

Writing
the Earth

*Practical strategies for succeeding
in geography exams*

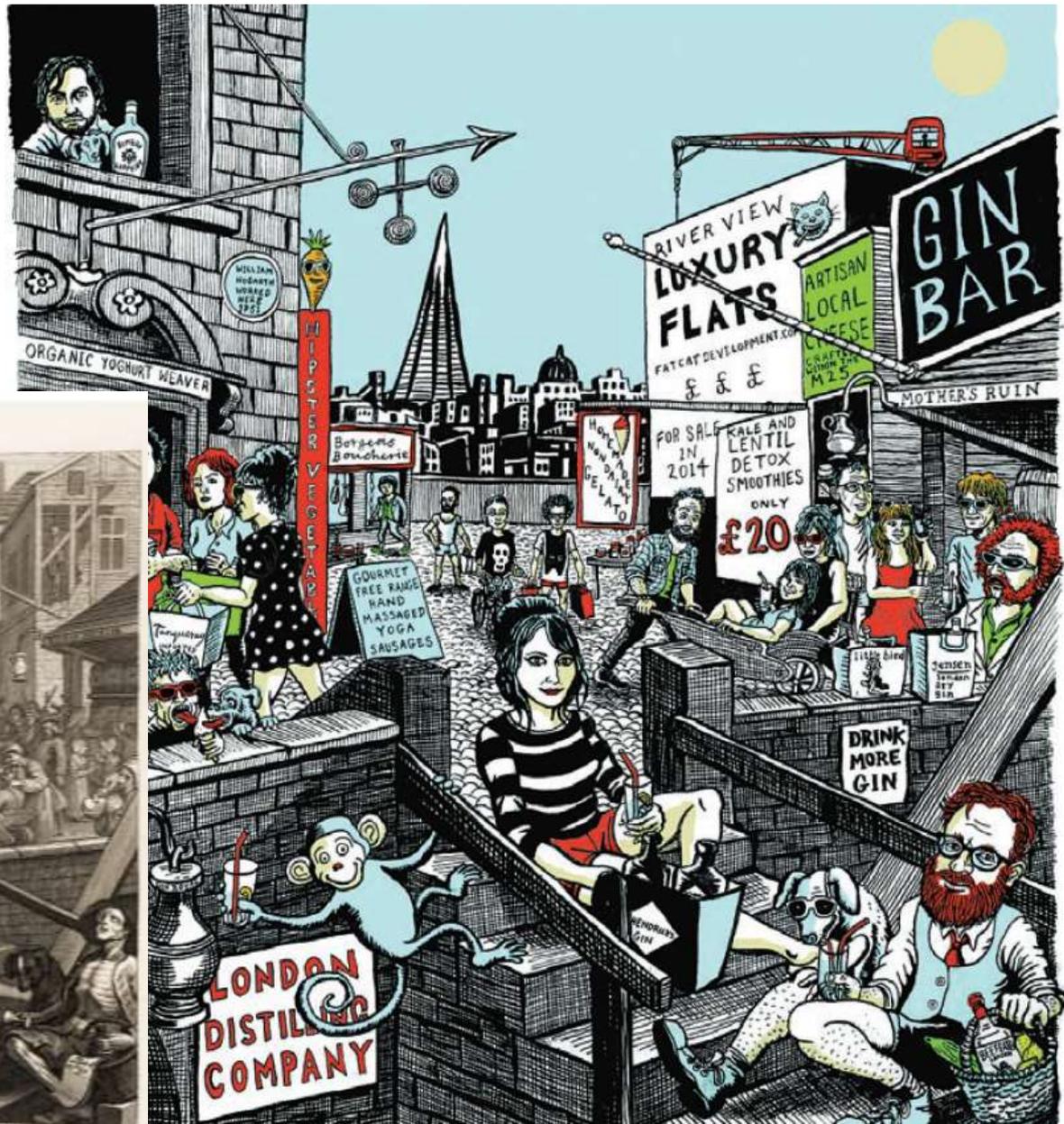
Mark Jones (PGCE Geography Tutor)
and PGCE Geographers (Class of 2018)
UWE, Bristol.

Geographical Association Bristol Branch
Tuesday 10th April 2018 6:00-8:00pm

What's the geography?

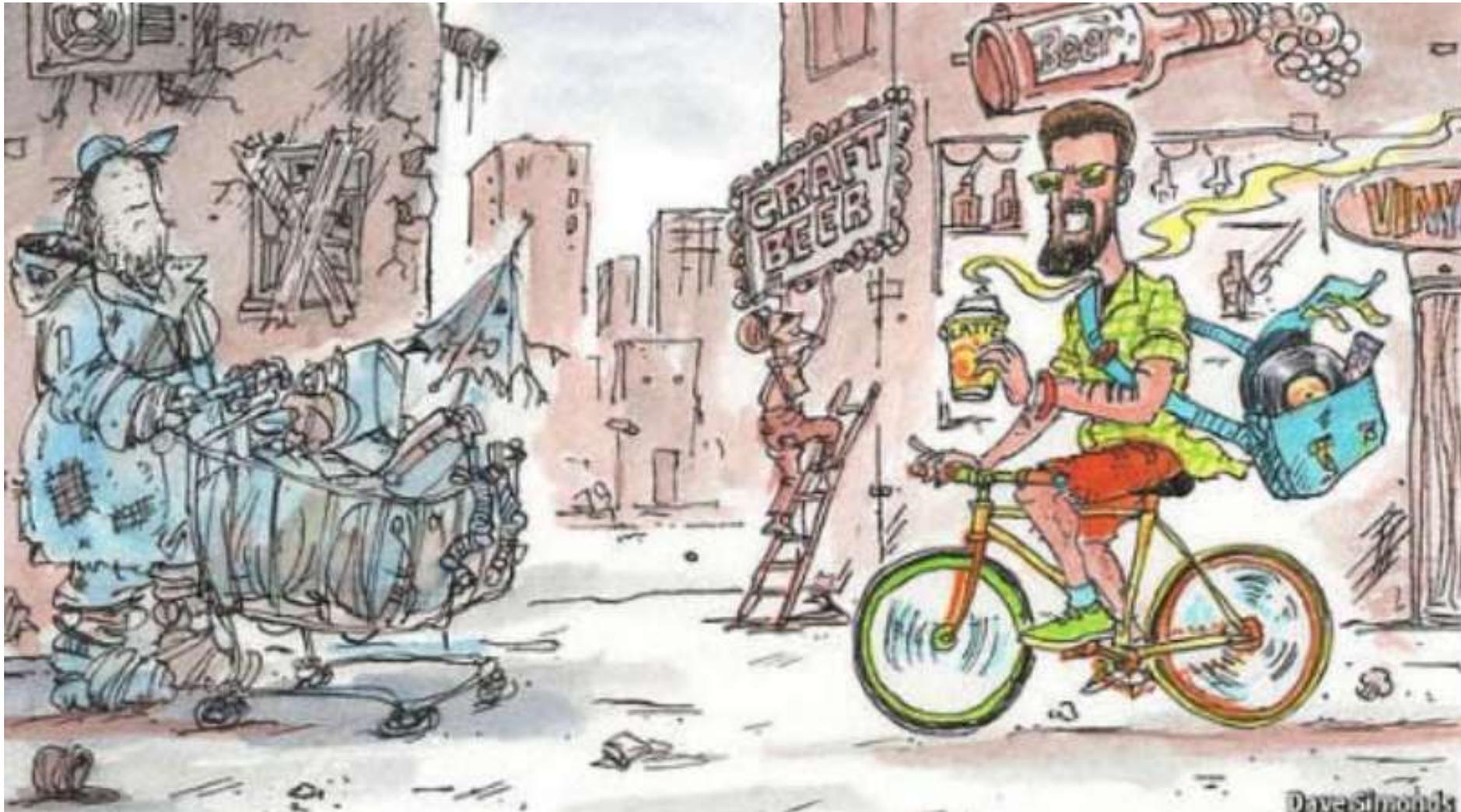
Gin Lane Revisited, Neal Fox (2013).

Figure 5:
William Hogarth's
Gin Lane (1751).
Source: Licensed
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via Wikimedia
Commons - <https://commons.wikimedia.org/wiki/File:GinLane.jpg#/media/File:GinLane.jpg>



P. Jackson (2017) Human Geography in the *Handbook of Secondary Geography* Jones, M ed (2017) GA: Sheffield.

What's the geography?



Practical strategies for succeeding in geography exams

6:00pm Introduction and big picture

1. Take command

2. Let's Describe

3. Planning answers

4. What's my essay title?

5. Introductions to essays

6. Structuring essays

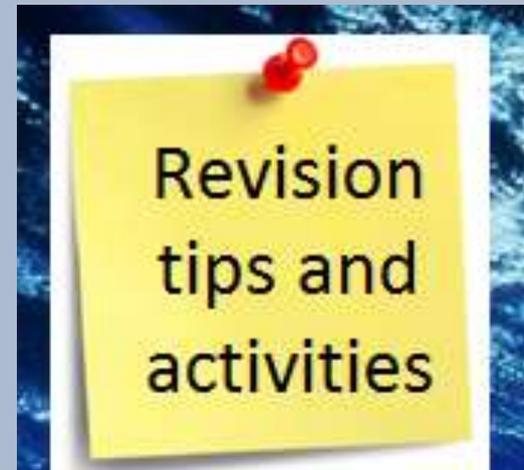
7:00pm Short break and refreshments

Revision strategies and activities

Hexagons

Ropey revision

8:00pm Final remarks and close



Assessment Objectives

AO1 - Knowledge and Understanding (30-40%)

Can you demonstrate knowledge and understanding of different aspects of the geography specification ?

