GCSE
GEOGRAPHY

Insight report: 2018 results at a glance

Published: September 2018
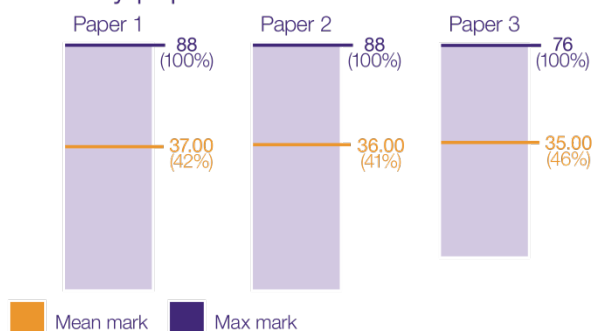
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Series analysis

Conduct your own analysis using data relevant to you. Watch short tutorials on using Enhanced Results Analysis (ERA) for school, subject, group or student performance; or log straight in through aqa.org.uk/log-in

Mean by paper

Paper 1 — 88 (100%) — 37.00 (42%)

Paper 2 — 88 (100%) — 36.00 (41%)

Paper 3 — 76 (100%) — 35.00 (46%)

Mean mark   Max mark

AQA GCSE Geography

Mean mark by paper

Marks are rounded to whole numbers. The % is provided for context.

Grade summary

This shows the cumulative percentage of students achieving each grade.

4.8% 9
12.7% 8
23.9% 7
37.6% 6
51.4% 5
64.6% 4

*The yellow figures represent the remaining grade levels 3–U.
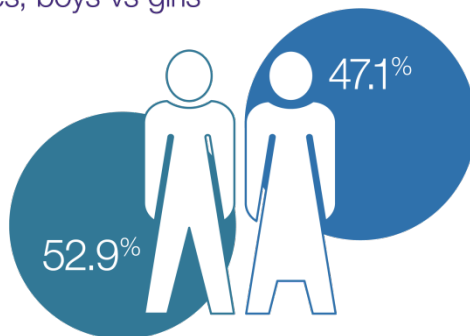
AQA GCSE Geography

Grade summary

The percentages shown in this visual are cumulative.

Watch tutorials on using ERA for results analysis, or log straight in via e-AQA.

Series analysis cont.

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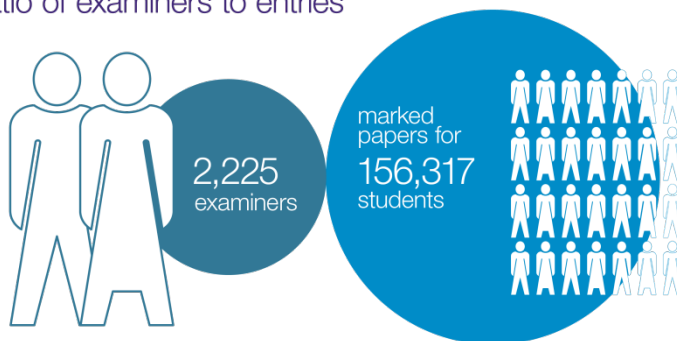
Entry volumes, boys vs girls
156,317 entries

47.1%

52.9%

AQA GCSE Geography

Entry volumes, males vs females

Ratio of examiners to entries

2,225 examiners

marked papers for 156,317 students

AQA GCSE Geography

Ratio of entries to examiners

2,225 examiners marked papers for 156,317 students.

Watch tutorials on using ERA for results analysis, or log straight in via e-AQA.

Series analysis cont.

Conduct your own analysis using data relevant to you. Watch short tutorials on using Enhanced Results Analysis (ERA) for school, subject, group or student performance; or log straight in through aqa.org.uk/log-in
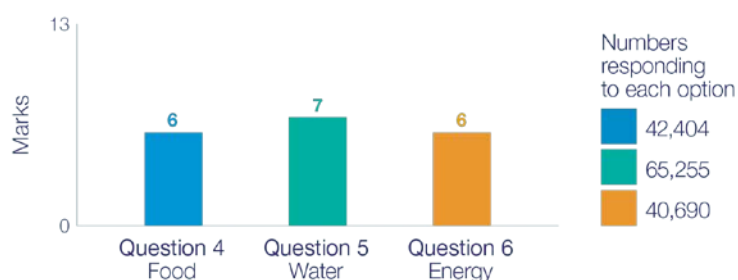

