



Good Referencing Guide

General guidance on using Harvard
referencing style for students, academics
and student support services

Volume 3.0



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► Introduction

This guide explains **why referencing is important** and shows you **how to use referencing correctly and consistently** in your academic writing and assignments.

It includes **general advice, helpful tips and worked examples** on how to use the **Harvard referencing style**. Harvard is the most common referencing style used in UK universities and the one we use at Regent College London.¹ This guide also explains how referencing helps you to **achieve better marks** and **avoid plagiarism**.

You should always consult your tutor for any specific, subject-related referencing requirements.

¹ Free guidance on Harvard is available at: <https://www.citethemrightonline.com/>

► What is referencing?

- 1 Referencing is a vital part of academic writing.** It tells readers (and assessors) what sources of evidence you've used and how to find them.
- 2 You should always include references that tell the reader what books, articles or websites you have used** to support your academic writing and assignments (see Quick Referencing Guide below).
- 3 You should always reference when you use someone else's ideas.** This is the case irrespective of whether you have paraphrased (put into your own words), summarised or directly quoted their work, findings or opinions.



► Why do we reference?

4 Referencing puts your work into context and gives it credibility (see Appendix A: using references to substantiate your writing). It also helps you to achieve better marks and avoid plagiarism by:

- improving your writing skills;
- highlighting the breadth and depth of your research;
- demonstrating your thorough understanding of a topic;
- substantiating your ideas, arguments and opinions;
- making it clear which ideas are your own and which are someone else's; and
- enabling readers to identify the sources of evidence you have used.

TIP

If you have any questions about referencing for a particular programme, unit or assignment, you should **speak to your lecturer** in the first instance. They will be able to advise you and provide you with any additional, school-specific guidance that is available.

5 The following extract is taken from a guide to Harvard referencing created by Queen's University Belfast. It helpfully discusses the challenges students often face when referencing, highlights the sometimes confusing array of referencing styles, and provides a useful worked example of the Harvard referencing style in action.

EXTRACT FROM QUEEN'S UNIVERSITY BELFAST'S GUIDE TO HARVARD REFERENCING²

Referencing is inextricably linked to the concept of plagiarism; it involves learning how to represent what has been learned from earlier authors (Pears and Shields, 2008, p. 18). As an "essential skill for higher education" (Neville, 2009, p. 95) it substantiates the evidence on which discussion or argument is based. Academic referencing gives credibility to the information presented, enabling sources to be traced, authenticated, and used to connect and synthesise ideas. Roberts (2008) suggests the chief cause of plagiarism is uncertainty about how to cite sources and misconceptions about referencing terminology. A reason for this predicament is the absence of a universal referencing system.

A plethora of referencing systems exist and styles can vary from one department to another within the same institution, with irregularities between tutors in how these styles are interpreted and applied (Neville, 2007). A first year joint honours student may be expected to use a particular style of referencing for one assignment and then a different style for another project. Consequently it is not surprising that students are left confused. I have seen many students individually whose difficulty with referencing has been perplexity at what is expected of them. McGowan (2009, p. 2) criticised the requirements of academic writing for being shrouded in mystery and therefore it [is] not unreasonable for students to expect clear, succinct guidelines. Levin (2004) queries how students should know what counts as common knowledge and does not need referenced and Neville (2009) states there are nine referencing styles found within higher education in Britain, while Moore *et al.* (2010) argue there are at least fourteen separate referencing styles in active use.

² <https://studylib.net/doc/18431776/harvard-referencing-summary---queen-s-university-belfast>

► How to use Harvard referencing style

6 This section of the guide provides you with advice, practical tips and examples of **how to use Harvard referencing style**. It explains the **rules** or **conventions** you need to follow throughout your academic writing and assignments.

7 Harvard is an **author-date system**. This means that when you refer to someone else's work in your assignments, you must always include:

- ✓ a **citation within the text** (the author's name and a publication date)
- ✓ the **full reference at the end** of your work (in an alphabetical reference list).

