

# 2022 Eduqas – reflections on examiner feedback

## Reflections on the Eduqas report on geography 2022

### Component 1

- In securing AO3 marks students need to ensure they develop their evaluative writing skills through chains of reasoning.
- A framework for chains of reasoning should be provided to students over the course of KS4 to support pupils in using connectives and developing elaboration in their answers. For example providing students with a 4 box flow diagram/chain to help them move from the initial point into deeper development.
- @MrsGeography on Twitter shared using paint chart samples to help students break down and chain their reasoning. Find the blog article here: [Colour chart: Chains of reasoning – Mrs Geography \(wordpress.com\)](#)

### Component 2

- When considering AO1 marks it is essential that pupils are specific. For example, a question about push factors for migration has to be clear. 'More jobs' or 'better paid jobs' will secure the mark as they are specific about what the enticing factor is and not as vague as 'jobs'.
- Those who did well in this component used connectives successfully and were inferring from resources in order to develop their chains of reasoning.
- Helping pupils to develop their exam technique is vital. Use of strategies such as BUG (Box the command word, Underline keywords, Glance at marks) can help students in starting to decode the question.
- Additionally it was stressed that students should be encouraged to annotate resources and make notes around them in order to make more sense of the figures/maps/images so that students do more than copy and repeat them.
- An example to further support chains of reasoning was the use of a keywords and connectives table:

| Keywords  | Connectives     |
|-----------|-----------------|
| Ecosystem | This means that |
| Biomass   | This leads to   |
| Recycling | However         |

Students can be given keywords associated with a set question or topic and asked to use them and the connectives in a practice response.

### Component 3

- In evaluative questions AO4 questions some students failed to give both sides of the argument and supporting students in recognising the =/+ of fieldwork methods will help.
- To prepare students further this matching activity was suggested to support pupils in making up their own possible fieldwork questions to interrogate:

| <b>Command word</b> | <b>Issue</b> | <b>Data<br/>Collection/Presentation<br/>method</b> |
|---------------------|--------------|--|
| Explain             | Success      | Transect   |
| Evaluate            | Problems     | Histogram  |

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