

# AQA GCSE 2022 – Reflections from examiner webinar and report for Papers 1&2

This summary has been compiled by the HIAS geography advisor reflecting on guidance from the report on the exam series and the 7.12.22 webinar presented by Sire Barlow on papers 1&2.

## Points of note:

- 48% was the mean mark across both papers
- In paper 1 – Section A Natural hazards had the highest overall mean score.
- In paper 1 – Section B Living World student performance was improved compared to 2019
- There was noted improvement in the ability of students to develop their answer to 4-mark questions
- More students made evaluative comments in 9-mark responses than in previous years
- Time management was less of an issue this year than previous years
- In paper 2 it was evident pupils were better prepared for the content than in previous years and more students attempted the 9-marker in section A urban issues this year.
- A significant number of students failed to successfully complete graph questions
- In paper 1 there was less evidence of secure knowledge and understanding of physical processes related to landscapes changing over time.
- Some students failed to write specifically about locations/initiatives/strategies
- Lower achieving students failed to successfully use figures
- Some students failed to successfully respond to command words
- Some students wrote at greater length to 4-mark responses than higher 6 and 9-mark tariffs
- Some students were not confident in identifying the correct location of continents/oceans

## Guidance strategies:

- Teachers should ensure they know the key terms listed in the specification content and that this vocabulary is shared with students so that different teaching strategies deployed to help students learn this vocab. For example, drawing diagrams/cartoons to show processes such as abrasion and through dual coding key terms. Using the odd one out strategy (editable template on the open Moodle) low stakes quizzing and true or false definitions can help further.
- Ensure students BUG questions:  
Box command words, Underline keywords, Glance at the marks  
This supports the decoding of questions but also pay attention to the tariff and time in order to help pupils know how and for how long to respond. Some students were using additional paper to answer 4-mark questions and this should be avoided.
- Develop students understanding of command words – there are helpful resources on the AQA specification website to support this such as this pdf: [Command words: get to grips with command words \(aqa.org.uk\)](#)
- To avoid students copying and lifting directly from figures inference strategies can be used in the classroom to help pupils in using resources successfully.  
For example, in Paper 2 question 1.5 had a photograph and brief fact file about transport improvements in Utrecht, a city in the Netherlands and asked students to use the figure and their own evidence to 'suggest how developments such as this can help urban areas

to become more sustainable.’ Some students copied directly from the 3-bullet fact file ignoring the image with the cycle lane and cyclist, wide pavements, pedestrian crossing and other factors and therefore failed to successfully develop their answers about transport improvements. On the Moodle + find an inference grid strategy which will support this.

- Students need support in writing about specific examples and locations in order to avoid the ‘geography’ of anywhere and inaccurate facts. To support general locational knowledge more frequent use of world atlases and world biome maps were suggested by Sire Barlow.
- Promote the use of annotated diagrams and animations to help show processes over time and what change will come next. Students could be asked to show one particular stage or part of an erosional process on mini wipe-boards for example during memory activities/starters. Alternatively use picture reveal sequences to show different stages of landform development where students can identify what processes are at work and dual code keywords.
- OS maps and digital mapping (such as Digimaps) can be used identify different landforms and distinct physical features
- Exploit chains of reasoning so that students elaborate simple starter statements to 6 and 9-mark questions. ‘This means that...as a result of...so that...’ were suggested by Sire Barlow.
- Alternate skill starters with memory/retrieval starter activities. Emily Flint at Crofton School shared the skills starter books at the September 2022 Teachmeet which supports regular practice of a wide range of skills required. Find a copy on the Open Moodle.
- Promote further decoding of 9-mark questions. Students should take time to read the question carefully to address all elements of the question. Use BUG to highlight the main theme of the question, the command words and any limiting factors such as the requirement for case studies/exemplars.
- Sire Barlow reminded attendees of his webinar that students should use paragraphs to effectively organise a longer response to 9-mark questions and to provide a conclusive paragraph or embed the evaluative comments within the answer throughout (AO3).

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