AO2 – Application (30-40%)

Can you show you have synoptic capacity?
i.e. to include/ make links in your answers to relevant aspects of the specification from other units.

AO3 - Skills (20-30%)

Can you answer questions requiring specific skills ?

- cartographical,
- numerical,
- graphical,
- statistical.

How confident am I when I answer the following types of question?

Short response questions – 4 marks

Coastal

Explain the concept of the sediment cell. [4 marks]

Longer response questions – 20 marks

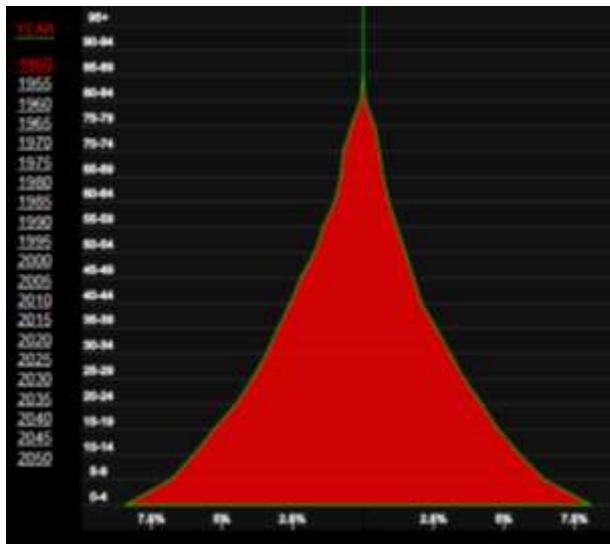
Glacial

Assess the relative importance of water and ice in the development of landscapes of glacial deposition. [20 marks]

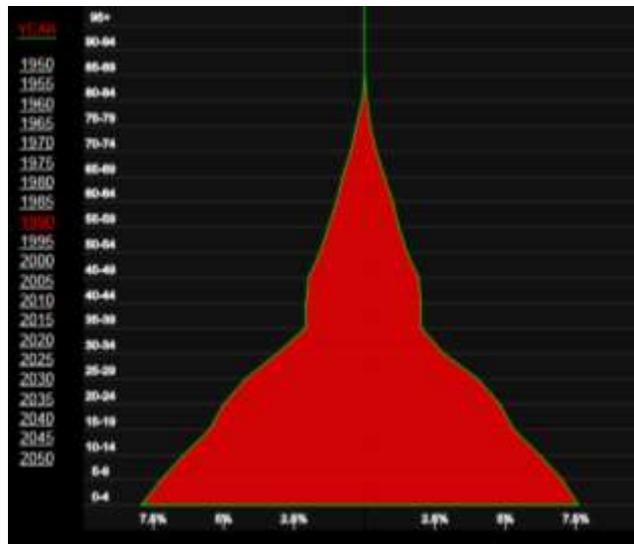
How confident am I when I answer the following types of question?

Analyse the trends illustrated by the population pyramids for Bangladesh shown in **Figure 3**. [6 marks]

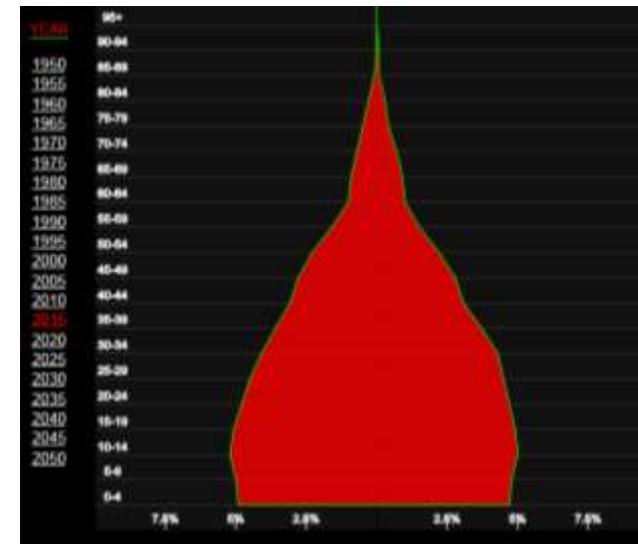
FIGURE 3 - BANGLADESH POPULATION PYRAMID



1950



1990

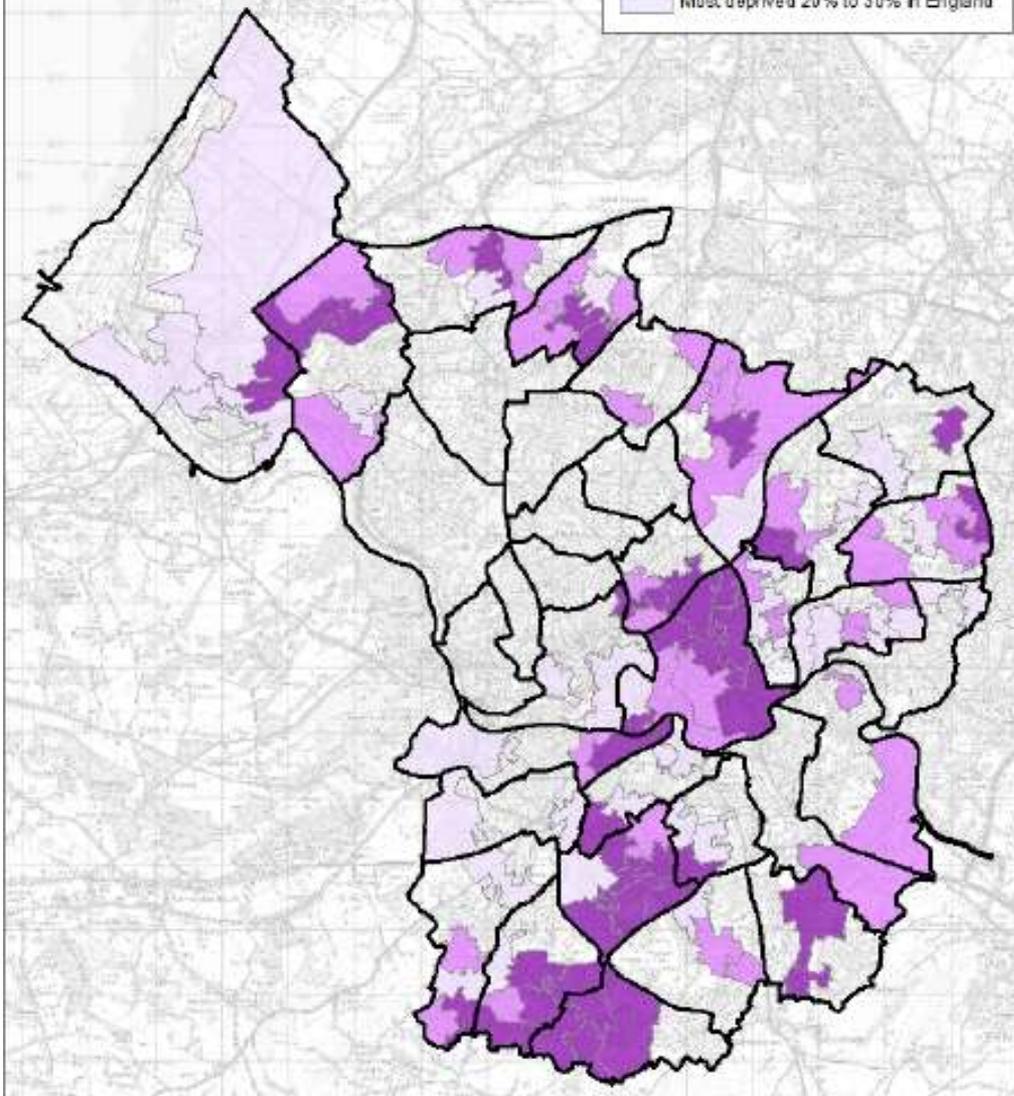


2015

2015

Multiple Deprivation 2015
IMD % Rank

- Most deprived 10% in England
- Most deprived 10% to 20% in England
- Most deprived 20% to 30% in England



How confident am I when I answer the following types of question?

Assess the factors that might account for the spatial variation shown in **Figure 1** [9 marks]

Figure 1: Index of Multiple Deprivation 2015

Source: Department for Communities and Local Government, Indices of Deprivation 2015



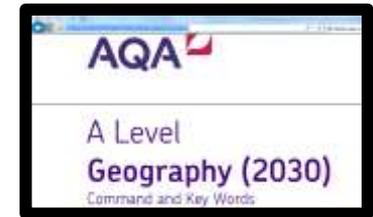
Better
written
responses

Take command

describe , analyse, explain, account for..,
state, identify, to what extent, discuss,
compare, contrast, examine, explain in detail,
using a named example, distinguish between,
outline the reasons for, assess, evaluate,
annotate, illustrate, comment on, give reasons
for..

