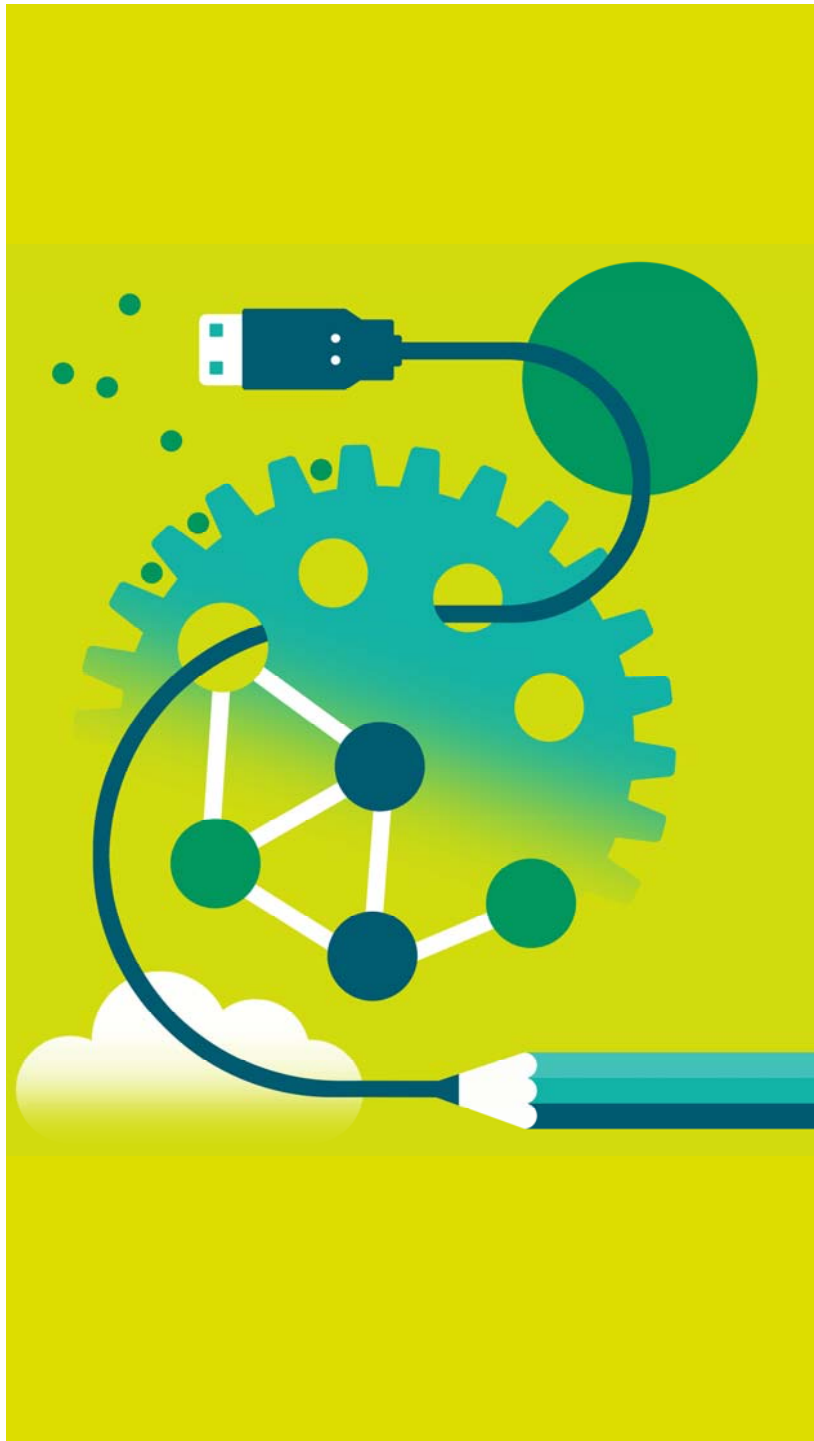




Pearson

# Edexcel A Level Economics B: Feedback on June 2017 - Paper 3 (2015) Online Event

17OAB08



## Your Online Environment

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**XX** Technical Difficulties & Support

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**XX** Recording

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**XX** Communication in an online environment

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**XX** Asking Questions

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**XX** Using Polls

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**XX** Downloading Documents