How to include in-text citations

8 There are several different **ways to include in-text citations in your sentences**. You can include them at the start, middle or end. For example:

TIP

Try to include the citation where it fits most naturally in your sentence. If the name of the author does not fit easily, put it in brackets with the date. If you are paraphrasing, it is often best to put the in-text citation at the end of the sentence.

START

Büchle (2021, p. 133) notes that 'Several studies have investigated and reported mostly positive correlations between students' attendance in lectures or tutorials and their examination performance.'

MIDDLE

A survey of undergraduates from four universities carried out by Almarghania and Mijatovica (2017) found that teachers' abilities to use active learning techniques are perceived to be highly influential in promoting student engagement.

END

A recent review of the literature suggests that flipped classrooms directly and positively affect students' knowledge acquisition, skills development and overall engagement in higher education (Murillo-Zamorano *et al.*, 2019).

Citing multiple authors

9 If a book or paper has **two or three authors**, you should **include all** of them in the in-text citation.

EXAMPLE

Almarghania and Mijatovica (2017) found that teachers who...

10 If a book or paper has **four or more authors**, you should **cite the first name followed by *et al.*** (short for the Latin term “et alia,” meaning “and others.”).

EXAMPLE

Murillo-Zamorano *et al.* (2019) concluded that flipped classrooms...

TIP

Note that *et al.* is in italics and followed by full stop. Even though you only include the first name in the in-text citation, you must **include all authors in your reference list or bibliography.**

Citing multiple sources

11 When you refer to **two or more sources at the same time**, you should **use a semi-colon** to separate each entry. There are multiple ways of citing multiple sources. However, typically they are cited in chronological order (i.e. oldest first).³

EXAMPLE

The influence of attendance on student engagement and achievement has been studied extensively in recent years (Field, 2012; Al-Shammari, 2016; Almarghania & Mijatovica, 2017; Bijsmans & Schakel, 2018; Karnik *et al.*, 2020; Büchele, 2021).

12 On occasions, you may need to include in-text citations for the **same author and the same year**. To do this, you add lower case letters after the year in alphabetical order, remembering to match these to the correct source in your full list of references.

EXAMPLE

Smith (2018a) analysed quantitative data from a student survey and later reported on qualitative findings from a series of student focus groups (Smith, 2018b).

TIP

It can be helpful to include multiple sources at the same time when you want to **show that you have read widely** and have a **thorough understanding of the topic**. You can then look at one or two of the sources in more detail.

Secondary references

Wherever possible you should cite the original source in your referencing. However, on occasions this may not be possible and you will need to cite a source cited by a secondary source. In such cases you should **use both authors and the phrase ‘cited in’.**

EXAMPLE

Cialdini *et al.* proposed a theory of normative conduct (1990, cited in Castelli and Sarvary, 2020, p. 7) which can be applied to...

³ Multiple sources can also be cited in alphabetical and reverse chronological order (i.e. most recent first). Whichever way you choose to cite multiple sources, you must do so consistently throughout your academic writing.

Using quotations

- 13** Sometimes in your academic writing or assignments, rather than summarising or paraphrasing, you will want to include a **direct quotation**.

Page numbering

- 14** When using a direct quotation, you must indicate the page number. When **indicating page numbers** in your in-text citations you will use **p**. If referring to a range of pages use **pp**. and hyphenate the numbers.

EXAMPLE
According to Büchele (2021, p. 133)...

EXAMPLE
Büchele (2021, pp. 133-135) argues...

- 15** When using a **short quotation** (maximum three lines) set it in quotation marks and include it in the body of the text. There are two types of quotation mark – ‘single’ and “double”. You can use either but should choose one type and stick with it consistently throughout your academic writing or assignment.⁴

EXAMPLE
Castelli and Sarvary (2020, p. 2) note the benefits of students having their cameras on during online sessions. They also note that instructors benefit from ‘receiving nonverbal cues from their students such as smiles, frowns, head nods, looks of confusion, and looks of boredom’, as this helps them to evaluate and adjust their teaching in real time.

⁴ The US convention is to use double quotation marks, while the UK convention is to use single quotation marks. APA style requires double quotations.