Command words

	State the precise meaning of an idea or concept. There is usually a low tariff of marks for this.
	Add to a diagram, image or graphic a number of words that describe and/or explain features, rather than just identify them (which is labelling).
	Give an account in words of a phenomenon which may be an entity, an event, a feature, a pattern, a distribution or a process. For example, if describing a landform say what it looks like, give some indication of size or scale, what it is made of, and where it is in relation to something else (field relationship).
	Describe the similarities and differences of at least two phenomena.
	Point out the differences between at least two phenomena.
	Make a statement that arises from a factual point made – add a view, or an opinion, or an interpretation. In data/stimulus response questions, examine the stimulus material provided and then make statements about the material and its content that are relevant, appropriate and geographical, but not directly evident. Candidates are being invited to ‘think like a geographer’.
	Set out the causes of a phenomenon and/or the factors which influence its form/nature. This usually requires an understanding of processes. Explanation is a higher-level skill than description and this is often reflected in its greater mark weighting.
	Consider carefully and provide a detailed account of the indicated topic.



Take command

Break down the content of a topic, or issue, into its constituent elements in order to provide an in-depth account and convey an understanding of it.

Consider several options or arguments and weigh them up so as to come to a conclusion about their effectiveness or validity.

Consider several options or arguments and come to a conclusion about their importance/success/worth.

Often occurs before 'Assess' or 'Evaluate' and invites an examination of an issue from the point of view of a critic with a particular focus on the strengths and weaknesses of the points of view being expressed.

Set out both sides of an argument (for and against), and come to a conclusion. There should be some evidence of balance, though not necessarily of equal weighting.

Give reasons for the validity of a view or idea or why some action should be undertaken. This might reasonably involve discussing and discounting alternative views or actions.

Give reasons for the validity of a view or idea or why some action should be undertaken. This might reasonably involve discussing and discounting alternative views or actions. At A2 level each of the views present or options available will have positives and negatives. For the outcome(s) chosen, the positives outweigh the negatives. Candidates should be able to explain all of this review process.

Form and express a view as to the merit or validity of a view or statement after examining the evidence available and/or different sides of an argument.

GCSE (9-1) Geography A and B

AS/A level Geography



Command words are used consistently across GCSE and A level mark tariffs

- ✓ Our assessments are designed to encourage all students to show what they know and understand about geography to the best of their ability.
- ✓ Our assessment structure is straightforward to navigate and our level-based mark schemes to assess extended-response questions are explicit about the types of response and skills required.
- ✓ A clear and consistent relationship across GCSE and AS/A level supports building on the same set of assessment skills each year, reducing transitional workload and helping students to access and master the exams.

Key:

- tariffs that apply to both GCSE specs
- A** tariffs are only found in specification A
- B** tariffs are only found in specification B
- tariffs that apply to both AS and A level specifications.
- AS** tariffs are only found in the AS specification
- AL** tariffs are only found in the A level specification

GCSE								
Marks	1	2	3	4	8	12		
Identify/State/Name	●							
Define	●							
Calculate	●	●						
Label	●	●						
Draw		●	●					
Compare			●					
Describe		●	●					
Explain		●	●	●				
Suggest		●	●	●				
Examine							A	
Assess							●	
Evaluate							●	
Discuss								A
Justify								B

A level													
Marks	1	2	3	4	8	8	9	12	16	18	20	24	
Define	AS												
Identify/State/Name	AS	AS											
Complete	AS	AS											
Describe		AS	AS										
Compare		AS	AS										
Calculate	AS	AS		AL									
Draw/Plot		AS	AS	AL									
Suggest		AS	○		AL								
Explain			AL	○	○	AL							
Analyse						AL							
Assess							AS	○					
Evaluate										AS	AL	AL	

The command word mark tariffs outside the grey box are point marked.

The command word mark tariffs inside the grey box are levels based.

Levels-based mark schemes (LBMS) are specific to each particular command word so that students know exactly what traits are expected and can master their approach to these extended writing questions. At GCSE and AS, there are only 3-4 question types like these, whereas at A level a student's extended writing is significantly more important.

- ✓ Pearson is the only exam board to define command words in the specification. Officially regulated by Ofqual, this ensures transparency and that these definitions will be used consistently for the lifetime of the qualification.

Supporting you every step of the way

To find out more about our assessments, sign-up to our Getting Ready to Teach events:

GCSE: www.edexcel.com/gcsegeogassess

A level: www.edexcel.com/alevelgeogassess



Better
written
responses

Take command

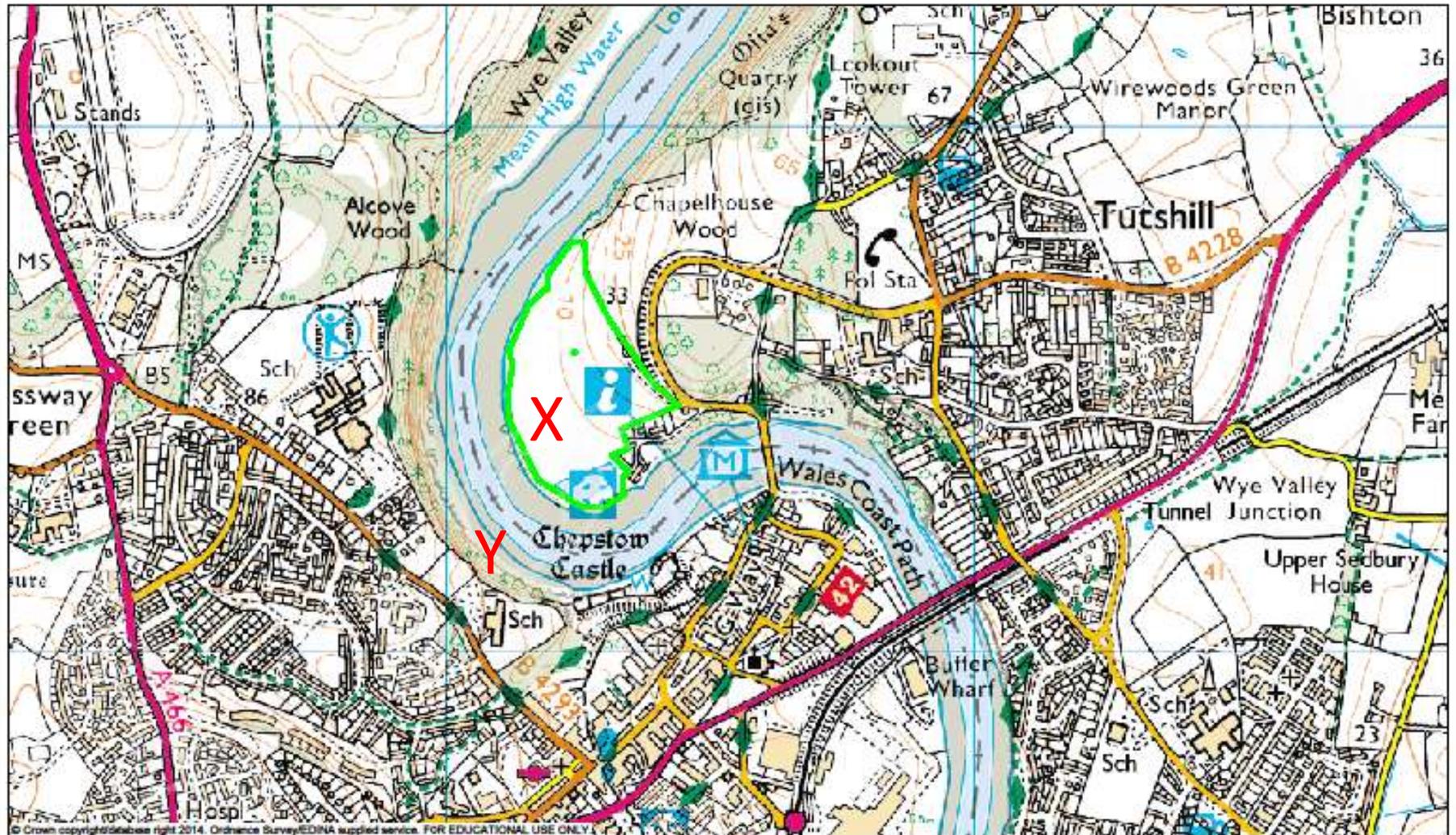
Low to Mid Order Command Words

....state, identify, annotate, describe,
distinguish between, explain, outline, a name, using

**Always check with your
teacher and the Examination
Specification and advice from
your Awarding Body**

Higher Order Command Words

....analyse, assess, evaluate, discuss, to what
extent do you agree.....

