

PEER-MARKING ESSAYS

Overview

The purpose of this activity is to train your students to become effective markers of 12 mark essays. This activity develops your students' knowledge and understanding of what is required to write an effective essay and can save you hours and hours of time!

Resources Required

- Essay marking grids
- Sample essays
 - There are two sample essays included in this resource
 - Or, you could photocopy examples of your students own work

Teacher Instructions

Teaching and Learning Strategy A

Students should work in pairs to complete this activity. Provide students with a copy of both essays and two marking grids.



PEER-MARKING ESSAYS

Students must work in pairs to read the essays (one at a time) and agree which mark band (1, 2, 3 or 4) the essay fits into, for each of the different columns (accuracy, knowledge, evaluation, clarity and organisation, focus and specialist terminology). Students should highlight the marking grid, in the following way:

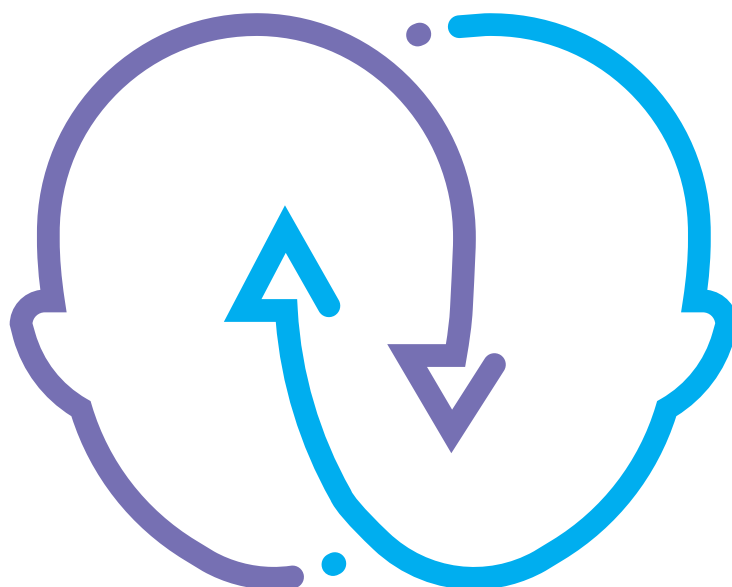
Level	AS Level	A Level	Accuracy	Knowledge	Evaluation	Clarity and organisation	Focus	Specialist terminology
4	10-12	13-16	Accurate	Generally well-detailed	Thorough and effective	Clear and coherent	Focused on question	Used effectively
3	7-9	9-12	Occasional inaccuracies	Evident	Some effective evaluation	Mostly clear and organised	Mostly focus on question	Mostly used appropriately
2	4-6	5-8	Lacks accuracy	Present	Limited effectiveness	Lacks clarity / organisation in places	Mainly descriptive	Used inappropriately on occasions
1	1-3	1-4	Many inaccuracies	Limited	Limited or absent	Lacks clarity & poorly organised	Poorly focused	Absent or inappropriately used
0	0	0	No creditworthy material	No creditworthy material	No creditworthy material	No creditworthy material	No creditworthy material	No creditworthy material

Note: this is an example and does not reflect the mark bands for either essay

When the students agree a mark band, they should then assign a mark to reflect whether the answer is at the top, middle or bottom of the assigned mark band. Finally, they should write a brief comment in the 'what went well' box and some constructive feedback in the 'even better if' box. It is important that students practice writing constructive feedback and therefore it is often beneficial to model some effective feedback statements before this activity, for example, rather than writing: 'more evaluation needed' a better comment would be 'your evaluation is not linked to the learning theory of attachment and needs to explain why Harlow and Harlow is a weakness'.

Teaching and Learning Strategy B (Using your students own work)

Once you're confident that your students are effective markers, follow the above teaching and learning strategy, but give pairs of students two random essays to peer-assess. If you teach more than one class, it is often useful to make your students mark essays from another class, however if this is not possible (as you only teach one group), you can photocopy the essays to ensure that students feel confident in providing an accurate grade and constructive feedback.



Outline and evaluate the learning explanation of attachment (12 marks)

The learning theory of attachment says that children attach to their caregivers because of food. The learning theory is based on Pavlov's ideas of classical conditioning, for example, if we imagine that the dog is now the baby, the bell (neutral stimulus) is now the mother and the food is now milk.