- 16** When using **quotations longer than three lines** they should be formatted in the following manner:

- Enter as a **separate paragraph** (leaving a line of space above and below)
- **Indent**
- **Single spaced**
- **No quotation marks**

EXAMPLE

Castelli and Sarvary (2020, p. 7) argue that instructors can play a key role in encouraging students to turn on their cameras by applying the theory of normative conduct (Cialdini *et al.*, 1990). They suggest that:

The more students that the instructor can encourage to turn on their cameras, the greater the student perception that having cameras on is the (descriptive) norm and the more likely students will comply. Another type of norm described by the theory is an “injunctive norm,” which guides a student’s behavior based on the perception of how most others ought to behave, that is, how most others would approve or disapprove of the behavior. Injunctive norms work even when most are not behaving as desired. Instructors can help set the injunctive norm by explicitly stating that turning cameras on is valued by the instructor and student peers.

On a practical level, the authors recommend that to avoid misalignment, instructors avoid describing the issue of cameras being turned off as frequent while encouraging cameras to be on as this would set up contradictory descriptive and injunctive norms.

17 Sometimes it may help to **make changes to a quotation** to make sure that it flows in your writing, or to clarify something that the quotation by itself might not make clear. **If you leave out a word or several words**, you indicate this by using **three dots...** (called ellipses).

EXAMPLE

Knight and Drysdale (2020, p. 58) argue that 'the introduction of more computer-mediated assessments... will enable students to demonstrate the application of their individual knowledge and skills of the task at hand'.

18 If you **add in your own words** to help clarify a statement you include these in **[square brackets]**.

EXAMPLE

Knight and Drysdale (2020, p. 58) suggest that 'digital assessment that mirrors existing paper-based processes [will] have an important advantage in transferring on-campus operations to remote-working during externally induced campus closures [such as those caused by the Covid-19 pandemic] within term time'.

TIP

Direct **quotations are helpful for defining or describing specific concepts**. Paraphrasing or summarising information demonstrates that you understand the content or general idea. Mostly you will summarise sources in your work. You should use direct quotations when they will have a strong impact on the reader. Quotations must sit logically in your writing and make sense. You should always **make it clear that you understand the quotation and its context, and justify why you've used it**.

Reference lists and bibliographies

19 At the end of your assignment, you will need to provide an **alphabetical list of references** that contains **full details of the sources you used** in your writing or assignment. Your references may take the form of either a **reference list** or a **bibliography**:

- A **reference list** includes entries related to all your in-text citations.
- A **bibliography** sometimes also lists sources that you consulted, but did not cite.

20 The two terms are often used interchangeably, which can be confusing. In most instances you will be expected to provide a reference list and not a bibliography. If in doubt, you should ask your tutor. They will be able to advise you.

21 There are rules for you to follow when **formatting reference lists** which vary according to the type of source (**tables 1 and 2**). An example reference list is provided in **figure 1**.

