

Step 1: Enter the number of entries in the Cohort Size Sheet

	A	B	C
1	Total number of entries for which data will be entered:	93	
2			
3			
4			
5			
6			

Step 2: Paste question level data from AQA into student data sheet.

	A	B	C	D	E	F	G	H	I
1	Student	1	1	1	6	2	1	1	2
2		01.1	01.2	01.3	01.4	01.5	01.6	01.7	01.8
3	Fred Bloggs	1	1	1	4	2	1	1	1
4		1	1	1	2	1	1	1	1
5		1	1	1	3	2	1	1	1
6		1	1	1	1	1	1	1	1
7		1	1	1	3	2	1	1	2
8		1	1	1	5	2	1	1	2
9		1	1	1	2	3	1	1	2
10		1	1	1	9	1	1	1	0
11		1	1	1	4	2	1	1	2
12		1	1	1	1	2	1	1	2
13		1	1	1	3	1	1	1	2
14		1	1	1	3	2	1	1	1
15		1	1	1	3	2	1	1	2
16		1	1	1	3	1	1	1	2
17		1	1	1	3	1	1	1	2
18		1	1	1	2	2	1	1	1
19		1	1	1	4	1	1	1	2

Automatically produced:

1. Question level feedback for each unit.

Guidance for improvements

Question	Cohort Performance	Question	Command Word	Assessment Objective(s)	Marks available	Cohort Average	Guidance
01.1	Secure	Which one of these natural hazards is a tectonic event?	Which	1	1	0.99	Nationally, the vast majority of students correctly identified the tectonic event. In this cohort, the overwhelming majority achieved this.
01.2	Secure	Using Figure 1, calculate the mean maximum temperature recorded during heatwaves between 1976 and 2022. Give your answer to one decimal place.	Calculate	4	1	0.85	Nationally, most students made good use of Figure 1 to state about the number of heatwaves in the UK. In this cohort, an overwhelming majority achieved this.
01.3	Area for development	Using Figure 1, which one of the following statements about heatwaves in the UK is correct?	Which	4	1	0.65	Nationally, most students were able to use the table in Figure 1 to answer this question accurately. In this cohort, a large proportion of students achieved this.
01.4	Area for development	Suggest how extreme weather in the UK can have social and economic impacts. Use Figure 2 and your own understanding.	Suggest	2,3	6	3.10	Nationally, most students were able to identify both social and economic effects of extreme weather, often using the photograph in Figure 2 as a starting point. In this cohort, a large proportion of students achieved this, but answers sometimes lacked depth or balance, focusing on positive tourism effects or negative impacts such as war. To reach higher marks, responses needed to develop a chain of reasoning, include place-specific examples from UK events such as floods or the Beast from the East.

Colour coded performance comment

Cohort average score

2. Assessment objective report for each unit.

Assessment Objective	Total Marks in Unit	Total Marks Available for Cohort	Total Marks Achieved by Cohort	%
AO1	3	279	213	76.3
AO2	0	0	0	0.0
AO3	1	93	75	80.6
AO4	7	651	531	81.6
AO2 & AO3	6	558	291	52.2
AO1 & AO2	4	372	222	59.7
AO1, AO2 & AO3	9	837	425	50.8
	Total	2511	1544	
	%		61.49	

3. Unit comparison

	A	B	C	D
1		Available Marks	Total Cohort Marks	% of Marks
2	The Challenge of Natural Hazards	2511	1544	61.49
3	The Living World	2325	1272	54.71
4	Coastal Landscapes in the UK	1395	761	54.55
5	River Landscapes in the UK	1395	709	50.82
6	Glacial Landscapes in the UK	1395	6	0.43
7				

4. Assessment objective performance across the paper.

	A	B	C	D	E
1					
2	Assessment Objective	Total Marks in Paper 1	Total Marks Available for Cohort	Total Marks Achieved by Cohort	%
3	AO1	6	558	129	23.1
4	AO2	3	279	112	40.1
5	AO3	3	279	226	81.0
6	AO4	19	1767	1307	74.0
7	AO1 & AO2	12	1116	617	55.3
8	AO2 & AO3	24	2232	1084	48.6
9	AO1, AO2 & AO3	18	1674	817	48.8
10					

Spreadsheet and ChatGTP

Remove any student identifiers from the spreadsheet then upload it to ChatGTP and enter this command:

Attached is the spreadsheet for paper 1 with the results of a cohort who completed the 2025 AQA GCSE Paper 1. Analyse the data in the spreadsheet and produce a report of what went well *and the improvements needed for future cohorts*. *****We recommend asking it to ignore the optional unit that your cohort did not cover (we didn't do this below)*****

You'll get something like this:

What Went Well

Strongest Unit Performance

- The Challenge of Natural Hazards (61.5%)** – this was the strongest unit, showing that students had a solid grasp of tectonic and weather hazards.
- Performance here was above 60%, suggesting that teaching and revision strategies in this area are effective.

Assessment Objectives

- AO3 (Application/Analysis) – 81.0%**
 - This was the cohort's best-performing AO.
 - Students are clearly confident at applying knowledge to contexts and analysing resources, especially figures and case studies.
- AO4 (Skills & Use of Resources) – 74.0%**
 - Strong performance in interpreting graphs, maps, and figures.
 - Suggests that practice with data-response and figure skills has paid off.

Areas for Improvement

Weakest Unit Performance

- Glacial Landscapes (0.4%)** – extremely weak performance, indicating either lack of coverage, low confidence, or possible time not spent revising this unit.
- Rivers (50.8%) and Coasts (54.6%)** – both below the Natural Hazards benchmark. These core UK landscapes need strengthening, especially in processes and landform development.
- The Living World (54.7%)** – middling performance, showing gaps in biome knowledge, rainforest adaptations, and desertification.

Assessment Objectives

- AO1 (Knowledge & Recall) – 23.1%**
 - This is by far the weakest area.
 - Students struggled to recall and define key processes, terms, and case study facts.
 - Suggests heavy reliance on resource/application skills but a lack of factual knowledge retention.
- AO2 (Understanding/Concepts) – 40.1%**
 - Moderate performance but still low compared to AO3 and AO4.
 - Indicates that while students can apply and analyse, their depth of conceptual understanding is limited.

Recommendations for Future Cohorts

- Strengthen AO1 Knowledge Recall**
 - Build in more low-stakes retrieval practice (quizzes, flashcards, weekly recall tests).
 - Focus on key definitions, processes, and case study facts.
- Deepen AO2 Conceptual Understanding**
 - Use "explain why" tasks to push beyond recall.
 - Encourage students to connect processes and consequences (e.g. how deforestation leads to climate change impacts).
- Revisit UK Landscapes**
 - Rivers and Coasts need more emphasis on sequencing landform formation and processes.
 - Use diagrams and step-by-step explanations in lessons and revision.
- Address the Glacial Unit**
 - Cohort achieved virtually no marks here (0.4%), suggesting lack of teaching coverage or revision time.
 - Needs urgent focus if it is examined for future cohorts.
- Balance Case Study Detail**
 - Strong AO3 suggests students can analyse resources, but weak AO1 means they lack the factual foundations.
 - Integrate case study retrieval alongside figure analysis tasks.

In summary:

Students did very well in applying and interpreting information (AO3 & AO4), but struggled with knowledge recall (AO1) and deeper understanding (AO2). The Natural Hazards unit is a strength, but Rivers, Coasts, Living World, and especially Glacial Landscapes need more consistent coverage and retrieval practice.