According to learning theory, the baby has no reaction to its mother. However, if the baby is presented with an unconditioned stimulus (food/milk) then the baby would produce an unconditioned response (relief/ happiness from being fed). During conditioning, the milk and mother are presented together, so the baby would form an association between the sight of the mother and being fed. After conditioning, the mother (now a conditioned stimulus (produces a conditioned response)).

A weakness of this approach comes from Harlow and Harlow, as it was proven that the monkey preferred 'contact comfort' from the artificial mother, instead of food.

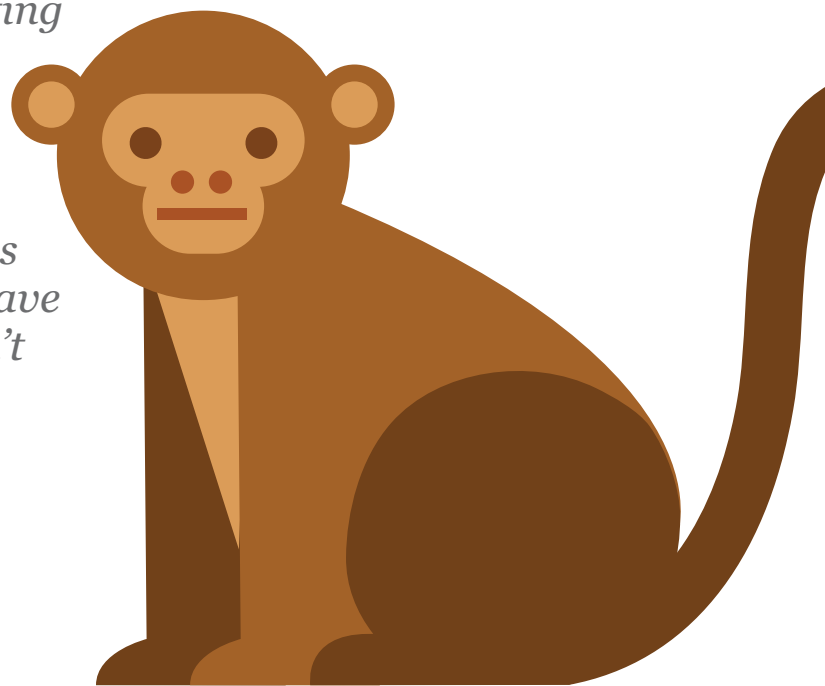


Outline and evaluate the learning explanation of attachment (12 marks)

The learning theory is a 'nurture' explanation of attachment. Learning theory suggests that we learn to attach through classical conditioning. An example of this is learning is when a child associates their caregiver with food. The food is an unconditioned stimulus which makes a child happy (unconditioned response). The caregiver is a neutral stimulus, so produces no response in the child. During conditioning, the food and caregiver come together which makes the child happy because they're relieved from hunger. After conditioning, the child associates their caregiver with food, so they are happy upon seeing them. The caregiver is now a conditioned stimulus and the response is also conditioned. This shows that we learn to form attachments through classical conditioning and being fed.

Support for this theory comes from research by Rutter. He found that adopted children are still able to form attachments, but it just takes longer. This is important because it shows that forming attachments can't be biological, as we are still able to learn to attach.

A weakness of this theory comes from research by Harlow and Harlow. This study found that the baby monkey would run to the cloth monkey rather than the wired monkey that fed it, when it felt threatened by a scary mechanical toy. This is important as it shows that we attach for comfort rather than by associating a caregiver and food, as claimed by the learning theory. However, it could be argued that results can't be extrapolated as animals were used in the study. This matters because it is argued that humans have free will and therefore findings can't be applied to humans, as we are different.



