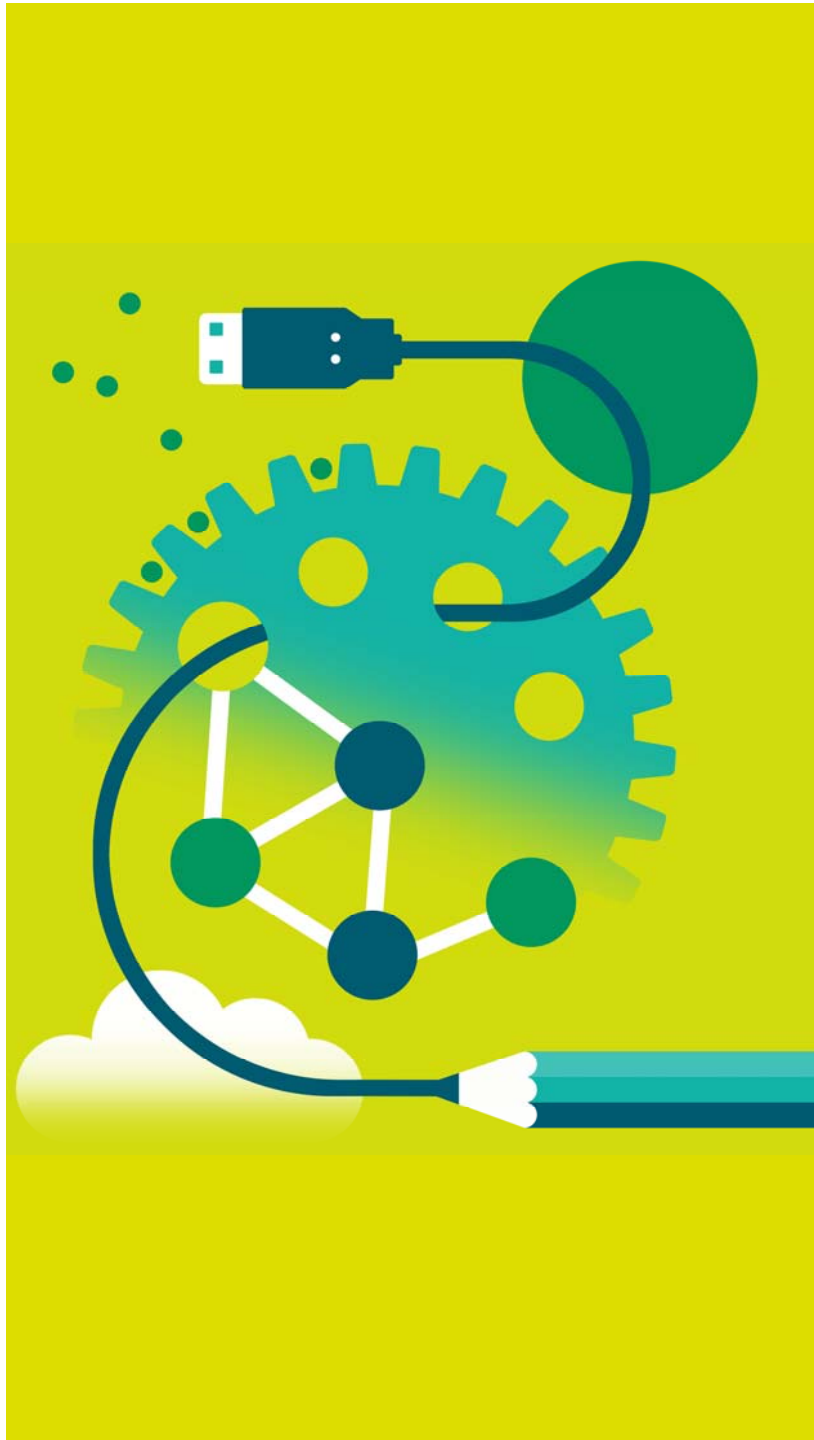




Pearson

# Edexcel A level History: Feedback on June 2017 - Paper 3 (2015) Online Event

Course code: 17OAH06



## Your Online Environment

---

**XX** Technical Difficulties & Support

---

**XX** Recording

---

**XX** Communication in an online environment

---

**XX** Asking Questions

---

**XX** Using Polls

---

**XX** Downloading Documents



## Aims and Objectives

---

- Receive feedback on national performance of candidates on Paper 3 of the June 2017 examination series
- Consider the variation of candidates' performance on different questions and possible reasons why
- Discuss the Examiner's Report
- Address common issues and FAQs