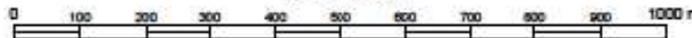


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Digimap

Napsis
Ordnance Survey

Scale 1:10000



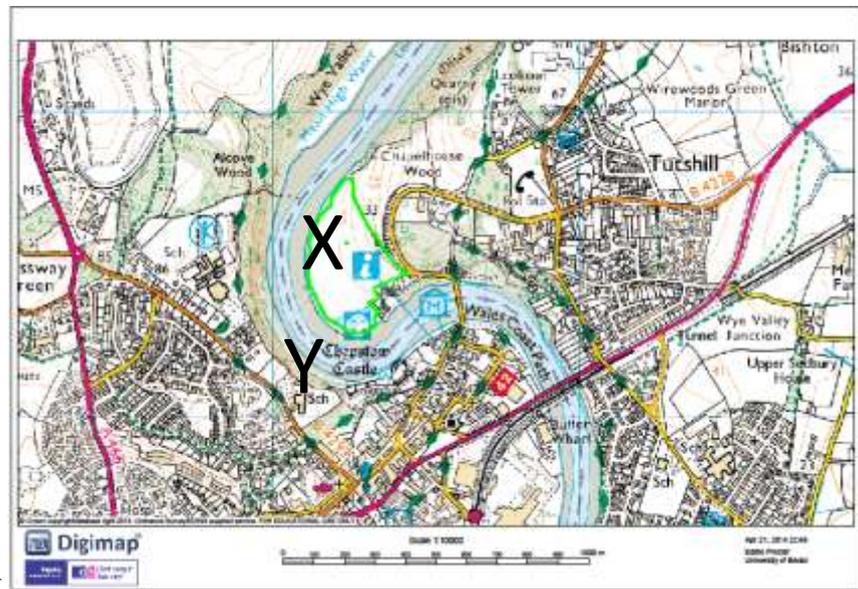
Apr 21, 2014 22:48
Eddie Proder
University of Bristol

Activity 2.1 What's the question?

Discuss
Justify To what extent
(Critically) Evaluate
(Critically) Assess
Analyse

Comment on
Explain
Compare and Contrast
Annotate
Examine
Outline

Describe
Label
Define..,
What is meant by..



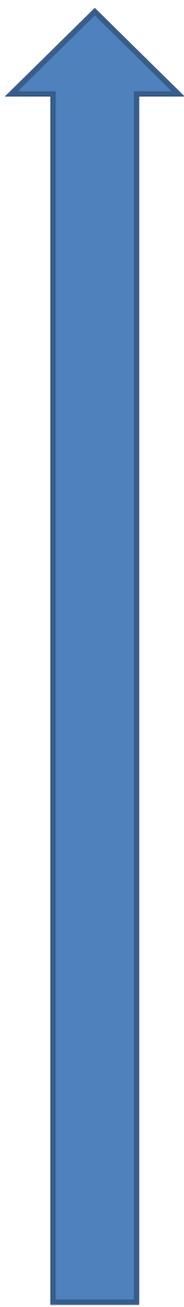
Explain how a meander forms?

Compare and contrast the formation of the river features at X and Y?

Describe a meander?

Label a meander on the map?

Discuss
Justify To what extent
(Critically) Evaluate
(Critically) Assess
Analyse



Discuss how rivers can be managed in a sustainable way?

Evaluate a river management strategy using a named example

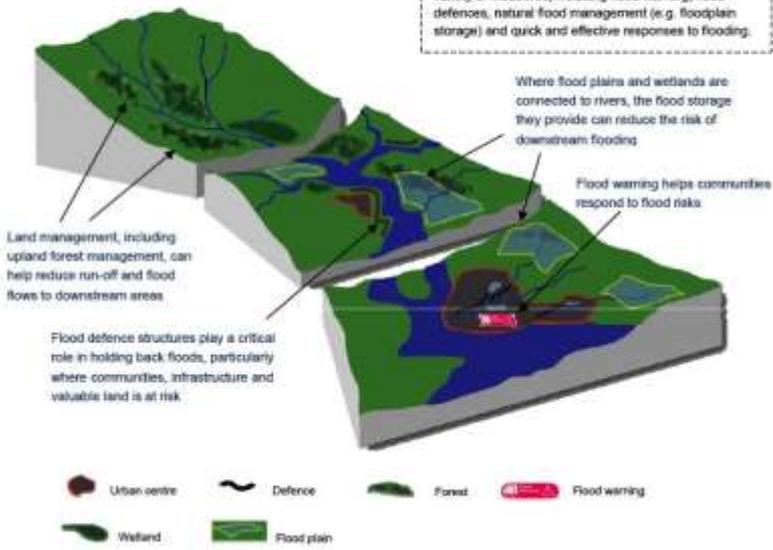
Assess the effectiveness of dams as a flood control measure?

Explain how a river floods?

Sustainable Flood Management

Sustainable flood management is an approach to planning and delivering measures to reduce flood risk.

Increasing resilience to flood risk is an important component of sustainable flood management. Resilience to flooding can be increased through a variety of measures, including flood warning, flood defences, natural flood management (e.g. floodplain storage) and quick and effective responses to flooding.



To what extent do you agree that soft engineering approaches should be the main priority in Shoreline Management Plans (20 marks)

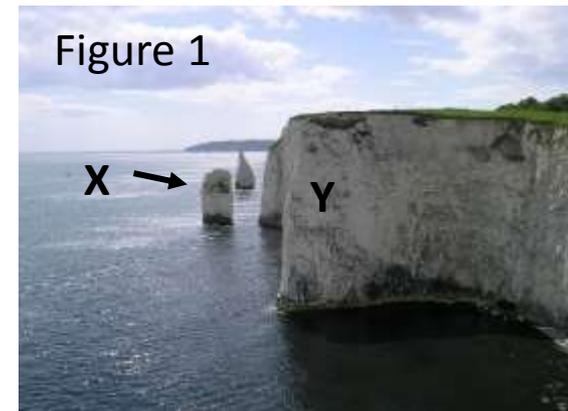
Evaluate how effective the coastal management strategies have been (15 marks)

Explain two different approaches which would protect the stretch of coastline from further erosion in Figure 4 (6 marks)

Compare the processes which affect the shoreline and the cliff face in Figure 1 (6 marks)

Describe feature Y (4 marks)

Identify the feature X shown in the photograph (1 mark)



Discuss, Justify, To what extent do you agree ... (Critically) Evaluate (Critically) Assess, Analyse

Comment on, Explain
Compare and Contrast, Annotate,
Examine, Outline

State, Identify Define. Label
Describe, What is meant by..

Examiner comment:

One of the major pitfalls that face candidates in any examination is their difficulty in interpreting the demands of the questions asked of them.

Examiners always try to set questions which are clear in what they ask for and which can be answered by everyone who has followed the course and has prepared adequately for the examination.

Correct interpretation of the Command Words of a question is, therefore, very important.

Better
written
responses

Let's Describe



Las Vegas, south-western USA



Describe the development that has taken place in Las Vegas, shown in **Figure 7**. [4 marks]

Source: AQA AS June 2104

Las Vegas, south-western USA



This answer gains how many marks out of 4?

Describe the development that has taken place in Las Vegas, shown in **Figure 7**
Las Vegas is the gambling capital of the world situated in the Mojave Desert in Nevada in south-western USA. It is famous for the 24 hour casinos many of which are also hotels so tourists can stay in Las Vegas for a few days or a week. The buildings are often based on famous features in other countries like the [Luxor](#) which is pyramid shaped. The city in the picture also is increasingly becoming home to wealthy Americans who retire there so changing its social demographic. Being in a desert also means that water is scarce so you can only use water for landscaping on certain days.

Las Vegas, south-western USA



This answer gains how many marks out of 4?

Is this worth zero or 1 mark? The candidate has not really used figure 7 at all!

Describe the development that has taken place in Las Vegas, shown in **Figure 7**
Las Vegas is the gambling capital of the world situated in the Mojave Desert in Nevada in south-western USA. It is famous for the 24 hour casinos many of which are also hotels so tourists can stay in Las Vegas for a few days or a week. The buildings are often based on famous features in other countries like the Luxor which is pyramid shaped. The city in the picture also is increasingly becoming home to wealthy Americans who retire there so changing its social demographic. Being in a desert also means that water is scarce so you can only use water for landscaping on certain days.