## Aims and Objectives

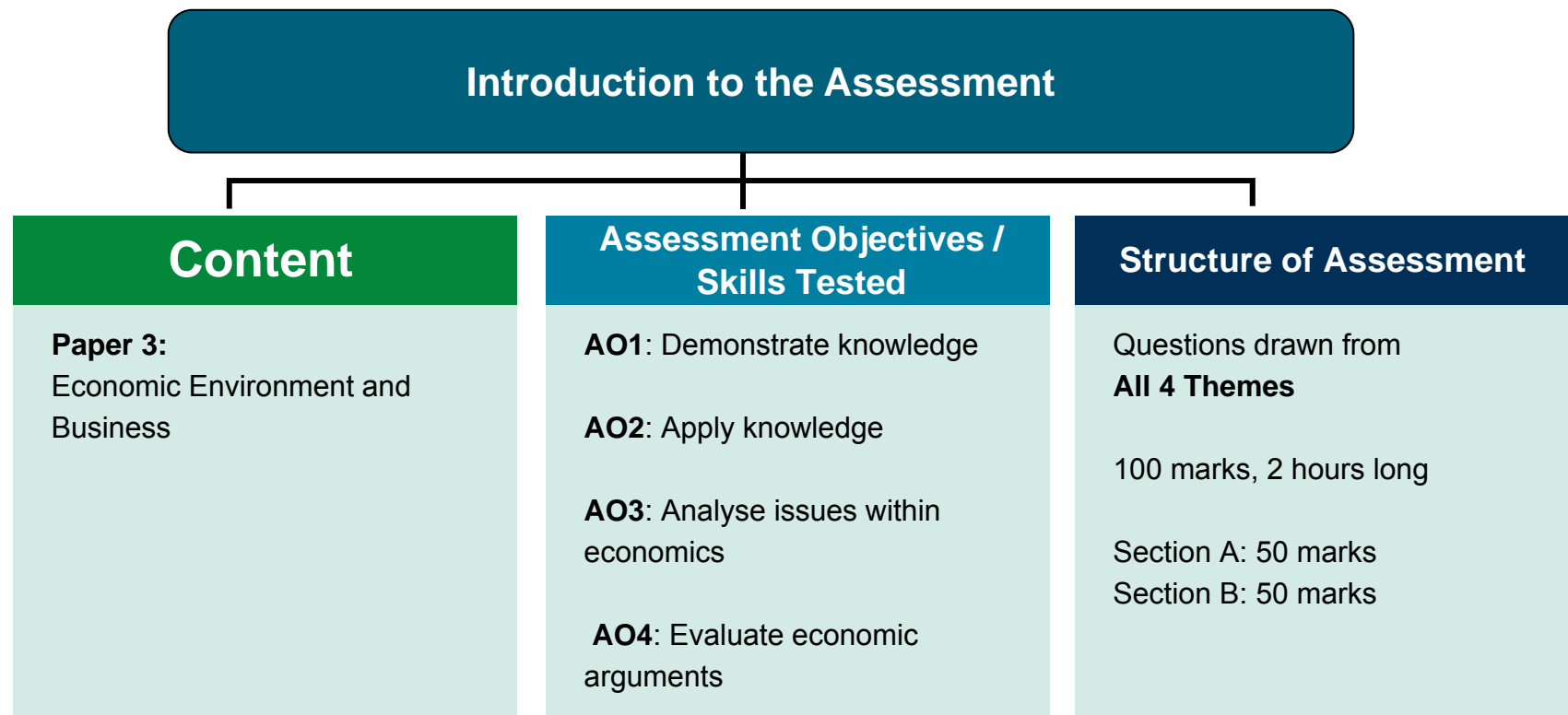
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- XX** To provide feedback on national performance of candidates on Paper 3 of the June 2017 examination series
- XX** To understand the assessment process of Paper 3
- XX** To consider the variation of candidates' performance on different questions and possible reasons why
- XX** To address common issues and FAQs

**Polls to get to know  
the delegates.**

# Session Agenda

16:10	Introduction
16:15	Structure of the assessment
16:20	The new levels
16:30	Candidates that did well
16:50	Candidates that did not do well
17:10	Marking exercise
17:30	Sharing good practice and questions
18:00	Finish



# Content

- Paper 3 is synoptic and based on all 4 Themes
- Based on a pre-released topic (November)
- 30% weighting for A Level qualification
- The paper comprises two sections (Macro & Micro)
- Each section comprises data response questions broken down into four parts (a-d), including one extended open-response question
- Students answer all questions from both sections
- All levels-based

# Assessment Objectives (AOs)

AO	Definition	Ranges %
<b>AO1</b>	Demonstrate knowledge of terms/concepts and theories/models to show an understanding of the behaviour of economic agents and how they are affected by and respond to economic issues	20-22
<b>AO2</b>	Apply knowledge and understanding to various economic contexts to show how economic agents are affected by and respond to economic issues	22-24
<b>AO3</b>	Analyse issues within economics, showing an understanding of their impact on economic agents	28-30
<b>AO4</b>	Evaluate economic arguments and use qualitative and quantitative evidence to support informed judgements relating to economic issues	26-28



# Paper 3

## Structure of assessment

- Based on stimulus material.
- Section A focuses on the broad pre-released context.
- Section B focuses on a strand within the broad pre-released context.
- One data-response question comprising a number of parts, including one extended open-response question.