# Session Agenda

- 16.00 - Introduction
- 16.05 - Section A questions
- 16.55 - Break
- 17.00 - Section B & C questions
- 17.55 - Q & A
- 18.00 - Finish

## Introduction to the Assessment of Paper 3

### Content

Candidates study one option from a wide range of papers available

### Assessment Objectives / Skills Tested

AO1 (section B) – any AO1 concepts can be targeted  
AO1 (section C) – questions will target change over periods of at least 100 years  
AO2 (section A) – analyse and evaluate source material

### Structure of Assessment

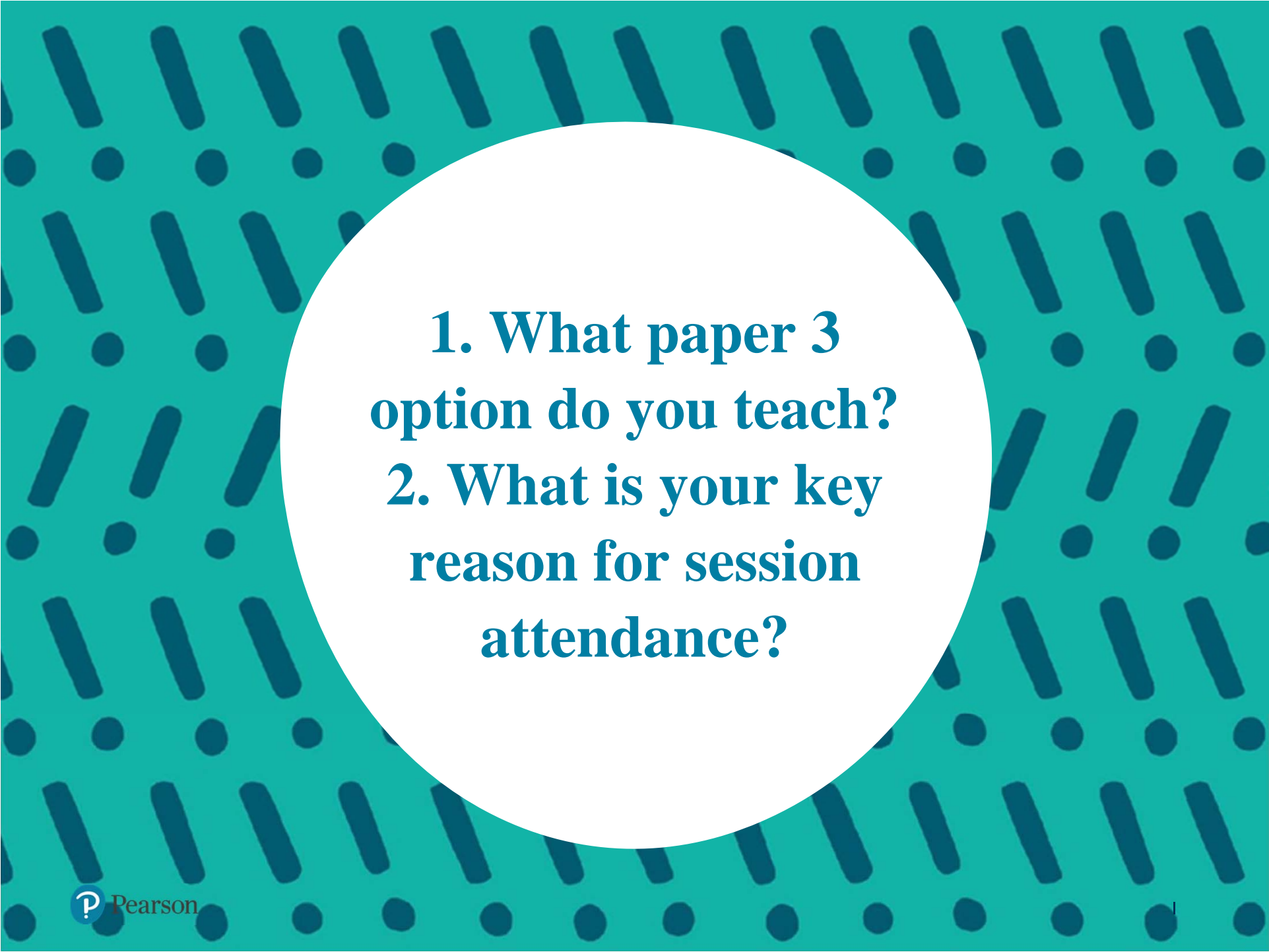
A written examination of 2 hours 15 minutes