Las Vegas, south-western USA

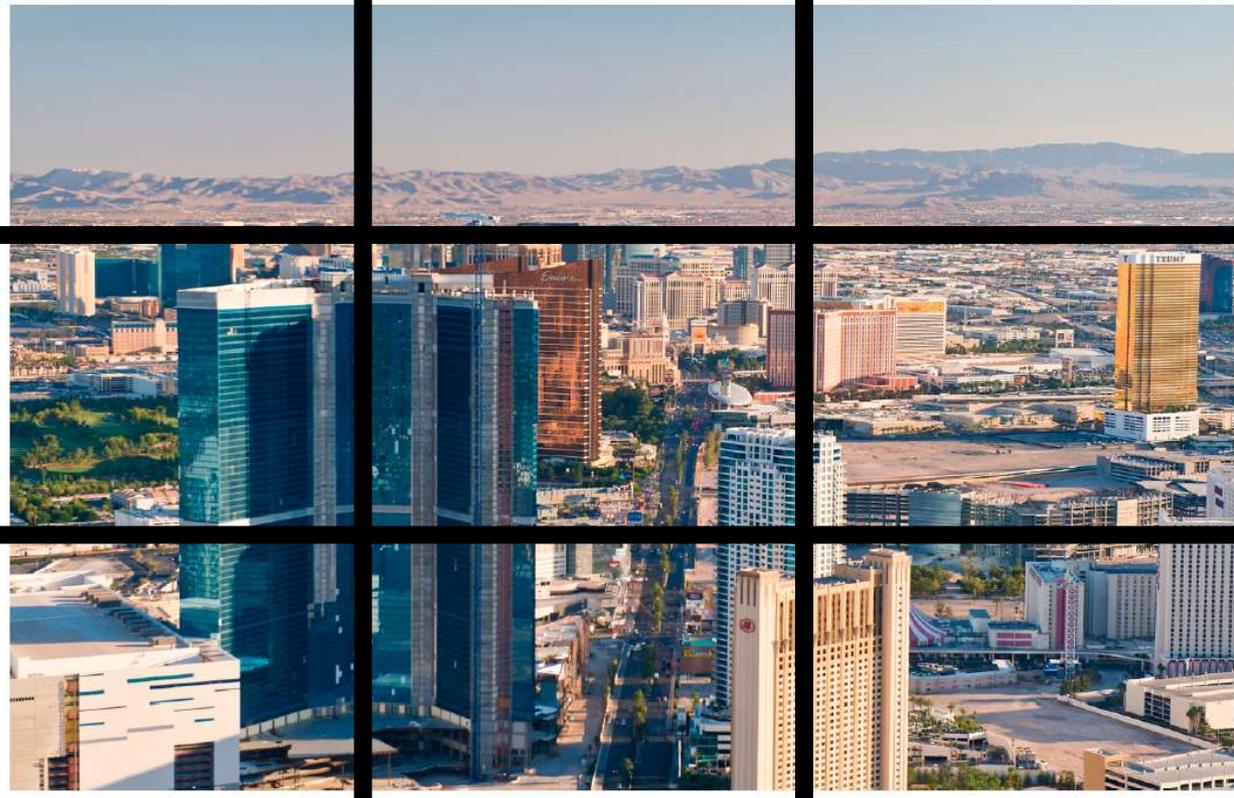


Describe the development that has taken place in Las Vegas, shown in **Figure 7**. [4 marks]

Source: AQA AS June 2104

Beyond the built-up area the land is empty and seems dry and barren

The settlement seems to sprawl in the distance towards the mountains



B

M

F

There are a lot of trees dotted about the area, with wide roads apparent – especially going from top to bottom of the photograph, as well as from left to right.

Better written responses

Within the built-up area there is a line of very tall buildings that stand out in the landscape and cluster together with variable designs.

Beyond the built-up area the land is empty and seems dry and barren

The settlement seems to sprawl in the distance towards the mountains



There are a lot of trees dotted about the area, with wide roads apparent – especially going from top to bottom of the photograph, as well as from left to right.

Better written responses

Within the built-up area there is a line of very tall buildings that stand out in the landscape and cluster together with variable designs.

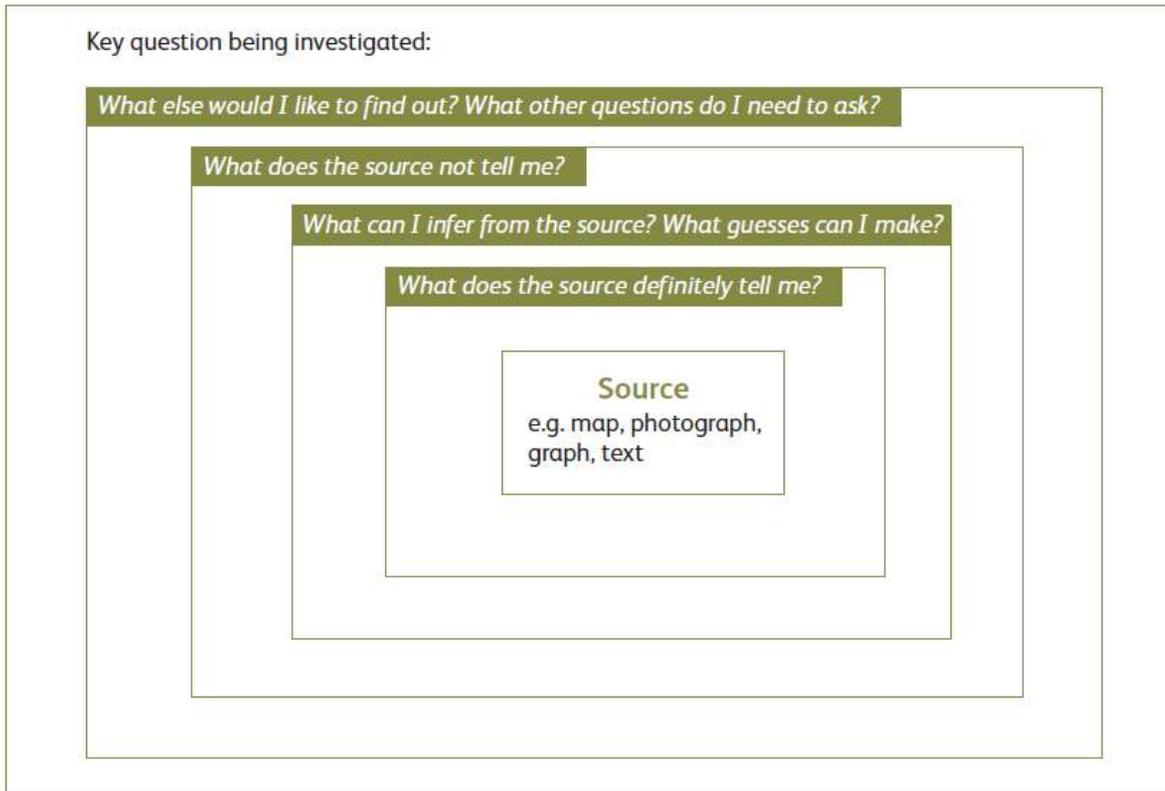


Figure 5:
Layers of inference.
Source: Roberts,
2013.

Source: Roberts, M. (2017) Planning for enquiry in Jones, M. ed. (2017) *The Handbook of Secondary Geography*. Sheffield: Geographical Association.

Practising higher order skills - layers of inference

What else would I like to find out? / What other questions do I have?

What does the source **not** tell me?

What can I infer from the source / what guesses can I make ?

What does the source definitely tell me ?



Figure 7



Let's describe and ...



Better
written
responses

Stimulus response questions

Examiner comment: need to study and **use** a stimulus on your answers. The command '**comment on**' requires [you] to make a geographical inference based ... on something evident in the Figure. In direct terms, the Figure that is being provided should be referred to repeatedly in the answers to the questions set on that stimulus; and in simple terms evidence from the Figure should be given to support a point being made.

AQA Geog 3 (2013, p.3)

Examiner comment from AQA Examiners Report

“Rehearsing how to respond to photographs, statistical data and maps is really important prior to taking the exam allowing candidates **to deal with patterns, trends and anomalies.**”

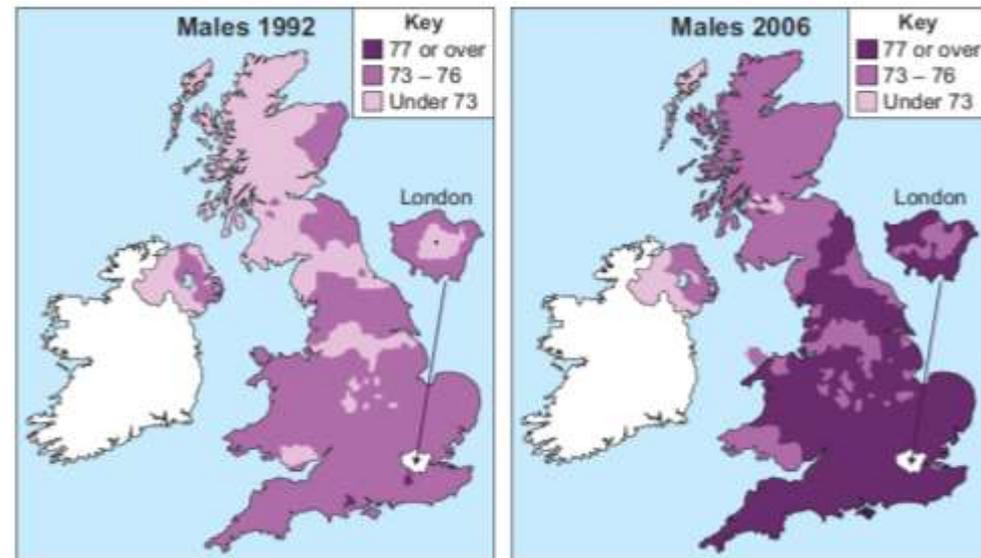
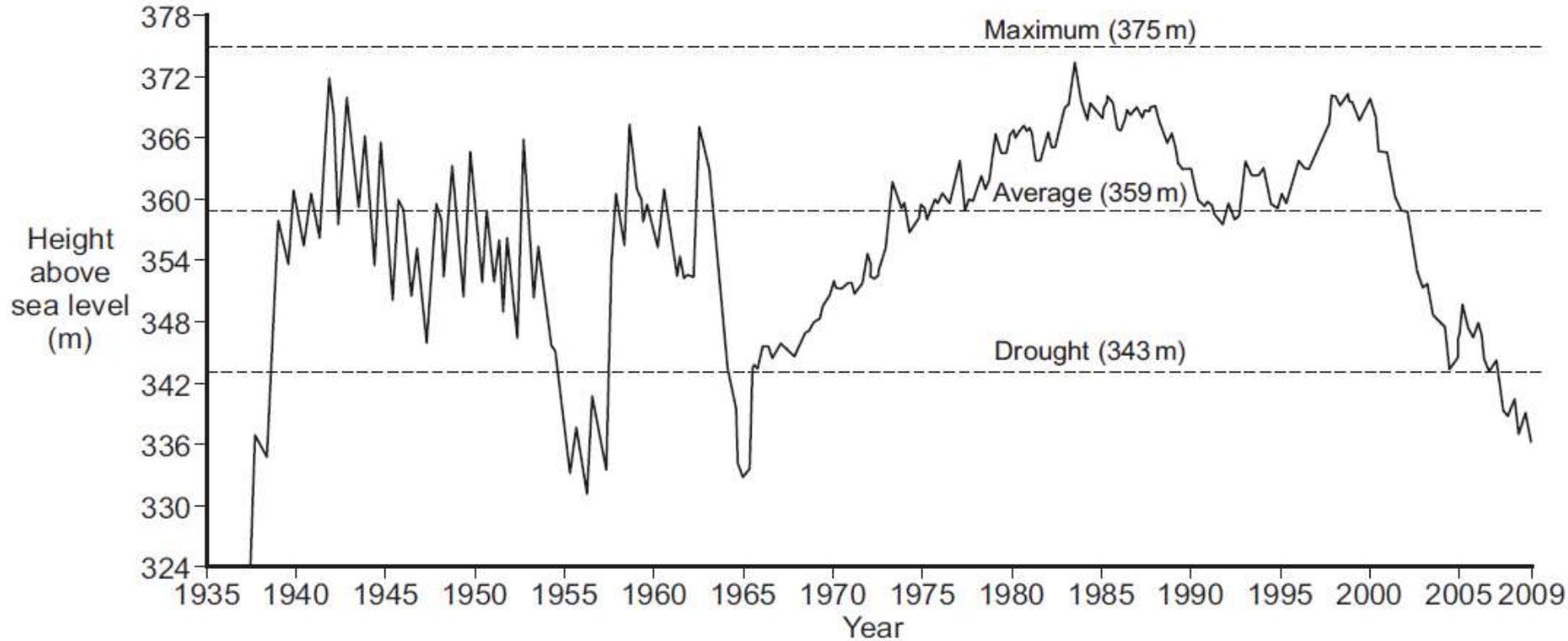


