**PL12004 Annotated Bibliography Guidance Document**

## **What is the assessment and what is its purpose?**

**Imagine you have been assigned an essay question, ‘Can democracy survive climate breakdown?’**

* **How would you find sources to research the topic and address the question?**
* **What sources would you select, and how would you go about making that selection?**

**To address these questions, you are assigned the task of producing an Annotated Bibliography linked to this hypothetical question.**

**The purpose of this coursework is to make you reflect upon these practical processes, and to demonstrate you know how to cite soruces and reference correctly, as a way to develop these essential skills needed for future coursework and essays.**

**Furthermore, the same hypothetical essay question is the subject of the PL12002 Literature Review coursework due at the end of Semester 1. As such, the work undertaken for this assignment (and the feedback you receive for it) will also buttress your work for that subsequent assignment.**

## **What does this practically entail?**

**The Annotated Bibliography involves two parts, submitted as a single word document:**

1. **a 15 source bibliography, presented with perfecting referencing style, containing sources you believe would help address this essay (use Bath Harvard).**
2. **A ‘reflective note’, in which you outline the processes by which you found and subsequently chose to include these 15 sources in your bibliography. The length of this note should be 500 words minimum or one side of A4 max, presented in Calibri or Times New Roman, font size 12, line-spacing 1.15.**

**See the illustrative example provided for what this looks like.**

**Make sure that upon submission you include the PoLIS assessment coversheet.**

## **How do I go about this task?**

**For guidance in undertaking this task you should draw upon the skills introduced in your lectures:**

* **“What to read” (Week 2) introduced different sources and gave practical guidance on how to find and select the right sources for research purposes.**
* **“How to Read” (Week 3) introduced and gave practical advice on how to engage with sources to identify the core elements, a skill required to identify relevant sources for research purposes.**
* **“Referencing” (Week 5) introduced how to correctly cite sources**

**In writing the reflective note, you should identify how you utilised the associated skills, and the judgements you made that led to your specific choices to include or reject particular sources, resulting in your 15 source bibliography.**

**Again, see the illustrative example provided, although *this should not be treated as a template to copy*.**

## **Marking Guidance for PL12004 Annotated Bibliography**

**As with all Politics coursework, the PoLIS Department’s generic mark scheme will used (see pages 2-5 of this document), with the three assessment objectives applied to your annotated bibliography as laid out below.**

**To help you plan your work, a few mini-questions are also provided to reflect upon.**

### **Knowledge and understanding of relevant ideas and methods (25%)**

**What will be assessed:**

* **Your methods or approaches to finding sources.**
* **The range, quality and appropriateness of your choice of sources.**

*Planning questions:*

* **Which sources have you selected?**
* **Where did you find them?**
* **What methods or techniques, discussed on this unit, did you use to find them?**

### **Ability to apply relevant ideas and methods to specific problems or issues, and take a critical approach (50%)**

**What will be assessed:**

* **Your critical evaluation of individual sources**
* **Your critical evaluation of your bibliography as whole**
* **Your reflection on your methodology**

***Planning questions:***

* Which of the sources are more or less important?
  + Justify your view by evaluating the strengths and weaknesses of the sources.
  + Consider aspects such as their relevance, recency, influence, or type.
* What were the strengths and weaknesses of your search?

### **Clarity of expression, presentation of material and overall structure (including referencing) (25%)**

**What will be assessed:**

* **The accuracy of your references and their correct presentation**
* **Your use of academic English**
* **The ordering and structure of your ideas and material**

***Planning questions***

* **How will you order your bibliography and reflective note?**
* **Have you written concisely?**
* **Are your citations and references in the correct Bath Harvard format?**

| **Class** | **Mark range** | 1. **Knowledge and understanding of relevant ideas and methods** | 1. **Ability to apply relevant ideas and methods to specific problems or issues, and take a critical approach** | 1. **Clarity of expression, presentation of material and overall structure (including referencing)** |
| --- | --- | --- | --- | --- |
| First | 86+ | *As below plus:* Work of exceptional qualitywhich fulfils all the requirements of the exercise to a standard higher than that which could reasonably be expected of an undergraduate | | |
| 85 | *As below plus:* Work of outstanding quality which fulfils all the requirements of the exercise to the highest standard that could reasonably be expected of an undergraduate | | |
| 80 | *As below plus:* Evidence of unusual originality, creativity and/or critical insight | | |
| 76 | As below plus: Evidence of exceptionally wide, independent and relevant reading, and a thorough and sophisticated grasp of key ideas/concepts | | |
| 73 | *As below plus:* Evidence of the ability to argue cogently from evidence, to generalize maturely, and to answer all parts of a question and achieve a sensible balance between them | | |
| 70 | Evidence of sustained interest in the topic and an ability to engage the reader/interlocutor | Evidence of a thorough grasp of key ideas / concepts.  Evidence of originality and / or very good critical insight.  Evidence of very good use of examples to illustrate points and to justify arguments.  Evidence of wide, relevant reading |  |
| Upper Second (IIi) | 60-69 | Evidence of ability to answer all parts of a question.  Evidence of interest in the topic. | Evidence of the ability to identify and understand key ideas / concepts.  Evidence of appropriate use of examples to illustrate points and to justify arguments.  Evidence of appropriate reading. | Evidence of the ability to structure an essay/ project/presentation, to select, analyse, and order, with some attempt to synthesise and conclude.  Evidence of appropriate reading.  Bibliographical and other references should be presented in a form appropriate to the exercise.  Clear, accurate and appropriate use of language |
| Lower Second (IIii) | 50-59 | Limited evidence of interest in the topic.  Some evidence of ability to select appropriate examples to illustrate points and to justify arguments. | Some evidence of ability to identify key ideas presented: may indicate a narrative or cataloguing approach.  Limited evidence of relevant reading. | Evidence of the ability to describe a subject in an organized way, with some attempt at analysis, and to demonstrate knowledge of the subject, with limited explanation or discussion of the material.  Limited bibliographical and other references  Clear use of language. |
| Third (III) | 40-49 | Little evidence of interest in the topic. | Very limited evidence of ability to select appropriate examples to illustrate points. | Evidence of the ability to write/talk descriptively about a subject, but with little or no attempt to generalize or to discuss.  Poor bibliographical and other references |
| The student should clearly be able to communicate identifiable facts and concepts. | Little evidence of relevant reading. | Unreliable use of language. |
| Fail | 35-39 | Evidence of some ability to identify and describe relevant facts and issues, but with no grasp of concepts. | Inadequate evidence of relevant reading.  Inadequate evidence of ability to select appropriate examples to illustrate points. | Poor or non-existent bibliographical and other references  Poor expression |
| 30-34 | Little or no evidence of the ability to communicate identifiable facts and concepts. | Irrelevant answer | Muddled understanding |