Table 1: Formatting References in Reference Lists

Author(s)	<ul style="list-style-type: none">• Put the surname first, followed by the initial(s) e.g. Frazer, P.• Include all authors e.g. Smith, A., Jones, P. and Marquez, T.• If the author of the publication cannot be identified, the name of the company or organisation should be used instead (particularly with internet sources) e.g. OECD or The Joseph Rowntree Foundation.• If the publication is compiled by an editor or editors, use the abbreviation (ed.) or (eds.) e.g. Devlin, R.J. and Roberts, P. (eds.).
Year of publication	<ul style="list-style-type: none">• Put the year in round brackets after the surname(s) e.g. (2019).• If no date can be identified, use (no date) or (n.d.).
Title	<ul style="list-style-type: none">• Capitalise the first letter of the first word and any proper nouns e.g. Designing the new American University.• The title should be in italics e.g. <i>Think and grow rich.</i>• Put full stop after the title e.g. <i>The innovator's dilemma.</i>
Edition	<ul style="list-style-type: none">• Only include the edition if it is not the first edition.• Abbreviate edition to edn. e.g. 2nd edn.
Place of publication: Name of publisher	<ul style="list-style-type: none">• List the place of publication (if available) first, followed by the name of the publisher.• Separate using a colon e.g. Maidenhead: Open Universities Press.
Page reference	<ul style="list-style-type: none">• Only include if you are referring to a specific book chapter or journal article.• Include the page numbers after the publisher's details e.g. Oxford: Blackwell Publishing, pp. 391-406.
Title of article (journal or newspaper)	<ul style="list-style-type: none">• Put the title in single quotation marks and capitalise the first letter of the first word e.g. 'Coronavirus: what are the rules around student absence?'
Title of journal or newspaper	<ul style="list-style-type: none">• Capitalise the first letter of each word in the title, except words such as: the, for, and, of, etc.• Italicise the whole title e.g. <i>British Journal of Educational Technology.</i>
Issue information	<ul style="list-style-type: none">• List the volume number followed by the issue number in round brackets e.g. 14(3).
URL	<ul style="list-style-type: none">• Include the full web address for internet sources used.• This is formatted as follows: Available at: https://www.rcl.ac.uk/ (Accessed: 2 March 2021).• Be aware that online journal articles may include a URL in the form of a doi as follows: doi: 10.1080/13562517.2011.611875.

Table 2: Quick Referencing Guide

SOURCE	ORDER	EXAMPLE
Book	<p>Author(s) / Editor(s) Year of publication (in round brackets) Title (in italics) Edition Place of publication: Publisher</p> <p>If this is an electronic book, include: Available at: URL (Accessed: date)</p>	<p>Christensen, C. M., and Eyring, H. J. (2011) <i>The innovative university</i>. San Francisco: Jossey-Bass.</p> <p>Cottrell, S. (2019) <i>The Study Skills Handbook</i>. Bloomsbury Publishing Plc: London. Available at: https://ebookcentral.proquest.com/lib/bolton/detail.action?docID=6234945 (Accessed: 27 August 2024).</p>
Chapter from an edited book	<p>Author(s) of chapter Year of publication (in round brackets) Title of chapter (in single quotation marks) in Author(s) / editor(s) of book Title of book (in italics) Place of publication: Publisher Page reference</p>	<p>Franklin, A.W. (2012) 'Management of the problem', in Smith, S.M. (ed.) <i>The maltreatment of children</i>. Lancaster: MTP, pp. 83-95.</p>
Journal article	<p>Author(s) of e-journal article Year of publication (in round brackets) Title of article (in single quotation marks) Title of journal (in italics, capitalise the first letter of each word) Volume, issue, page numbers doi (if available)</p> <p>If this is an electronic journal article, include: Available at: URL or DOI (Accessed: date)</p>	<p>Skelton, A. (2011) 'Value conflicts in higher education teaching', <i>Teaching in Higher Education</i>, 17(3), pp. 257-268. doi: 10.1080/13562517.2011.611875.</p> <p>Skelton, A. (2011) 'Value conflicts in higher education teaching', <i>Teaching in Higher Education</i>, 17(3), pp. 257-268. Available at: https://doi.org/10.1080/13562517.2011.611875 (Accessed: 11 April 2023)</p>
Newspaper article	<p>Author Year of publication (in round brackets) Title of article (in single quotation marks) Title of newspaper (in italics) Day and month Page reference - if printed Available at: URL (Accessed: Date) - if online</p>	<p>Nan, C. (2021) 'Musicals find their voice again', <i>China Daily European Edition</i>, 14 May. Available at: https://www.nexis.com (Accessed: 21 May 2021).</p>
Report	<p>Author or organisation Year of publication (in round brackets) Title of report (in italics) Place of publication: Publisher Available at: URL (Accessed: date)</p>	<p>Barber, M. (2021) <i>Gravity assist: propelling higher education towards a brighter future</i>, The Office for Students. Available at: https://www.officeforstudents.org.uk/publications/gravity-assist-propelling-higher-education-towards-a-brighter-future/ (Accessed: 6 March 2021).</p>
Online Image	<p>Artist or organisation Year of publication (in round brackets) Title or description of image (in italics) [image] Available at: URL (Accessed: date)</p>	<p>Valdivia, S. (2016) <i>Netiquette</i> [image]. Available from: https://teachonline.asu.edu/2016/04/teaching-good-netiquette/ (Accessed: 25 November 2021).</p>