Paper 1 – Performance on optional questions
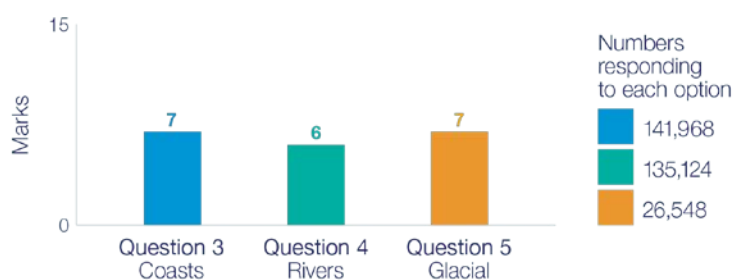
AQA GCSE Geography

Performance on optional questions, Paper 1

This shows the average mark awarded for each option. Marks are rounded to whole numbers.

Paper 2 – Performance on optional questions

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Performance on optional questions, Paper 2

This shows the average mark awarded for each option. Marks are rounded to whole numbers.

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Grade boundaries

Subject or paper	Max mark	Summer 2018 grade boundaries (raw mark)								
		9	8	7	6	5	4	3	2	1
Geography 8035	252	183	163	144	125	107	89	65	42	19

How to interpret grade boundaries

GCSE Geography is a reformed qualification for 2018; the final grade is based on marks from all papers. You will be able to find the grade boundaries per component on the next few pages. There is no need to convert this mark to the uniform mark scale (UMS).

Grade boundaries are set using a mix of statistics and expert judgement

Our Centre for Education Research and Practice (CERP) uses a range of statistics to make predictions that suggest the most appropriate grade boundaries. The statistical evidence considers the prior attainment of the given cohort as well as the distribution of marks. Senior examiners then review a script sample to confirm the statistically recommended marks are sensible for the grade.

Boundary setting is overseen by Ofqual. To find more grade boundaries and learn how they are set, visit aqa.org.uk/exams-administration/results-days/grade-boundaries-and-ums

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Qualification summary

Overall for the first year of a single tier paper, the exams appeared to provide a chance for a full ability range to display cognitive ability, geographical skills and understanding of the core and optional themes. The quality of some answers demonstrated that students were effectively prepared for the specification.

On Paper 1, where students lost marks it was often a result of basic skills requirements and generic use of information (where knowledge from case studies and examples was lacking, inaccurate or vague).

Paper 2 also appeared to be broadly accessible, where answers from across the ability range of students were produced and a wide range of marks awarded. The best responses were seen where students clearly understood the assessment objectives and were prepared for those different types of questions.

Responses for the Issue Evaluation (new component) on Paper 3 were better where students had been effectively prepared for the exam and were clearly familiar with the pre-release materials. Application of skills and fieldwork experiences seemed varied, with the best responses coming from students who had experienced fieldwork at an appropriate scale and demonstrated the ability to apply this knowledge to the different strands of the enquiry process.

Feedback on the exam courses use student responses to explore what happened in each exam series. Visit aqa.org.uk/geography–cpd

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Paper 1

Subject or paper	Max mark	Summer 2018 grade boundaries (raw mark)								
		9	8	7	6	5	4	3	2	1
Geography 8035/1	88	64	57	51	43	36	29	21	14	7

This is a snapshot. Learn more about every question from the summer 2018 series in our reports on the exam. Visit aqa.org.uk/log-in and follow:

e-AQA > Secure Key Materials > GCSE > Geography/Leisure & Tourism > Geography (new specification) > Reports on the exam.

Most successful themes for students	Least successful themes for students
- data response questions - knowledge and understanding of tectonic and weather hazards - good range of examples used to illustrate and support theory - some level response questions.	- understanding of physical processes involved in landform formation - responding to command words, particularly in evaluative-type questions - making **full** use of figures (particularly photographs).

Highlights from summer 2018

The Challenge of Natural Hazards: Question 01.12
Basic answers had some common features. Students:
- listed information or referred only to the figure
- quoted an appropriate example but followed with generic points.

The best responses:
- displayed knowledge from a chosen example effectively (to exemplify the impacts on people *and* the environment)
- incorporated facts and figures applied to the question asked alongside an evaluative assessment of the extent of impacts.

 A purely generic answer was limited to Level 2.

Reports on the exam are written by senior examiners who see more responses than anyone else. Access full reports via aqa.org.uk/log-in

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Living World: Question 02.5 and 02.7

02.5: Responses to this question highlighted that students were not always able to develop their point beyond simply referring to distance from the equator. The best responses went on to explain the significance of this, referring to dispersal of the sun's energy.

