

6.5 Read an extended source and write an evaluative bibliography annotation

Name: _____ Class: _____ Date: _____

Total: 24 marks

KEY WORDS annotated bibliography 注释性参考书目 • annotation 注释 • locator 出处定位

Objective

Read an extended source and write an evaluative bibliography annotation. This is original GAC015-aligned practice, not an official assessment. All people, texts, records and instructions are fictional. This sheet's word ranges and analytic points are local teaching conventions, not official assessment specifications. Sources supplied here are original fictional classroom material. Actual research coursework requires genuine retrieved sources, verified methods and references in the required style.

1 Key knowledge and worked examples

■ Key knowledge: summary, evaluation and intended use perform different jobs

An **annotated bibliography** 注释性参考书目 pairs a reference with an **annotation** 注释 that summarises, evaluates and states an intended use. Read the relevant full source before selecting a claim; a title or abstract alone may omit important limitations.

A **locator** 出处定位 such as a page or numbered section identifies the evidence. Follow the required referencing style for real sources and missing details. This supplied report uses honest fictional label/section references; do not fabricate publication information.

■ Source A: text or task brief

Original fictional report C, Notice evaluation, §§1–3. Classroom source supplied in this sheet; no external author, journal or publication date is claimed.

§1: A student team compared two event-notice versions. The first used a long paragraph; the second used headings and shorter sentences. Twelve volunteers saw the first version on Monday and twelve different volunteers saw the second on Tuesday. Each answered four questions about place, date, booking and access. A response counted as correct only if all four details matched the notice. Both groups were scored with the same key.

§2: Eight first-group participants and ten second-group participants answered all four questions correctly. Only the combined outcome was recorded; individual missed details were not identified. Volunteers were available classmates rather than a randomly selected audience. Both layout and wording changed. Reading ability and one-week retention were not compared.

§3: The team recommends checking clarity before publication. It does not claim that

layout alone caused the difference or that results apply to every audience. A proposed follow-up would hold wording fixed, record errors by detail and include different reading experiences. Immediate classroom comprehension and actual event attendance are different outcomes; attendance was not measured.

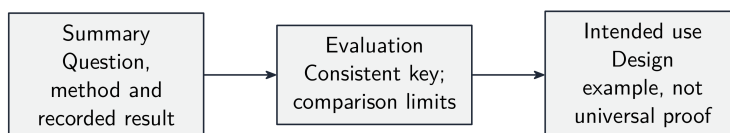
Research question: What helps visitors understand event information? Use C's label/title/sections as the local reference entry.

■ Source B: response or review record

Annotation draft: "C is a famous journal article proving that headings alone double attendance for everyone. Its follow-up experiment was already completed. I did not need to read §2 because the title sounded relevant."

Bibliography brief: provide the honest source entry, a faithful summary, strengths and limits relevant to the question, and a precise intended use or exclusion. No source has to be praised or used for every claim.

■ Worked example: the intended use must fit the measured outcome



Known: C measures an immediate combined four-detail comprehension outcome. Why read all three sections? §2 identifies convenience groups and simultaneous changes; §3 distinguishes a proposed follow-up from actual results.

The same scoring key supports consistent scoring procedures, but it does not establish repeat-study reliability or isolate layout effects. C can illustrate evaluation design and source limits. It cannot prove a universal attendance improvement or a completed follow-up.

2 Practice

2.1 State what counted as a correct response and give the results with group sizes. [2]

2.2 State one procedural strength and one comparison limitation. [2]

2.3 Correct THREE claims in the draft annotation.

[3]

2.4 Give the locator for the recorded result, one unmeasured outcome and one proposed follow-up feature.

[3]

3 Exam-style questions

3.1 Write an honest local reference entry and plan an annotation's summary, evaluation and use, with one precise locator.

[6]

[8]