AQA – Feedback on Paper 3 2022

Amanda Dawson led the webinar on 24.11.22

Reflections from the webinar and examiners report

* Over 190,000 took AQA GCSE geography in 2022 and Amanda shared that some students struggled the most when responding to 6-mark questions.
* It was shared that less than 10% of students secured level 3 marks for the pre-release 6-mark responses due to limited development and simplistic use of the figures.
* It is vital to ensure students know how to use information from the pre-release materials as there were many pupils copying directly from the figures and repeating the information only.
* Feedback from both the webinar & report suggests students struggled with interpretive and cartographic skills. For example question 2.2 asked students to describe the physical geography of the proposed incinerator site using the OS Map. The question needed students to consider the relief and drainage of the site and many failed to do this citing aspects such as away from housing and close to main roads.
* The 6-strands of fieldwork were frequently referred to in supporting students for the re-introduction of familiar fieldwork questions in the June 2023 exam. Keeping it simple, Amanda shared that 3 data collection methods (two primary and one secondary) are advised. It was also reasserted that the 6 and 9-mark responses will address only two of the strands such as conclusion and analysis. Below find the 6-strand summary which can be found on the AQA Specification webpage: [AQA | Geography | Subject content | Geographical applications](https://www.aqa.org.uk/subjects/geography/gcse/geography-8035/subject-content/geographical-applications#id-Section_B_Fieldwork_1_3_2)
* Making a judgement was discussed as part of the familiar feedback reflections and the need to go beyond the basic answer. For example when responding to the suitability of location for fieldwork pupils should relate it to geographical factors and stating ‘close to school’ is not a sufficient factor.

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|  Geographical enquiry strand | Application of knowledge and understanding, and skills |
| 1. Suitable question for geographical enquiry | The factors that need to be considered when selecting suitable questions/hypotheses for geographical enquiry.The geographical theory/concept underpinning the enquiry.Appropriate sources of primary and secondary evidence, including locations for fieldwork.The potential risks of both human and physical fieldwork and how these risks might be reduced. |
| 2. Selecting, measuring and recording data appropriate to the chosen enquiry | Difference between primary and secondary data.Identification and selection of appropriate physical and human data.Measuring and recording data using different sampling methods.Description and justification of data collection methods. |
| 3. Selecting appropriate ways of processing and presenting fieldwork data | Appreciation that a range of visual, graphical and cartographic methods is available.Selection and accurate use of appropriate presentation methods.Description, explanation and adaptation of presentation methods |
| 4. Describing, analysing and explaining fieldwork data | Description, analysis and explanation of the results of fieldwork data.Establish links between data sets.Use appropriate statistical techniques.Identification of anomalies in fieldwork data. |
| 5. Reaching conclusions | Draw evidenced conclusions in relation to original aims of the enquiry. |
| 6. Evaluation of geographical enquiry | Identification of problems of data collection methods.Identification of limitations of data collected.Suggestions for other data that might be useful.Extent to which conclusions were reliable. |

**Suggested strategies:**

* Use an example Level 3 response to an extended answer like a 6-marker with a gap fill activity. Students could be given the response where the teacher has deleted keywords/phrases and pupils could be provided with these in a word bank. This will support students in reading for the information, making sense of it and to be aware of the key vocabulary used in a Level 3 answer. Amanda Dawson shared how she uses this approach with her classes by removing every 10th word and puts them in a word bank.
* Peer assessment of a response using the grade criteria/mark scheme
* Spot the difference between a top Level 2/Bottom Level 3 responses
* Take an answer and chunk it into actual sentence slices so that pupils have to rearrange it in order for it to make sense to help them see the structure.
* Decoding strategies such as BUG (Box the command words, Underline keywords, Glance at the marks)
* Provide students with a weaker response and ask them to uplevel it
* OS Mapping task: provide students with a table of physical and human features such as:

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| Physical Landscape | Human Landscape |
| Meandering river | Footpath |
| Embankment levee | Track |
| Floodplain | Building |

Pupils could then be provided with a choice of grid squares to study to see which one has these features, or to identify grid squares on the map themselves. Further practice work can involve describing a route between two features to support directional and distance.