Figure 8 shows the water levels of Lake Mead at the Hoover Dam, near Las Vegas. The Hoover Dam was built in the 1930s.

Figure 8



Describe the changing water levels of Lake Mead shown in **Figure 8**. [4 marks]

Source AQA AS June 2014.

Reading Tables, Charts and Graphs

- **reading the data:** what does the data tell us? e.g. highest, lowest, specific values or plots
- **reading between the data:** what relationships are there within and between the data? e.g. groups, trends, peaks, troughs, anomalies
- **reading beyond the data:** what can we extrapolate or infer from the data? e.g. future trends, for a different context.



Plots

Axes

Peaks/troughs

Anomalies

Trends

Curcio, F.R. (1987) 'Comprehension of mathematical relationships expressed in graphs', *Journal for Research in Mathematics Education*, 18, 5, pp. 382–93.

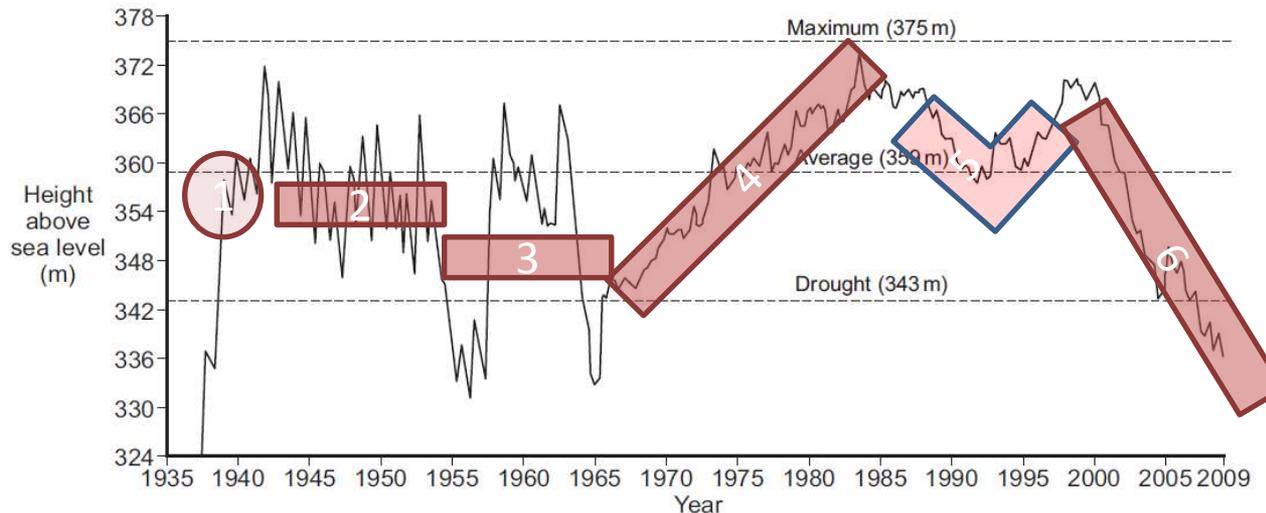
See also chapter -Jones, M. (2017) Numeracy in Jones, M. ed. (2017) *The Handbook of Secondary Geography*. Sheffield: Geographical Association.

The amount of water in lake Mead has **fluctuated**

Let's Describe

1. It rose quickly following the construction of the Hoover Dam reaching its average depth in about two years at about 357m
2. Despite fluctuating, it remained in a steady band until the mid-1950s, when its level varied much more – from 360m to 331m.
3. This continued during the 1960s with highs of about 365m and lows of 345m.

Figure 8

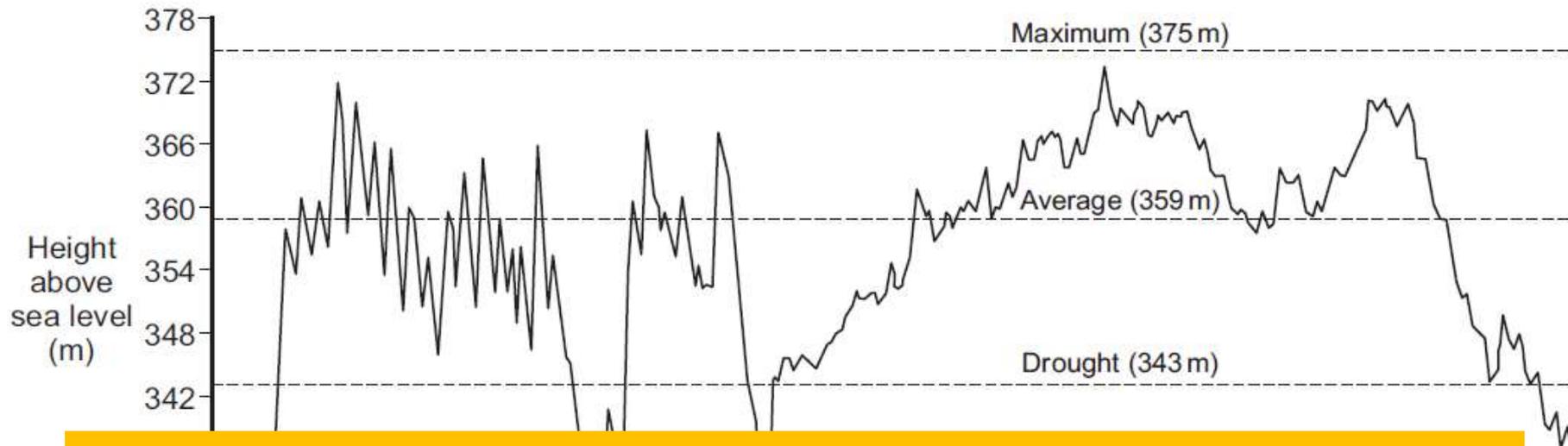


Records

4. The late 1960s saw an overall increasing trend in the water level – as did the 1970s/80s,
5. with some reduction in the early 1990s. However, this was short lived and stores were replenished in the later years of the decade.
6. Since 2000, there has been a decline in water levels – this has been steadier and more sustained than previously – with 2009 levels at 336m below the drought level

Figure 8 shows the water levels of Lake Mead at the Hoover Dam, near Las Vegas. The Hoover Dam was built in the 1930s.

Figure 8



Examiner Comment from AQA Report

“Weaker responses noted single years, rather than changes and laboured points made over short time periods where change was limited.” (AQA, 2014, p.6)

AO2 - 5
AO3 - 2

Any definition of the term mega city is arbitrary; however, the most widely used definition is 'an urban agglomeration of 10 million people or more' (UN). 'Meta cities' have more than 20 million inhabitants.

Notes for answers

Figure 4 shows that the majority of such cities can be found in the developing world – with only 9 or 10 in total in Japan, Europe and North America. There are similar numbers of mega cities in Africa as in each of Europe and North America.

When looking at the largest mega cities, the distinction is more stark – there are only two with 15+ million outside the developing world – New York, Tokyo. China and India dominate these. Rapid industrialisation in these countries has stimulated urban growth. Urbanisation in the developing world, particularly since 1970, has spawned the rapid growth of mega cities. The driving forces behind urbanisation have been massive rural-urban migration and natural increase rates that are higher in urban than rural areas.

Mark scheme**Level 1 (1-4 marks) (mid-point 3)**

Simple statements of description. Limited or basic statements of commentary on the distribution. If no description given, then credit one good comment within this level.