Q1a and 2a: discuss – levels-based – 8 marks

Q1b and 2b: assess - levels-based – 10 marks

Q1c and 2c: assess - levels-based – 12 marks

Q1d and 2d: evaluate - levels-based – 20 marks

Total for Section A: 50 marks

Total for Section B: 50 marks

# **How to award marks when level descriptions are used**

# Finding the right level

- Read the answer
- Decide which level the whole answer 'best- fits'

# Finding a mark within a level

- Start at the mid-point
- Go through the level descriptors
- Move up or down depending upon how well the answer fits
- Reach final mark

**Candidates who did  
well**

# Student Response – Candidates who did well

## Question 1a

- Most candidates showed an understanding of the nature of market failure and used examples to illustrate this, usually based on the evidence given.
- There were some very good answers that used the data well to identify that perhaps it was as much a societal issue than one that could be solely blamed on the food industry

# Student Response – Candidates who did well

Question 1a

Document ID: 0429003776696

Document name: Slide 15 Q1a

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# Student Response – Candidates who did well

## Question 1b

- Good candidates were able to point out that there was an apparent correlation between poverty and obesity levels and also to identify conflicting evidence in the data, such as the relatively small difference between obesity levels in men of different income quintiles.
- There were some good answers that considered other possible reasons for obesity which furthered their evaluation.



# Student Response – Candidates who did well

Question 1b

Document ID: 0429003739016

Document name: Slide 17 Q1b

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# Student Response – Candidates who did well

## Question 1c

- Better candidates were able to provide an accurate diagram showing a leftward shift of the supply curve following the imposition of a sugar tax.
- Good answers also used supplementary diagrams to show that the effects of a sugar tax may be diminished due to the price inelasticity of certain products.

# Student Response – Candidates who did well

Question 1c

Document ID: 0429003739014

Document name: Slide 19 Q1c

[Inset online: Student's response to appear here]

# Student Response – Candidates who did well

## Question 1d

- Good candidates combined a wide ranging and perceptive discussion of government intervention supported by well chosen data from the extracts and their own research.
- Good answers need to go beyond the confines of the stimulus material, market failure was one of the main topics on the pre-release. It is expected that centres and students will have spent some time on this.

# Student Response – Candidates who did well

Question 1d

Document ID: 0429003739019

Document name: Slide 21 Q1d

[Inset online: Student's response to appear here]

# Student Response – Candidates who did well

## Question 2a

- Some candidates were able to supplement their arguments by providing an accurate diagram to show the effects of the minimum wage on employment levels (although this was not necessary, it did sometimes reinforce a weaker argument)
- Valid counter arguments considered the positive effects in terms of employee motivation and productivity, or that increased incomes might lead to increased spending on the leisure industry.

# Student Response – Candidates who did well

Question 2a

Document ID: 0429003740203

Document name: Slide 23 Q2a

[Inset online: Student's response to appear here]

# Student Response – Candidates who did well

## Question 2b

- Good candidates reached well into L4 through discussion of attaining and keeping staff more easily and the potential effect on motivation and productivity.
- Some pointed out the potentially low impact of a cost of £9m given the size of the business and its turnover of £4bn.



# Student Response – Candidates who did well

Question 2b

Document ID: 0429003739009

Document name: Slide 25 Q2b

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# Student Response – Candidates who did well

## Question 2c

- Good candidates responses used an accurate diagram and showed the effect rent caps would have on demand and supply.
- Balance and evaluation was shown by discussing the short vs long term situation or by looking at alternative solutions to the rent cap.

# Student Response – Candidates who did well

Question 2c

Document ID: 0429003740208

Document name: Slide 27 Q2c

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# Student Response – Candidates who did well

## Question 2d

- Stronger candidates used the data to help discuss the successes and failures of policies.
- They were able to balance this by arguing that the disappearance of key industries and other structural barriers would require significant time and investment to rectify variations, as well perhaps as other policy instruments.