SOURCE	ORDER	EXAMPLE
Website (known author)	Author(s) Year the webpage was last updated (in round brackets) Webpage (in italics) Available at: URL (Accessed: date)	Verlet, J.R.R. (2021) <i>Dynamics of anion formation</i> . Available at: http://www.verlet.net/edc.html (Accessed: 14 May 2021).
Website (unknown author)	Company or Institution Year the webpage was last updated (in round brackets) Title of webpage (in italics) Available at: URL (Accessed: date)	Regent College London (2021) <i>What it's like to be a Regent College London Student</i> . Available at: https://www.youtube.com/watch?v=Jz9AERwBiAA (Accessed: 26 November 2021).
Graphs/Charts	Order: Author Year of publication (in round brackets) Title of book (in italics) Place of publication: Publisher Page number or figure number for graph Graph	Day, R. and Gastel, B. (2006) <i>How to write and publish a scientific paper</i> . Cambridge: Cambridge University Press, p. 95, graph.

*For guidance on referencing the appropriate use of Generative AI, please refer to your module guide or talk to your lecturer.

Figure 1: Example Reference List

- Barber, M. (2021) *Gravity assist: propelling higher education towards a brighter future*, The Office for Students. Available at: <https://www.officeforstudents.org.uk/publications/gravity-assist-propelling-higher-education-towards-a-brighter-future/> (Accessed: 6 March 2021).
- Christensen, C. M., and Eyring, H. J. (2011) *The innovative university*. San Francisco: Jossey-Bass.
- Cottrell, S. (2019) *The Study Skills Handbook*. Bloomsbury Publishing Plc: London. Available from: <https://ebookcentral.proquest.com/lib/bolton/detail.action?docID=6234945> (Accessed: 27 August 2024).
- Day, R. and Gastel, B. (2006) *How to write and publish a scientific paper*. Cambridge: Cambridge University Press, p. 95, graph.
- Franklin, A.W. (2012) 'Management of the problem', in Smith, S.M. (ed.) *The maltreatment of children*. Lancaster: MTP, pp. 83-95.
- Nan, C. (2021) 'Musicals find their voice again', *China Daily European Edition*, 14 May. Available at: <https://www.nexis.com> (Accessed: 21 May 2021).
- Regent College London (2021) *What it's like to be a Regent College London Student*. Available at: <https://www.youtube.com/watch?v=Jz9AERwBiAA> (Accessed: 26 November 2021).
- Skelton, A. (2011) 'Value conflicts in higher education teaching', *Teaching in Higher Education*, 17(3), pp. 257-268. doi: 10.1080/13562517.2011.611875.
- Skelton, A. (2011) 'Value conflicts in higher education teaching', *Teaching in Higher Education*, 17(3), pp. 257-268. Available at: <https://doi.org/10.1080/13562517.2011.611875> (Accessed: 11 April 2023)
- Valdivia, S. (2016) *Netiquette* [image]. Available from: <https://teachonline.asu.edu/2016/04/teaching-good-netiquette/> (Accessed: 25 November 2021).
- Verlet, J.R.R. (2021) *Dynamics of anion formation*. Available at: <http://www.verlet.net/edc.html> (Accessed: 14 May 2021).

TIP

It is a good idea to **keep a record of your references as you go**. If you leave it to the end it will take longer and there is a risk you may not be able to find a particular source. It is worth keeping a single document where you record full references for all of the sources you read, even if you don't use them. This will make it much easier to find what you are looking for and save time when adding them to a particular reference list.