Level 2 (5-7 marks) (mid-point 6)

More sophisticated description with appropriate commentary on the distribution. Award this level for each correctly attributed statement of commentary.



Better
written
responses

Planning answers

‘The positive impacts of population change on the character of rural and urban areas outweigh the negative impacts.’ To what extent do you agree with this view?
(15)

Level 3 (Detailed) 13-15 marks

Description is specific and targeted to the question.

There is reference to both urban and rural in a more balanced account.

Points are supported/developed.

Discussion is to the fore and a clear, supported view is reached as to whether positive impacts outweigh negative impacts.

Explicit conclusion needed.

(Source AQA Geography Paper 1 June 2014 Mark Scheme, p.18)

Examiner Comment from AQA Report 2014

The question demanded some careful planning, focusing on a limited number of ideas in the time available. Too many just launched into an answer without real thought or sense of direction. This resulted in disappointing responses with only a small proportion of candidates accessing Level 3.



Command word/s

Content

Crucial (key) words

3Cs

Housing, employment, socio-economic characteristics of population

Villages (remote, nr. urban areas)

Increase or decreasing (migration)

'The positive impacts of population change on the character of rural and urban areas outweigh the negative impacts. To what extent do you agree with this view? (15)

Urban - sprawl

Rural - Changing socio-economic – unable to buy first home

Remote rural - Decline in population out migration , elderly population remain

Better written responses



Command word/s

Content and context

Crucial key words

3Cs

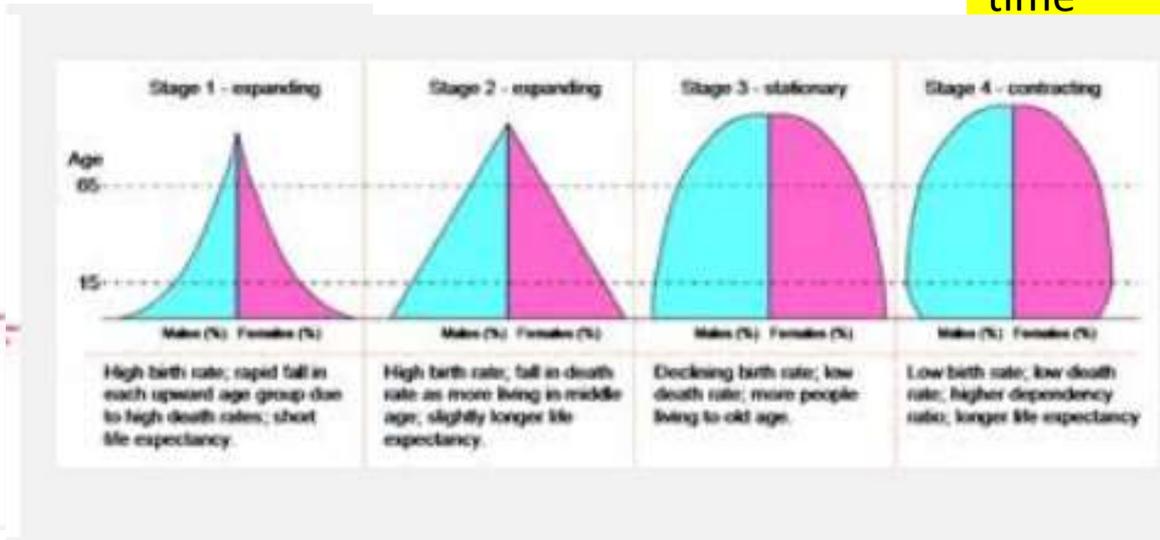
Case studies

With reference to **named examples**, discuss the **geographical issues** arising from **changing population structure** (15 marks)

Social
Economic
Environmental
Political

Variations within a country or region over time

Better written responses



With reference to named examples, discuss the geographical issues arising from changing population structure (15 marks)

Analysis, give different points of view, argue the case, support your points

Population Increasing/decreasing – natural increase (+/-migration in/out)

(++) (+-) (- -) (- +)

Social-cultural ++/--

Economic ++/--

Environmental ++/--

CS1 – (DRC)

Democratic Republic Congo

CS2 - Singapore

CS3 - UK

CS4- Germany

CS5 London Docklands

Better written responses

Plan don't over plan

Better written responses

Evaluation, both perspectives, to what extent do you agree ?

EC +1
Ec +2
Ec +3
Ec +4

- Discuss whether positive economic impacts for countries from developing tourism outweigh the negative environmental and socio-cultural impacts?

Env-1
Env-2
Env-3
Env-4

Content - access parts of mind map

SC -1
SC -2
SC -3
SC -4

Let's try one

- 'No amount of coastal intervention by people can halt the natural processes which continue to present potentially serious risks to coastal communities now and even more so in the future.' To what extent do you agree with this view?'
- [20 marks]

What the examiners say

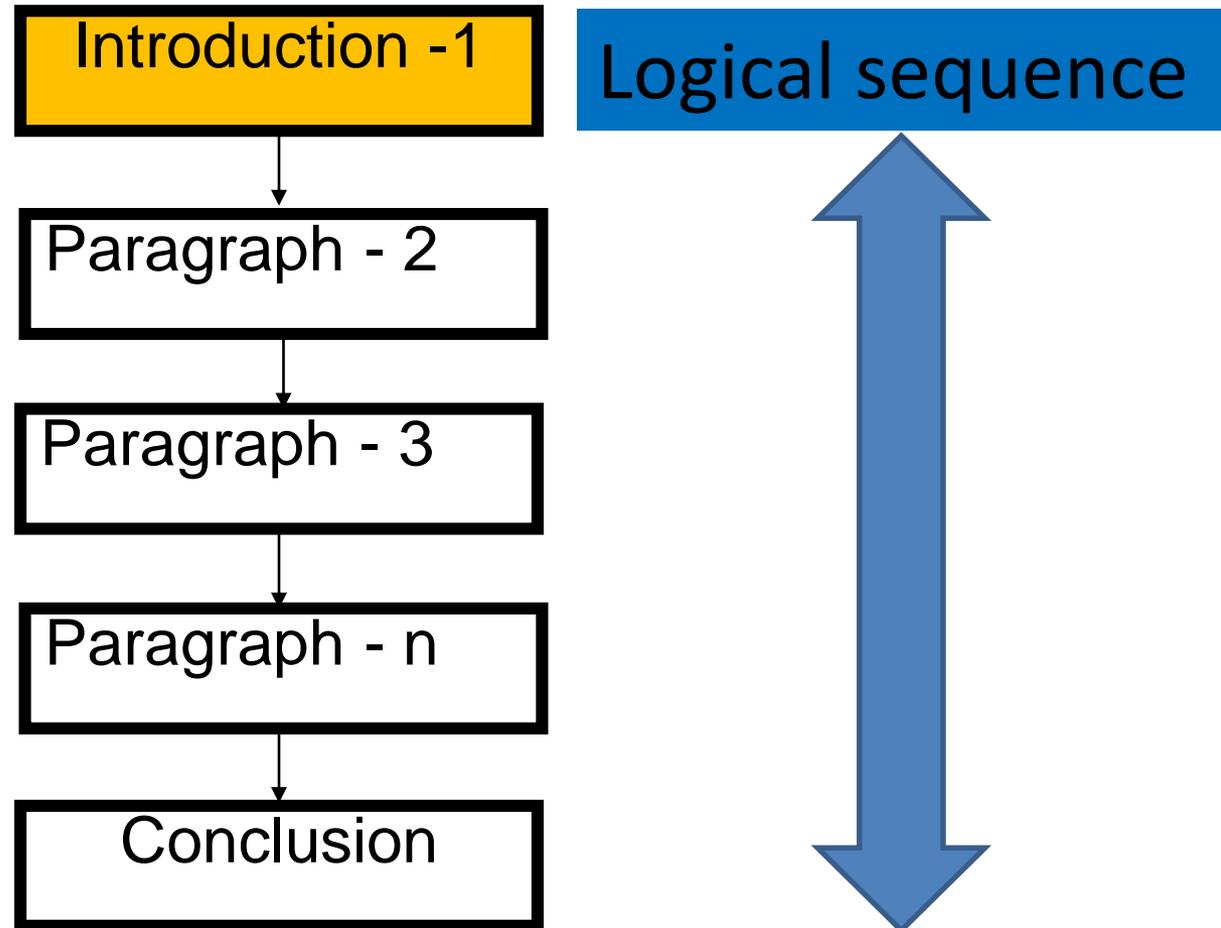
“Candidates need to carefully read the full question or key terms in the question, especially at A2. Not doing this is the single biggest cause of under-achievement. Too many candidates offer pre-learnt answers that do not fit exactly the demands of the wording of the question.”

