



Resource 1:

The text below is taken from a piece of work submitted by a KS3 student in response to the question: **Is there an external world?** For context, this is their final assignment having studied the course which introduced them to different philosopher's thoughts and ideas on the subject.

Which feedback is the best?

Feedback A	Student Response:	Feedback B
<p>Great detail.</p> <p>Punctuation?</p> <p>Is it the truth?</p> <p>This is confusing. Rewrite it so that it makes sense.</p> <p>There's a good conclusion in here somewhere. Can you find it?</p>	<p>Neuroscientist Susana Martinez-Conde says "even If your brain knows it is an illusion you still need help to see it".</p> <p>Visual illusions can distort our perception so that what we see does not correspond with what is physically there which if your brain can distort things can we actually trust our senses if our brain is so easily tricked should we believe everything we see should we question it.</p> <p>the truth is our brains are not machines they should be allowed to make mistakes because as Susana Martinez-condo says "Our brain is constantly filling in blanks seeking structure and order even in the cases where it doesn't exist."</p> <p>I believe that the basics are in the external reality like a table is in the external reality, but the colour is not because a colour blind person will see a different colour to what others see, so the brain is using your perception to fill things in so how do we know that the illusions are not true and everything else is fake because a lot of illusions are based on the truth like when my cat died I could and can still sometimes see her walk around or purr, so the illusion is based on something that actually happened, so I believe that the illusion came from the external reality because the cat is there, but the colour is not, so the cat is still there,</p> <p>so I believe that the illusions come from between the external reality and the physical reality because the external reality says it is there and because of that the physical reality believes it to an extent as well Susana Martinez-condo says experience doesn't have to match reality and I believe that this is true because our brain does not have to always get it right.</p>	<p>Great use of expert to demonstrate your understanding of their ideas.</p> <p>What is your main idea or question here? What are your secondary ideas or questions?</p> <p>You use the word 'truth' here – this is a complex concept. You might like to show what other evidence you have to support your argument?</p> <p>It's great that you've used a personal anecdote here to justify your idea. It reads a little bit like you wrote down exactly what you thought as the ideas were coming to you. What main conclusion did you draw from this thinking? Could you write it in a single sentence?</p> <p>How does this conclusion help us to answer the question – is there an external world?</p>

Resource 2:

Below is The Brilliant Club Mark Scheme.

? **How does each level differ?**

? **What two or three words could you use to summarise those differences?**

	Subject Knowledge	Critical Thinking	Written Communication
NOTES	Where the STEM mark scheme is focused on scientific methods, evidence, arguments and reasoning, the Arts/Hums & Social Sciences mark scheme focuses on ideas, information and issues.		
1 st	<p>The work shows a depth of knowledge and understanding of key concepts and scientific methods/issues, through engaging with relevant sources.</p> <p>Knowledge is used to build and support highly effective (scientific) arguments and explanations.</p>	<p>Analyses key scientific evidence, arguments, and reasoning. Interprets meaning and makes connections.</p> <p>Identifies and critically evaluates key scientific arguments and evidence, deciding on their credibility, strength, and relative significance, drawing convincing conclusions.</p>	<p>The work has a coherent flow and is well structured.</p> <p>The writing style is appropriate; scientific language and key scientific terms are used accurately and effectively to support the arguments and explanations made.</p> <p>There are no, or very few, errors in spelling or grammar.</p> <p>Consistent referencing, appropriate paragraphing and use of correctly labelled tables and graphs matching the style taught in the course.</p>
2:1	<p>The work shows an understanding of key concepts and scientific methods/ issues, drawing on relevant sources.</p> <p>Knowledge is used to build and support effective (scientific) arguments and explanations.</p>	<p>Analyses relevant scientific evidence, arguments, and reasoning.</p> <p>Identifies and critically evaluates relevant scientific arguments and evidence, deciding on their credibility and strength, drawing reasonable conclusions.</p> <p>Shows some understanding of the relative value of evidence and arguments.</p>	<p>The work is well-structured.</p> <p>The writing style is appropriate; scientific language and key terms are used correctly.</p> <p>There are few errors in spelling or grammar.</p> <p>Mostly consistent referencing and use of tables and figures; matching the style taught in the course.</p>
NOTES	How is a 1st different to a 2:1?		

