

5.7 Use peer feedback to make a traceable revision

Name: _____ Class: _____ Date: _____ **Total: 24 marks**

KEY WORDS peer review 同伴评审 • response log 回应记录 • revision 修订

Objective

Use peer feedback to make a traceable revision. This is original GAC033-aligned practice, not an official assessment. All people, cards, records and instructions are fictional; no main study has been conducted.

1 Key knowledge and worked examples

■ Key knowledge: specific feedback connects issue and correction

Useful **peer review** 同伴评审 names a location, an issue, its consequence and a practical correction. “Nice and neat” describes appearance but does not check whether a method answers its question. Respectful feedback can still be precise.

A **response log** 回应记录 records the suggestion, decision, reason and changed location. A **revision** 修订 may require linked changes in several sections. Accept, partly accept or decline feedback with evidence-based reasons; do not accept an out-of-scope task just because it was suggested. Recheck the revised version. A peer cannot grant teacher approval.

■ Source A: proposal and task record

In fictional proposal version 1, section 1 asks about completely correct four-item sorting under A and B. Section 3 instead asks only which layout participants like. Section 4 says the form is anonymous but contains a full-name field. Section 5 promises that any submitted anonymous sheet can later be located and removed. Teacher approval remains pending.

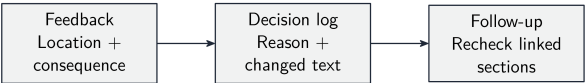
Peer Rui writes: “Very neat cover.” Peer Mei writes: “Section 3 measures preference, so it cannot answer section 1’s accuracy question. Use the same sorting task and key in both conditions, and update the analysis.” Peer Dan suggests adding a memory competition, which the agreed sorting question does not require.

■ Source B: draft and current evidence

The author replies to Mei, “We worked hard, so the survey is fine.” The response table marks every suggestion “done”, but version 2 keeps the liking survey and full-name field. It adds the memory competition and labels the proposal “approved by peers”. No teacher approval has been received.

The team needs a truthful decision log. Required repairs include question–method–analysis alignment and an internally consistent anonymous information script. It should preserve voluntary participation and the limit on retrieving anonymous sheets after submission. Cover styling is optional. A focused follow-up should compare the revised linked sections rather than promise that all remaining problems have gone.

■ Worked example: record a decision, then verify the changed text



Known: Mei identifies a specific mismatch and correction. Why accept it? Preference answers cannot provide the proposed accuracy outcome. Accept the task repair and update the fixed key and analysis together; do not mark it done until those sections actually change.

Decline the memory competition with the reason that it adds another outcome beyond the agreed question. Remove the name field if keeping anonymity and repair the withdrawal script. Record the version and changed locations, request a focused recheck, and retain teacher approval as pending.

2 Practice

2.1 Identify Mei’s specified location and the consequence she explains. [2]

2.2 Explain why Rui’s comment cannot establish methodological quality. Give TWO points. [2]

2.3 Give THREE fields a useful response-log entry should contain beyond the suggestion itself. [3]

2.4 Give a justified decision on the memory competition, one anonymous-design repair and one focused follow-up check. [3]

3 Exam-style questions

3.1 Evaluate THREE response-table claims: “Every suggestion is done”; “Working hard makes our survey answer accuracy”; “Peer approval permits recruitment”. Give a correction and reason for each. [6]

3.2 Write an 80–110 word response to the peers. Accept a necessary correction, decline or defer an unnecessary one with a reason, identify linked ethics repairs and a follow-up check, and state approval status. [8]

Solutions

2.1 Section 3; preference cannot answer section 1's accuracy question.

2.2 It concerns cover appearance; it does not check alignment, scoring, ethics or evidence in the proposal.

2.3 Award B1 each for three: decision; reason; actual changed location/version; verification/follow-up status. A blanket "done" without a change is not evidence.

2.4 Decline/defer the memory task because it is outside the agreed question. Remove names and/or correct individual-retrieval promise consistently with anonymity. Recheck question-task-key-analysis or linked anonymity/information sections in the actual revised version.

3.1 Award correction B1 and reason B1 per claim. Record honest decisions and changed locations: version 2 retains errors. Assess measurement alignment and replace preference with the task: effort cannot create accuracy data. Keep teacher approval pending before recruitment: peer feedback has no teacher authorisation power.

3.2 Local analytic rubric, $8 \times B1$: accepts Mei with measurement reason; task/key and linked analysis repair; memory decision with scope reason; name-field repair; truthful retrieval limit; traceable decisions and focused recheck; teacher approval pending before recruitment; coherent truthful 80–110 word response. Example: "We accept Mei's correction because the liking survey cannot answer our accuracy question. We will replace section 3 with the sorting task and fixed key, then update the analysis section. We will decline the extra memory competition because it adds an outcome outside the agreed question. To retain anonymity, we will remove the name field and correct the promise about retrieving individual submitted sheets. Our response log will identify decisions, reasons and changed locations, rather than mark unchanged text done. We will ask peers to recheck the linked sections in the revised version. Teacher approval remains pending before recruitment."