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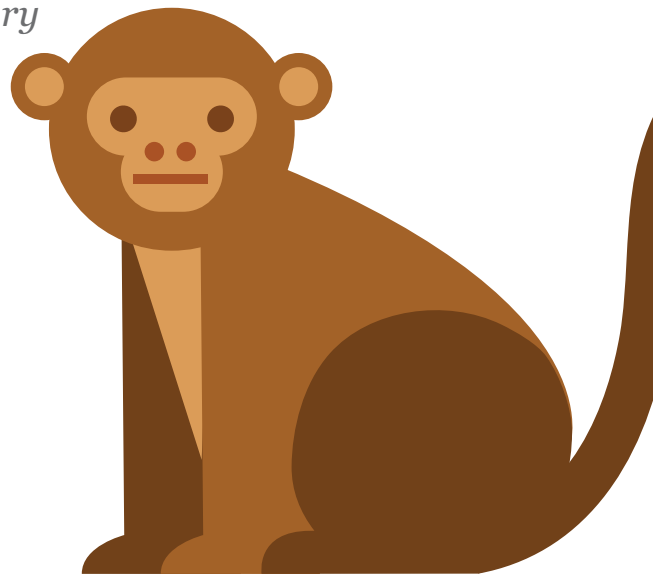
Examiner's Comment: Mark band 2 (4-5 marks). The knowledge is limited and the evaluation is practically absent. It is mostly clear and somewhat organised, although specialist terminology is lacking and the whole answer is too brief.

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Examiner's Comment: Mark band 3 (8-9 marks) The answer is accurate and generally well-detailed with good focus on the question. There is some effective evaluation, in particular Harlow. The student could also consider the role of operant conditioning and provide further explicit links in the discussion e.g. the point about extrapolation is under development. Other options for discussion would be to include either a contrast with 'nature' explanations or emphasise its a trustworthy / testable / scientific account.

OCR A-LEVEL PSYCHOLOGY

PEER MARKING GRID

Component 1 – Section B – Designing an investigation

Name on essay:

Names of peer-markers:

Level	Required Features	Detail of Features	Application	Justification	Structure	Own Practical Work
4	All required features clearly addressed	Accurate and detailed knowledge	Application of all features in context	Appropriate justification of all decisions	Well-developed reasoning, clear & logically structured	Explicit link between own work and features
3	All/most required features addressed	Reasonably accurate and detailed knowledge	Application of at least 2/3 features in context	Reasonable justification of most decisions	Evident line of reasoning, some structure	No link between own work and features
2	Two of the required features addressed	Some detailed knowledge	Limited application of required features	Attempt to justify decision(s) but weak	Evidence of some structure, but weak	No link between own work and features
1	One of the required features addressed	Limited detail	Weak application of required features	None, or very weak justification	Very weak	No link between own work and features
0	None	None	None	None	None	None

Overall Mark Band:

Mark Awarded: /12 or 15

EBI (Even better if):

WWW (What went well):

OCR A-LEVEL PSYCHOLOGY

Component 2 – (Discuss) Essay Question

PEER MARKING GRID

Name on essay:

Names of peer-markers:

Level	Understanding	Evaluation Points	Evaluation / Discussion	Structure of Argument	Conclusions	Supporting Evidence
4	All points identified and explained	At least 3 detailed points	Good & explicitly linked to question	Clearly presented	Effective summary of issues and argument	Relevant and appropriate
3	Some point lacks development	At least 3 points, in less detail	Reasonable and mainly relevant	Organised	Effective conclusion and argument	Mostly relevant and appropriate
2	Limited understanding / explanation	Limited range (2) of points	Limited and sometimes relevant	Some structure and organisation	Reasonable conclusion and argument	Occasionally relevant
1	Basic understanding / explanation	Very limited (1) range of points	Basic and rarely relevant	Lacks structure and organisation	Discussion is brief or not apparent	Not supported by relevant evidence
0	None	None	None	None	None	None

Overall Mark Band:

Mark Awarded: /12 or 15

EBI (Even better if):

WWW (What went well):

OCR A-LEVEL PSYCHOLOGY

Component 3 – Section B, Part A Questions (A-Level Only)

PEER MARKING GRID

AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (5 marks)

AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures (5 marks)

Name on essay:

Names of peer-markers:

Level	Knowledge and Understanding	Accuracy and Detail	Selection of Material	Application of Knowledge	Structure	Relevance
4	Good and relevant	Accurate & detailed	Highly appropriate to question	Explicit, accurate and relevant to question	Good line of reasoning and logical structure	Relevant and valid
3	Reasonable	Generally accurate description	Reasonably appropriate material	Clear and focused on question	Line of reason and some structure	Mostly relevant and valid evidence
2	Limited	Limited and lacking in detail	Some appropriate material	Limited / generic application	Limited structure	Essay is supported by limited evidence
1	Basic	Inaccurate	Partially relevant	Basic	Unstructured	Limited evidence or link to question
0	None	None	None	None	None	None