If you want to be even more organised you could use **free reference management software** such as Mendeley.⁵

⁵ <https://www.mendeley.com/download-desktop-new/>

Useful online guidance

22 This document provides you with all of the guidance you need to use the Harvard referencing style correctly and consistently. However, if you have particular questions, you should speak to your tutor. They will be able to give school-specific advice. You can also access **citethemright** via the Regent Digital student dashboard. This provides guidance and tutorials on using referencing successfully.

23 Our partners also have useful information available online to support you with your referencing and academic writing skills.

University of Bolton

<https://leaponline.bolton.ac.uk/My-Academic-Development/My-Writing-Techniques/Referencing/Level-2/Harvard-Referencing.aspx>

St Mary's University

<https://www.stmarys.ac.uk/education/docs/harvard-referencing-booklet-ctess-ldt-2-final-4.pdf>

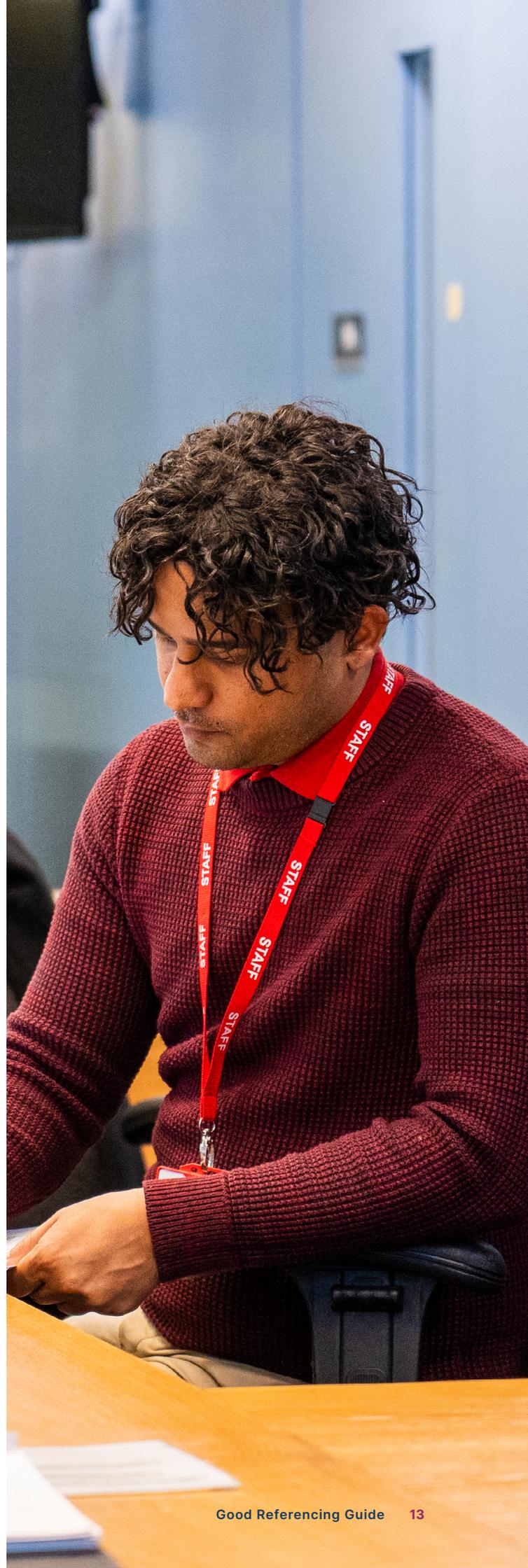
24 In addition, there are many online guides to Harvard referencing, including free sites that help you to generate references. Some useful links are provided below:

<https://www.scribbr.co.uk/referencing/harvard-style/>

<https://www.citethemrightonline.com/home>

<https://www.citethisforme.com/harvard-referencing>

<https://www.mybib.com/tools/harvard-referencing-generator>



► Avoiding academic misconduct

25 Academic misconduct involves gaining or attempting to gain, or helping others, to gain or attempt to gain, an **unfair academic advantage in formal assessments** which contribute to a unit or module mark (**table 3**).

