary.smith@hotmail.com">mary.smith@hotmail.com</a>), 7 April 2008. <em>How to conduct research</em>, email to Jane Jones (<a href="mailto:jane.jones@cggs.act.edu.au">jane.jones@cggs.act.edu.au</a>)</td>
<td>(Smith, 2008)</td>
</tr>
<tr>
<td><strong>Tweets</strong> (note that User Name, if one is used, appears in brackets after the Tweeter’s name.)</td>
<td>1 Sohaib Athar (Really Virtual) 2011, ‘Helicopter hovering above Abbottabad at 1am (is a rare event)’, 1 May 2011, 3:58 p.m. Tweet.</td>
<td>Athar, Sohaib (Really Virtual) 2011, ‘Helicopter hovering above Abbottabad at 1am (is a rare event)’, 1 May 2011, 3:58 p.m. Tweet.</td>
<td>Athar (2011) tweeted that....</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>Interview you have conducted</td>
<td>1 Joe Smith 2012, Company Director, <em>Clean energy</em>, interviewed by Lin Jones, 24 October.</td>
<td>Smith, Joe 2012, Company Director, <em>Clean energy</em>, interviewed by Lin Jones, 24 October.</td>
<td>(Smith, 2012)</td>
</tr>
</tbody>
</table>
Referencing Facebook
This will depend on your reason for citing Facebook. Note, however, that social networking postings are transient and can disappear at any time. Make sure you copy and paste the information you are citing and add it to your assignment as an appendix.

Example in the essay text from reference to an organization on Facebook:

Social networking sites such as Facebook have become popular with organisations pressing for change. Save the Children (2010) for example, recently used Facebook to highlight the plight of potential health epidemics, after the floods in Pakistan.

Example in the reference list:


Notice the dates and times used:
Day, date and time of posting (Some sites will give the day and time, others will only show how many hours or minutes ago, it was posted. You will need to work this out from the day and time you viewed the information.)

Referencing an individual comment on Facebook

Example in your assignment text:

In a comment responding to a posting by Save the Children on Facebook, Bloggs (2010) suggested that...

Example in the reference list:

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

(NB 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.
APA Style Referencing (use for Psychology)

1. Books
1. Author (the last name of an author, a comma, and the initials of other names with fullstops after each initial. If there is more than one author, the names are cited in the order they appear in the book with a comma separating each author and an ‘&’ between the last two authors)
2. Year of Publication. (Enclosed in brackets, followed by a full stop)
3. Title of the book (either underlined or in italics, followed by a full stop, all lower case except the first word, after a colon and proper nouns)
4. City of Publication (followed by colon). You should always list the city, but you should also include the state if the city is unfamiliar or if the city could be confused with one in another state.
5. Name of publisher (followed by a full stop)

For example:

Edition Other Than the First

2. Periodicals or Journals
1. Author (the last name of an author and the initials of other names. If there is more than one author, the names are cited in the order they appear in the article)
2. Year of Publication. (Enclosed in brackets, followed by a full stop).
3. Title of the article (followed by a full stop).
4. Title of the journal (either underlined or in italics, followed by a comma)
5. Volume number of the journal. (in italics, followed by comma or brackets containing the edition number (no italics) and then a comma)
6. Page numbers (followed by a full stop)
7. DOI number (or URL if no DOI). NB if using a URL, write “Retrieved from” before the web address

For example:
Author, A. A. (Year of publication). Title of work. Journal Name, vol(edition), page-page. doi number

3. In the body of your work
You should include the author’s surname, year published and (if a direct quote) page number in brackets after each IDEA.
- Idea: (Garner, 1994).
- Direct quote “......” (Garner, 1994, p. 174).
- Indirect quote: Garner (1994) states that ..... 

If there are more than three authors your first reference should include all authors and in any subsequent references you may use et alia.
- Idea: (Kernis, Cornell, Sun, Berry, & Harlow, 1993) then (Kernis et al., 1993)
- Direct quote: See above
- Indirect quote: Kernis, Cornell, Sun, Berry and Harlow (1993) state that... then Kernis and colleagues (1993) state that...

4. Formatting notes
- All reference lists must be in alphabetical order
- New page with the heading after your report but before the appendices.
- Your reference list should only contain sources you have cited in-text.
- All of your work should be in size 12, Times New Roman and double spaced.
- Instead of a full line for a new paragraph, have an indent

For example:

This is a new paragraph and it starts further in. It is telling you that you should read the rubric for all of your assessment items (Oliver, 2015). It is also in size 12, Times New Roman and is double spaced. It is also telling you that you should proof-read your work and ask lots of questions if you do not understand something (Oliver, 2015).


For further information please refer to La Trobe University’s referencing page http://www.lib.latrobe.edu.au/referencing-tool/apa-6