Overall Mark Band:

Mark Awarded: /10

EBI (Even better if):

WWW (What went well):

OCR A-LEVEL PSYCHOLOGY

PEER MARKING GRID

Component 3 – Section B, Part B Questions (A-Level Only)

AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures (2 marks)

AO3: Analyse, interpret and evaluate scientific information, ideas and evidence (13 marks)

Name on essay:

Names of peer-markers:

Level	Knowledge and Understanding	Analysis & Evaluation	Argument & Conclusion	Use of Examples	Structure	Supporting Evidence
4	Good and relevant	Many points, covering a range of issues	Organised, balanced and well developed	Effective use of examples	Good line of reasoning and logical structure	Relevant and valid
3	Reasonable	Fewer points, covering a range of issues	Well organised, but may lack balance	Reasonable use of examples	Line of reason and some structure	Supported by some evidence
2	Limited	limited no. of points, limited in range	Limited	Some use of examples	Limited structure	Supported by limited evidence
1	Basic	Few basic points	No evidence of an argument	Limited or no use of examples	Unstructured	Limited evidence and link to question
0	None	None	None	None	None	None

Overall Mark Band:

Mark Awarded:

/15

EBI (Even better if):

WWW (What went well):

OCR A-LEVEL PSYCHOLOGY

Component 3 – Section B, Part C Questions (A-Level Only)

PEER MARKING GRID

AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures (1 marks)

Name on essay:

Names of peer-markers:

Level	Knowledge and Understanding	Relevance	Structure	Supporting Evidence
4	Good	Explicit, accurate and relevant to the question	Well-developed line of reasoning and clear structure	Relevant and substantiated
3	Reasonable	Clear and focused on the question	Some line of reasoning and structure	Supported by some evidence
2	Limited	Generic links & not specific to the question	Limited	Supported by limited evidence
1	Basic	Generalised & lacking focus on the question	Unstructured	Limited evidence and link to question
0	None	None	None	None

Overall Mark Band:

Mark Awarded: /10

EBI (Even better if):

WWW (What went well):

AQA A-LEVEL PSYCHOLOGY

PEER MARKING GRID

Name on essay:

Names of peer-markers:

Level	AS Level	A Level	Knowledge	Accuracy	Evaluation	Focus	Specialist terminology
4	10-12	13-16	Well-detailed	Accurate	Thorough and effective	Clear, coherent and focussed	Used effectively
3	7-9	9-12	Evident (reasonably detailed)	Occasional inaccuracies	Mostly effective	Mostly clear and organised	Mostly used effectively
2	4-6	5-8	Present (lacks detail)	Numerous inaccuracies	Partly effective	Lacks clarity, accuracy and organisation	Used inappropriately on occasions
1	1-3	1-4	Limited (limited/absent knowledge)	Highly inaccurate	Limited, not effective or absent	Lacks clarity, many inaccuracies and poorly organised	Either absent or inappropriately used
0	0	0	None	None	None	None	None

Overall Mark Band:

Mark Awarded: /12 or 16

EBI (Even better if):

WWW (What went well):

EDEXCEL A-LEVEL PSYCHOLOGY

PEER MARKING GRID

Name on essay:

Names of peer-markers:

Level	Knowledge and Understanding	Evaluation	Reasoning (Interpretation)	Balance	Conclusion
4	Accurate and thorough (Highly detailed)	Well-developed, logical evaluation	Logical chains of reasoning (Logical interpretation of evidence)	Clear awareness of different arguments	Balanced conclusion
3	Accurate (Reasonable detail)	Mostly developed evaluation	Mostly coherent chains of reasoning	Some awareness of different arguments	Conclusion present, but imbalanced
2	Mostly Accurate (Limited detail)	Some developed evaluation	Some coherent interpretation of evidence	Limited awareness of different arguments	Superficial (shallow) conclusion
1	Isolated elements (Limited/absent detail)	Limited or no evaluation	Limited or no interpretation	No awareness of different argument	Generic (non-specific) conclusion
0	None	None	None	None	None

Overall Mark Band:

Mark Awarded: /12 or 16

EBI (Even better if):

WWW (What went well):