**Section A** is based on a single extended contemporary source

**Section B** is derived from the five key topics in the aspects in depth

**Section C** is derived from the two themes in the aspects in breadth

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

- 
- 1. What paper 3 option do you teach?**
  - 2. What is your key reason for session attendance?**

# Section A questions



# Student Response – Candidates who did well

Question: 1

Document ID: 0429004081789

Document name: 36.1 – Protest, agitation and parliamentary reform in Britain

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

# Why Candidates did well - Summary

- . Inferences from the source for both enquiries are identified and then are developed, explained and supported
- . Accurate contextual knowledge is used to support and develop the inferences
- . There is an understanding of the values and concerns of society
- . The source is clearly evaluated in relation to the enquiry

# Marking Activity

Question: 1

Document ID: 0429004083088

Document name: 36.1 – Protest, agitation and parliamentary reform in Britain

[Inset online: Marking activity to appear here]

This script received a level 3 mark. What could the candidate have done to improve the response and move it to a higher level?

# Student Response – Candidates who didn't do well

Question: 1

Document ID: 0429004220642

Document name: 36.1 – Protest, agitation and parliamentary reform in Britain

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

# Why Candidates didn't do well – Summary

Inferences were not explicitly made in terms of what the source says

The content of the source was paraphrased rather than used to develop analysis

Contextual knowledge was not provided

Evaluation of the source was assertive

# Marking Activity

Question: 1

Document ID: 0429004220642

Document name: 36.1 – Protest, agitation and  
parliamentary reform in Britain

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

What are the key features of this response that locate it  
in level 3?

# Common Issues

1. Candidates did not always read the source sufficiently carefully so that they understand the nuanced arguments that are presented
2. Candidates did not always organise their time so that they addressed both parts of the question fully
3. Candidates did not always develop the inferences that they identified using both the source and their contextual knowledge



# Section B and C questions



# Student Response – Candidates who did well

Question: 7

Document ID: 0429004064432

Document name: 38.1 – The making of modern Russia

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

For more information on understanding bullet point 3 of the mark scheme, please refer to **GCE guidance to application of valid criteria** available on the website

# Why Candidates did well - Summary

- . There was a strong focus on the conceptual demands of the question
- . There was both argument and counter argument
- . There was accurate and precise supporting evidence
- . There was chronological range in the 100 year question

# Marking Activity

Question: 3

Document ID: 0429004061374

Document name: 38.1 – The making of modern Russia

[Inset online: Marking activity to appear here]

This Section B script received a level 3 mark. You will be divided into 4 groups – each group will focus on one of the bullet points in level 3 and you should look for evidence to support that level in that particular bullet point

# Student Response – Candidates who didn't do well

Question: 5

Document ID: 0429004071009

Document name: 31 – Rebellion and disorder under the Tudors

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

# Why Candidates didn't do well – Summary

There was an insecure grasp on the chronology of key events in the specification

There was too much description at the expense of analysis

Issues were seen as standalone rather than linked

# Marking Activity

Question: 5

Document ID: 0429004071009

Document name: 31 – Rebellion and disorder under the Tudors

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

What are the key features of this response that locate it mainly in level 2?

# Common Issues

1. Candidates were not always aware of the dates of key events which may be the basis of questions set
2. Candidates did not always address the length of the chronology in responses in section C
3. Many candidates only dealt with one side of the argument rather than argument and counter argument in their responses
4. Candidates did not always support their argument with specific and detailed knowledge



# Support

For more information, please contact subject advisors, subjects pages/communities and ask the expert.

Subject advisor - Mark Battye

020 7010 2186

[TeachingHistory@pearson.com](mailto:TeachingHistory@pearson.com)

[Click here to go to "Contact Us" Webpage](#)



# Other useful links

## 1. [Grade Boundaries](#)

This page shows the minimum marks needed to achieve a certain grade for all UK and international examinations. Also refer to the examiners report which is available for download with other documents.

## 2. [Examination Results Statistics](#)

Results statistics summarise the overall grade outcomes of candidates sitting Edexcel examinations.

## 3. [Results Plus](#)

- Edexcel's free online service giving instant and detailed analysis of your students' exam and mock performance.
- See your students' scores for every exam question.
- Understand how your students' performance compares with Edexcel national averages.

**Any questions?**

**Thank you for  
attending this event.**

*How did we do?*

*Please fill in the evaluation form that you'll  
receive via e-mail in a few minutes.*

# **There's so much more to learn**

Find out more about our range of events at  
<http://qualifications.pearson.com/training>

ALWAYS LEARNING