	Subject Knowledge	Critical Thinking	Written Communication
NOTES	Where the STEM mark scheme is focused on scientific methods, evidence, arguments and reasoning, the Arts/Hums & Social Sciences mark scheme focuses on ideas, information and issues.		
2:2	<p>The work shows an understanding of key concepts and scientific methods/ issues, with no major misconceptions.</p> <p>Beginning to apply this knowledge to build and support effective (scientific) arguments and explanations.</p>	<p>Identifies and uses basic scientific evidence, arguments, and reasoning.</p> <p>Showing some understanding of the quality of scientific arguments and evidence.</p> <p>Not yet showing understanding of the relative value of evidence and arguments.</p>	<p>The work has some structure.</p> <p>The writing style can sometimes be informal; occasionally scientific language and key terms are not used when it would be appropriate to do so.</p> <p>There are some errors in grammar and spelling do not get in the way of communicating the content.</p> <p>Referencing has some consistency; matching the style taught in the course</p> <p>Limited use of tables and graphs.</p>
3 rd	<p>Shows a developing understanding of key concepts and scientific methods/ issues, with some misconceptions.</p> <p>Does not yet apply this knowledge to build and support (scientific) arguments and explanations.</p>	<p>Beginning to analyse scientific evidence, arguments, and reasoning.</p> <p>Describes evidence and arguments, while not yet evaluating them.</p>	<p>The grammar, spelling, style, and structure of the work need improving in order to communicate ideas to the reader.</p> <p>Scientific language, key terms and references are not always used correctly.</p> <p>Limited, or no use of tables and graphs.</p>
Notes	How is a 2:1 different to a 2:2?		
Notes	How is a 2:2 different to a 3rd?		

Extension Task - Resource 3:

The text below is the beginning of a piece of work submitted by a KS3 student in response to the question: **Is there an external world?**

We're going to look at this from two perspectives.

1. This has been submitted as a draft following Tutorial 5 and you are preparing verbal feedback and written feedback for Tutorial 6.
2. This is the final submission and you are preparing verbal and written summary feedback for Tutorial 7.

What feedback would you give?

Feedback T6	Student Response:	Feedback T7
	<p>External world is a concept of a world made up of things and events that can be experienced, but which only exist independently of our cognitive state, meaning we have not interfered with it. The idea that a reality exists outside our own perception.</p> <p>Susana Martinez Conde (a Spanish-American neuroscientist and science writer) describes our reality as a simulation and that it is different from experience. Our experience is generated by our brain, it is made using electrical impulses. Susana argues that our brain is part of the external world, but what happens inside it is not, therefore our perceptions are internal. She points out the blind spot, which is a small part at the back of our eyes located where our optic nerve meets the retina, there are does not have any light sensitive-receptors called Rods and Cones leaving us with a blind spot, however our brain fills in the blind spot using the information it has. She also talks about dreams and how they feel real even though they are not real.</p> <p>This information helps me prove my point because it suggests what we experience is not the reality. It also means there no way of knowing if there is an external world yet since we can't go beyond our perceptions. Since our dreams feel so real, it suggests our reality could also be not in the external world as there is no way of proving what we experience is real or not.</p> <p>Karl Friston (a British theoretical neuroscientist) says that since our reality only exists in our mind, there might be nothing beyond our brain. He also says that everyone has different reality which means our reality is also not external. His theory the external world triggers our experience, this means that there has to be an external world from where our experience infers.</p> <p>This evaluate my point since it says that we have some sort of connections to the external world as experience occurs through inference, which implies there is something in the external world to infer to.</p>	