26 **Academic misconduct may occur accidentally or intentionally.** However, in both cases this **may lead to formal procedures that result in penalties** that significantly reduce your marks or, in the most serious cases, lead to your expulsion from your course.

27 For more information about academic misconduct and the penalties that may apply to different types of academic misconduct, please read Regent College London's '**Academic Misconduct Procedure**'.⁶

28 Following the guidance in this document will help you to avoid unintentional academic misconduct (particularly plagiarism) and achieve better marks. If in doubt, you should always talk to your tutor. They will be able to give you further advice and support.

TIPS

To avoid plagiarism (and other forms of academic misconduct), follow assignment guidelines, plan your work in advance and manage your time effectively. Rushing to meet a deadline is more likely to create problems.

You should also make notes on what you have read and record all the details for each source as you go. This will help you to summarise ideas in your own words whilst making sure you are able to cite sources correctly in-text as well as in your full reference list.

It is also a good idea to save your notes until after you receive your final mark in case you need to go back and check anything.



⁶ <https://www.rcl.ac.uk/our-college/our-policies/>

Table 3: Different Types of Academic Misconduct

Plagiarism	Plagiarism is the unacknowledged incorporation in a student's work of material derived from the work (published or unpublished) of another. For example, if a student copies text from a book, journal article or the internet without acknowledging the source.
Duplication (Self-Plagiarism)	Duplication is the unacknowledged re-submission of work the student had previously submitted to gain academic credit at the College or elsewhere.
Ghosting (Contract Cheating)	Ghosting occurs when a student submits a piece of work as their own, which has actually been produced in whole or part by another person on their behalf. For example, if a student hires a service to write their assignments.
Collusion	Collusion occurs when a student submits as entirely their own, work done in collaboration with another person, or collaborates with another student in the completion of work which is submitted as that other student's own unaided work, or enables another student to copy all or part of their own work and to submit it as that student's own unaided work.
Personation (Impersonation)	Personation occurs when one person assumes the identity of a student, with the intention of gaining unfair advantage for that student or the student is knowingly and willingly impersonated by another with the intention of gaining unfair advantage for themselves.
Falsification (Fabrication)	Falsification occurs when a student presents data in laboratory reports, projects or other forms of assessment based on experimental or other work falsely purported to have been carried out by the student, or obtained by unfair means. It also includes the falsification of references, including the invention of references and/or false claims.

► Appendix A: using references to substantiate your writing

EXAMPLE WRITING	LEVEL OF SUBSTANTIATION
<p>Black is the most popular colour of car in the UK.</p>	<p>An unsubstantiated statement. It may be true but no evidence is provided.</p> <p style="text-align: right;">✗</p>
<p>Recent research suggests that black is the most popular colour of car in the UK.</p>	<p>An unsubstantiated statement presented as a fact. It sounds informed, and may be true, but no source, data or citation is provided.</p> <p style="text-align: right;">✗</p>
<p>Recent research, based on data from the Driver and Vehicle Licensing Agency (DVLA), shows that black is the most popular colour of car in the UK, with 6.5 million vehicles on the road (Fleet News, 2020).</p>	<p>A clearly substantiated statement that includes a credible source, specific data and a citation that tells the reader where the evidence can be found.</p> <p style="text-align: right;">✓</p>
<p>Recent research, based on data from the Driver and Vehicle Licensing Agency (DVLA), shows that black is the most popular colour of car in the UK, with 6.5 million vehicles on the road (Fleet News, 2020). However, figures vary from year to year, and there are differences between newly registered cars and total numbers on the road.</p> <p>Data presented by the RAC (2020), for example, notes that, overall, black was the most popular colour car on the road in 2020, 2019 and 2018, with silver the most popular in 2017.</p> <p>However, research by the Society of Motor Manufacturers and Traders (Autocar, 2020) notes that white was the most popular colour for newly registered cars in 2020, with grey the most popular in 2019 and 2018, and black in 2017.</p>	<p>A fully substantiated argument that draws on a range of credible sources, includes citations, and shows understanding of different data points over time as well as differences between similar data sets.</p> <p style="text-align: right;">✓ ✓</p>