02.7: This question required use of figure 9, which proved to be difficult for some students. The best responses referred to features that can be deduced from the figure, however many responses only gave very detailed accounts of the **general** positive way that ecotourism can help in managing tropical rainforests. Students should be encouraged to refer to stimulus material, particularly when directed to do so in the question.

UK Physical Landscapes: Question 03.1–03.4, 04.1–04.4 & 05.1–05.4

In Section C, the most popular options were River Landscapes and Coastal Landscapes.

Map work on the optional unit questions was largely well done and accurately completed. The skill students appeared to struggle with the most was measuring the correct distance using scale. Most were able to interpret map information about physical landscapes, but some were less successful in using a map and photograph together to analyse physical features.

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Paper 2

Subject or paper	Max mark	Summer 2018 grade boundaries (raw mark)								
		9	8	7	6	5	4	3	2	1
Geography 8035/2	88	62	55	48	41	35	29	21	15	7

This is a snapshot. Learn more about every question from the summer 2018 series in our reports on the exam. Visit aqa.org.uk/log-in and follow:

e-AQA > Secure Key Materials > GCSE > Geography/Leisure & Tourism > Geography (new specification) > Reports on the exam.

Most successful themes	Least successful themes
• engagement with data (specifically using pie charts and other graphs and maps) • multiple choice questions • numeracy/mathematical skills.	• gaps in knowledge of specific terminology from the specification (eg agribusiness, intermediate technology) • understanding what's expected in questions testing AO2 and AO3 • understanding of sustainability.

Highlights from summer 2018

Urban Issues and Challenges: Question 01.7
This question distinguished between students with a real understanding of the reason for education inequalities in urban areas, and those who made uniformed generalisations. The best responses understood the Assessment Objectives targeted, made use of the data shown in the figure, and applied understanding to the unfamiliar resource. Signals of a potential lack of understanding included assumptions about the general reasons for the differences shown, or strayed from the question – for example by referring to inequalities *not* in an urban area.

The Changing Economic World: Question 02.9
02.9: Although many students calculated the mean planned spending per year, many lost marks due to inaccurate rounding. A wider range of answers was accepted to allow for this, but students should be encouraged to be attentive when using maths.

The Challenge of Resource Management: Question 04.2, 05.2, 06.2
In Section C, the most popular options were Water and Food. Generally students were able to pick

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up marks for identifying the correct number of regions using the map and key provided. Many students were then unable to use this answer to calculate a percentage, and this was the most frequently incorrectly completed mathematical skill assessed.

Paper 3

Subject or paper	Max mark	Summer 2018 grade boundaries (raw mark)								
		9	8	7	6	5	4	3	2	1
Geography 8035/3	76	56	50	45	40	35	31	22	14	6

This is a snapshot. Learn more about every question from the summer 2018 series in our reports on the exam. Visit aqa.org.uk/log-in and follow:

e-AQA > Secure Key Materials > GCSE > Geography/Leisure & Tourism > Geography (new specification) > Reports on the exam.

Most successful themes	Least successful themes
• engagement with the resources in the pre-release materials • wide variety of themes from across the specification explored in fieldwork experiences • making judgements in the issue evaluation questions, and responding to evaluative commands.	• consistency of fieldwork experiences • understanding of the full enquiry processes • accurately identifying titles of their own fieldwork investigations.

Highlights from summer 2018

Issue Evaluation: Question 03.2
The best responses made full use of the resource booklet. Many of these good responses also used a short conclusion to effectively bring the original decision back to the forefront. More basic responses largely consisted of material lifted from the resource booklet. This approach is only appropriate when accompanied by a degree of evaluation. Without that, marks were often limited to Level 1. Students should be careful to select only appropriate evidence to support a decision, and avoid evidencing the opposite of what their original decision was.

Unfamiliar Fieldwork: Question 04.1 and 04.7
Many students either didn't attempt question 04.7, or weren't able to access full marks due to lacking proper equipment (pencil and ruler) to accurately recreate the appropriate pattern displayed on the key (04.1) and a line of best fit (04.7). It was obvious where students had taken care to

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ensure a high level of accuracy. All students should do this as marks were often lost as a result of basic inaccuracies.

Familiar Fieldwork: Question 05.3

Many students confused the meaning of 'data presentation' with 'data collection' and simply described their data collection methods. In some basic responses students referred to how their data presentation helped make things 'clearer', but needed to go beyond that to move into Level 2. The best student responses showed a clear understanding of data presentation methods, and articulated how appropriate data presentation helps identify links and anomalies in relation to their own enquiry (although this represented a minority). Students need to ensure familiarity with all strands of the enquiry process.

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