# Student Response – Candidates who did well

Question 2d

Document ID:

Document name: Slide 29 Q2d

[Inset online: Student's response to appear here]

# Why Candidates did well - Summary

- They have read the instructions and answered the question that is set.
- Diagrams are accurate and used with confidence.
- Good use of wider reading and examples.
- Evidence of preparation of the pre- release topics.
- Good subject knowledge
- Clear chains of reasoning.

**Candidates who didn't  
do well**

# Student Response – Candidates who didn't do well

## Question 1a

- Many just discussed market failure in general and its effects on the NHS rather than addressing the question set which was specifically about the food industry.
- There was often a failure to provide counter arguments and therefore did not provide a balanced awareness of competing arguments.



# Student Response – Candidates who didn't do well

Question 1a

Document ID: 0429003776702

Document name: Slide 33 Q1a

[Inset Online: Student's response to appear here]

# Student Response – Candidates who didn't do well

## Question 1b

- Some candidates scored low marks as they only described the data rather than answering the question.
- There was often a failure to provide counter arguments and therefore did not provide a balanced awareness of competing arguments.

# Student Response – Candidates who didn't do well

Question 1b

Document ID: 0429003740218

Document name: Slide 35 Q1b

[Inset Online: Student's response to appear here]

# Student Response – Candidates who didn't do well

## Question 1c

- Many candidates ignored the instruction 'Using diagrams' and did none at all, whilst others produced inaccurate ones.
- This limited the use of relevant evidence by candidates and did not demonstrate a full and thorough understanding of the question, making it difficult to access the higher marks.

# Student Response – Candidates who didn't do well

Question 1c

Document ID: 0429003739010

Document name: Slide 37 Q1c

[Inset Online: Student's response to appear here]

# Student Response – Candidates who didn't do well

## Question 1d

- Some candidates simply repeated the data in the paper and did little else than describe the information, gaining few if any marks.
- Many candidates adopted a narrow focus of just discussing government intervention in the food industry.

# Student Response – Candidates who didn't do well

Question 1d

Document ID: 0429003739011

Document name: Slide 39 Q1d

[Inset Online: Student's response to appear here]

# Student Response – Candidates who didn't do well

## Question 2a

- Most candidates were able to define and show an understanding of what a minimum wage is...
- ...but were unable to go beyond a basic analysis of increased costs and reduced profits for Whitbread with the alternatives being redundancies or a price increase.



# Student Response – Candidates who didn't do well

Question 2a

Document ID: 0429003740218

Document name: Slide 41 Q2a

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# Student Response – Candidates who didn't do well

## Question 2b

- This question appeared to be the most accessible on the paper. The majority of responses were able to show a consideration of the impact in the context of Lidl, with a discussion of increased costs and the subsequent potential impact on profits.

# Student Response – Candidates who didn't do well

Question 2b

Document ID: 0429003739001

Document name: Slide 43 Q2b

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# Student Response – Candidates who didn't do well

## Question 2c

- The diagram on this question caused some candidates great difficulties.
- A surprising number of responses showed little understanding of how a rent cap would work, with inaccurate diagrams, often a cap above equilibrium or a shift of either the S or D curves.
- This then caused problems as candidates tried to explain what the effects would be.

# Student Response – Candidates who didn't do well

Question 2c

Document ID: 0429003739006

Document name: Slide 45 Q2c

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# Student Response – Candidates who didn't do well

## Question 2d

- Many seemed to miss the focus of the question, and provided very descriptive and generic answers.
- Often candidate responses were focused at a national level, which did not allow them to analyse the differences within regions.
- Many candidates failed to understand that the question was about solving the problems of structural unemployment and the occupational and geographical immobility of labour.
- Responses to this question rarely used the data in a sophisticated manner and so struggled to access the higher levels. A significant number of candidates quoted the figures but did little with them.

# Student Response – Candidates who didn't do well

Question 2d

Document ID: 0429003739009

Document name: Slide 47 Q2d

[Inset Online: Student's response to appear here]

# Why Candidates didn't do well - Summary

- They did not read the questions carefully enough.
- Diagrams were accurate or not there.
- Balance and counter arguments non-existent..
- Little evidence of preparation of the pre-release topics.
- Poor subject knowledge.



# Marking Activity

Question 1b

Document ID: 0429003739007 and 0429003740207

Document name: Slide 49 Q1b a, Slide 49 Q1b b

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# Marking Activity

Question 2c

Document ID: 0429003739005 and 0429003739019

Document name: Slide 50 Q2c a, Slide 50 Q2c b

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# Marking Activity

Question 1d

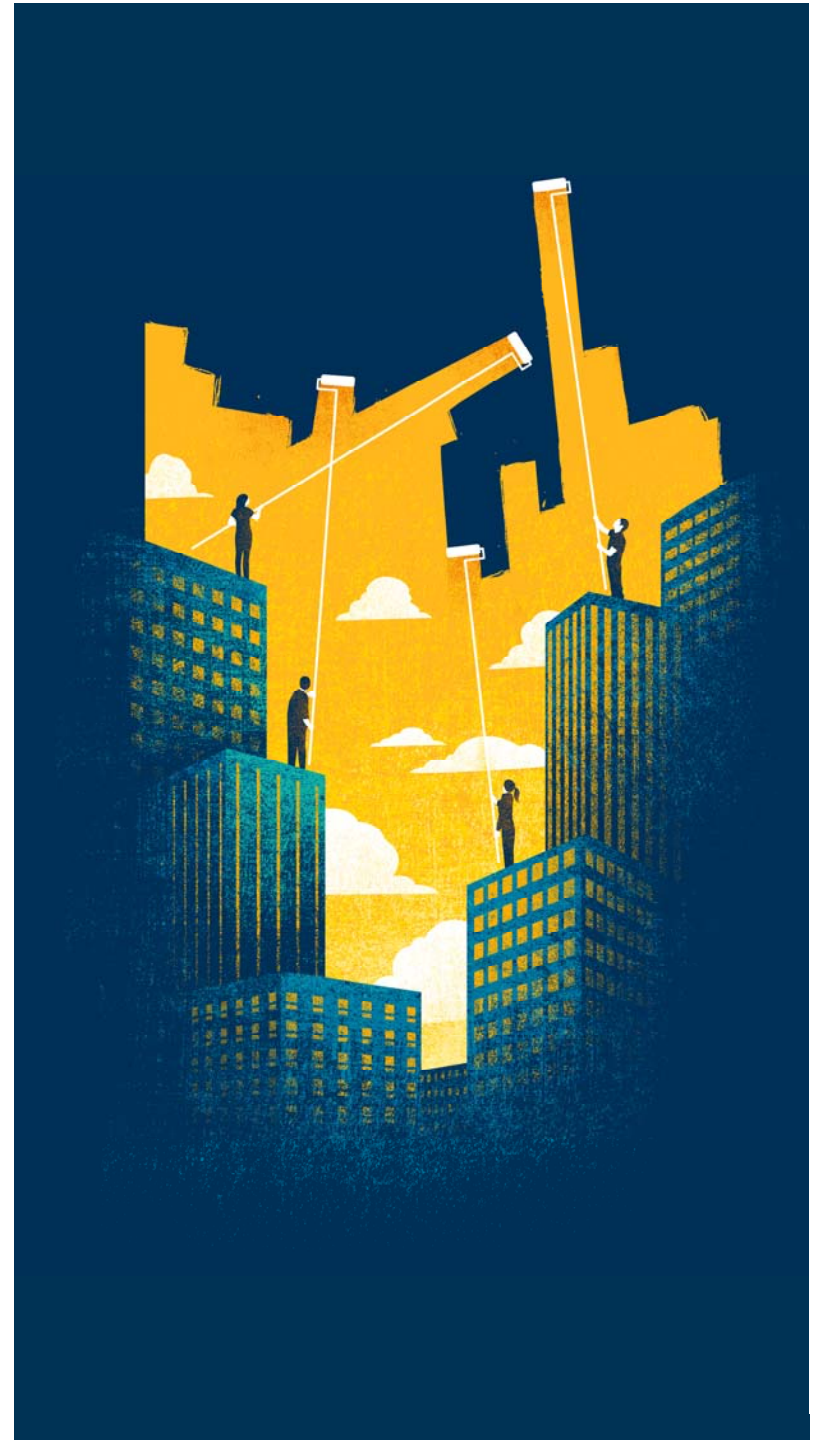
Document ID: 0429003739014 and 0429003739005

Document name: Slide 51 Q1d a, Slide 51 Q1d b

[Inset online: Marking activity to appear here]

# Common Issues

1. Lack of relevant evidence
2. Ignoring instructions
3. Lack of subject knowledge



## Considering Delivery Strategies and sharing best practice

1. Teaching Strategies.
2. Resources.
3. Technology.

# Support



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attending this event.**

*How did we do?*

*Please fill in the evaluation form that you'll  
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