(OCR, June 2013)



Structure

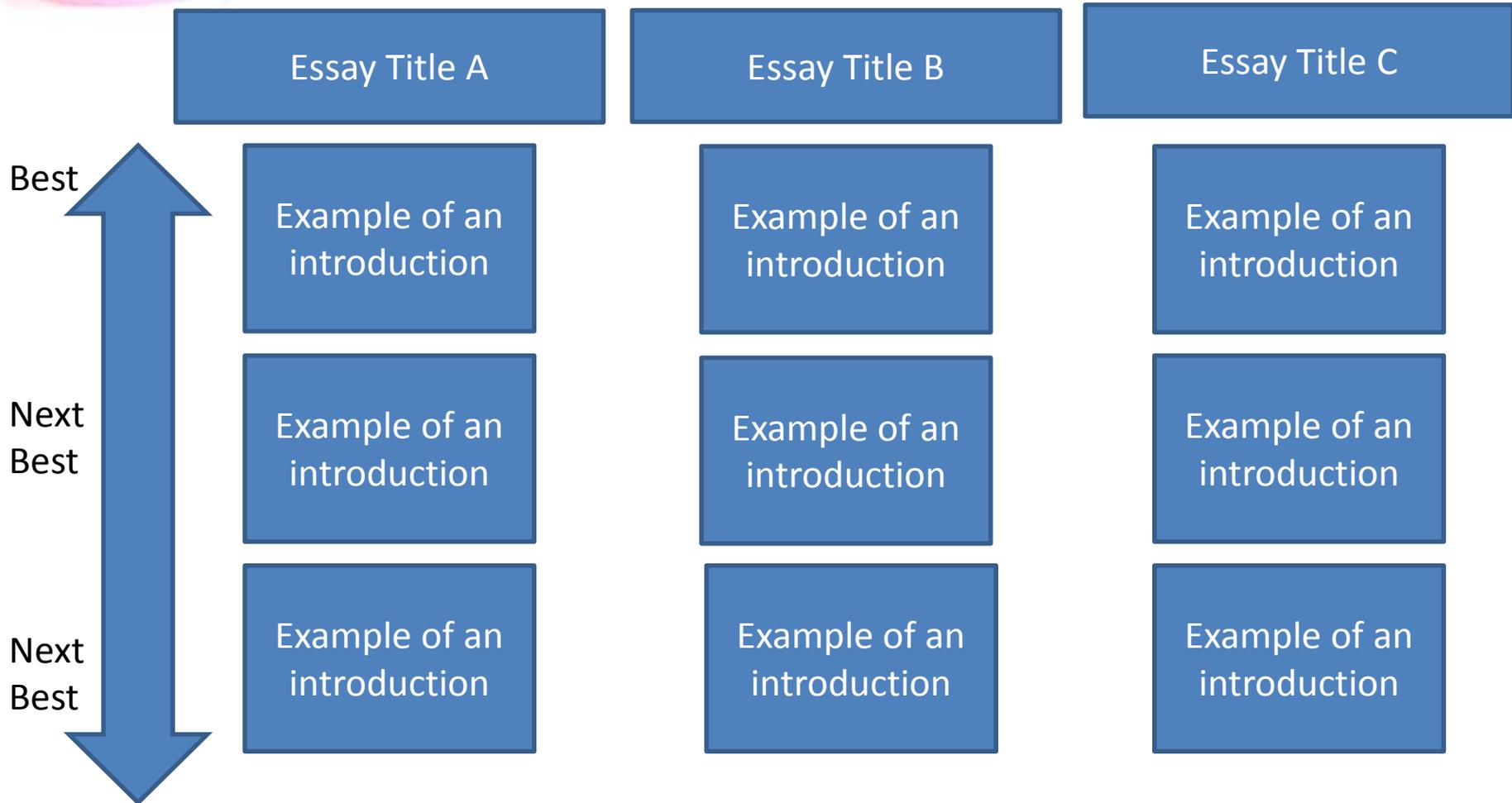
- Clear structure to response



What's my essay title?



Better
written
responses



Better
written
responses

What's my essay title?

Essay A Evaluate how plate tectonics theory helps our understanding of the distribution of seismic and volcanic events.

Essay B 'The decentralisation of retailing and other services has had a major impact on urban areas.' To what extent do you agree with this statement?

Essay C Examine the effects of greying population on health and welfare services?

Essay D Choose one named area of the world and explain why it is considered a disaster hotspot?

Essay E Using a case study, assess the causes and consequences of coastal flooding?

Essay F Using a case study; assess how successful one country has been in managing population change?

What the examiners say

Introductions

‘Don’t include irrelevant ‘chat’ or introductions that repeat the question.

(OCR Examiners’ report
June , 2013)

Clear
Unambiguous
Context overview



What the examiners say

Extended writing

Structure clear introduction, with one major aspect per paragraph and a conclusion. Evaluation

With the emphasis on suggesting that the viewpoint may vary over time, location and depending on who you are within the community.

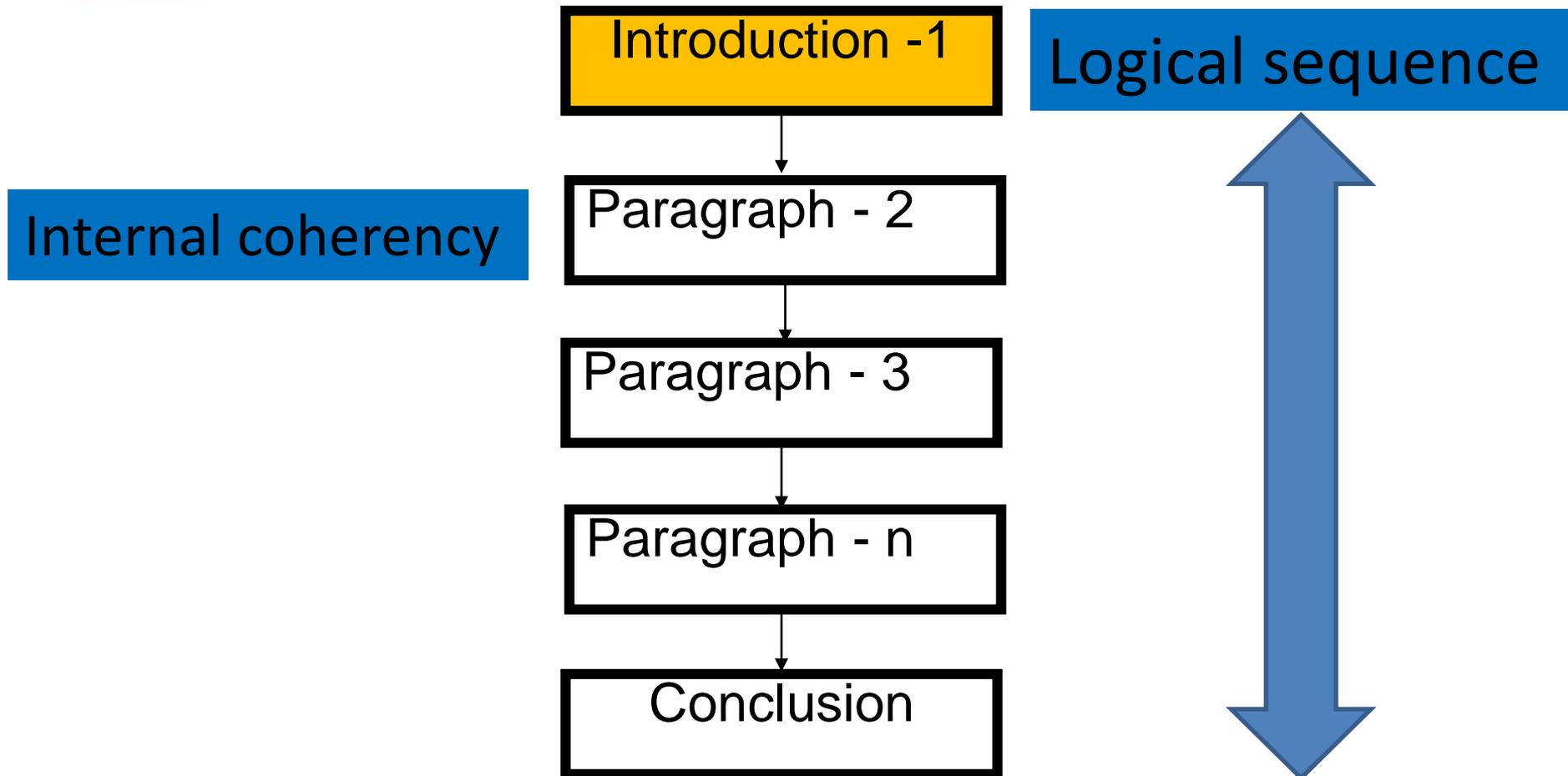
a number of case studies at different scales and/or locations.

(OCR teacher support materials , 2013)



Structure

- Clear structure to response



What the examiners say

Extended writing

Structure clear introduction, with one major aspect per paragraph and a conclusion. Evaluation

With the emphasis on suggesting that the viewpoint may vary over time, location and depending on who you are within the community.

a number of case studies at different scales and/or locations.

(OCR teacher support materials , 2013)



Better
written
responses

Paragraphs

‘Free standing, self-supporting unit of text’

- A core statement (point) of information or opinion
- **A context** to establish the significance of this statement to the point of the essay
- **Evidence** to support the statement
- **Examples** to illustrate the sources

PEEL

(**P**oint, **E**xplanation, **E**xample , **L**ink back to question)

- To what extent do you agree that tourism often brings mainly negative socio-cultural impacts?

(-) ive
SC

Local people may adapt existing cultural practices in response to the needs of tourists wanting entertainment

Such as repeating religious ceremonies a number of times instead of just once on a significant day and in a particular location.

Spain's Alarde festival used to occur once a year for the local community but the Tourism Ministry ordered for it to occur twice so tourists could also see it .

This staging of the event or what has been called 'Staged Authenticity' eventually led to negative consequences with the ceremony's demise and undermined local people's traditions

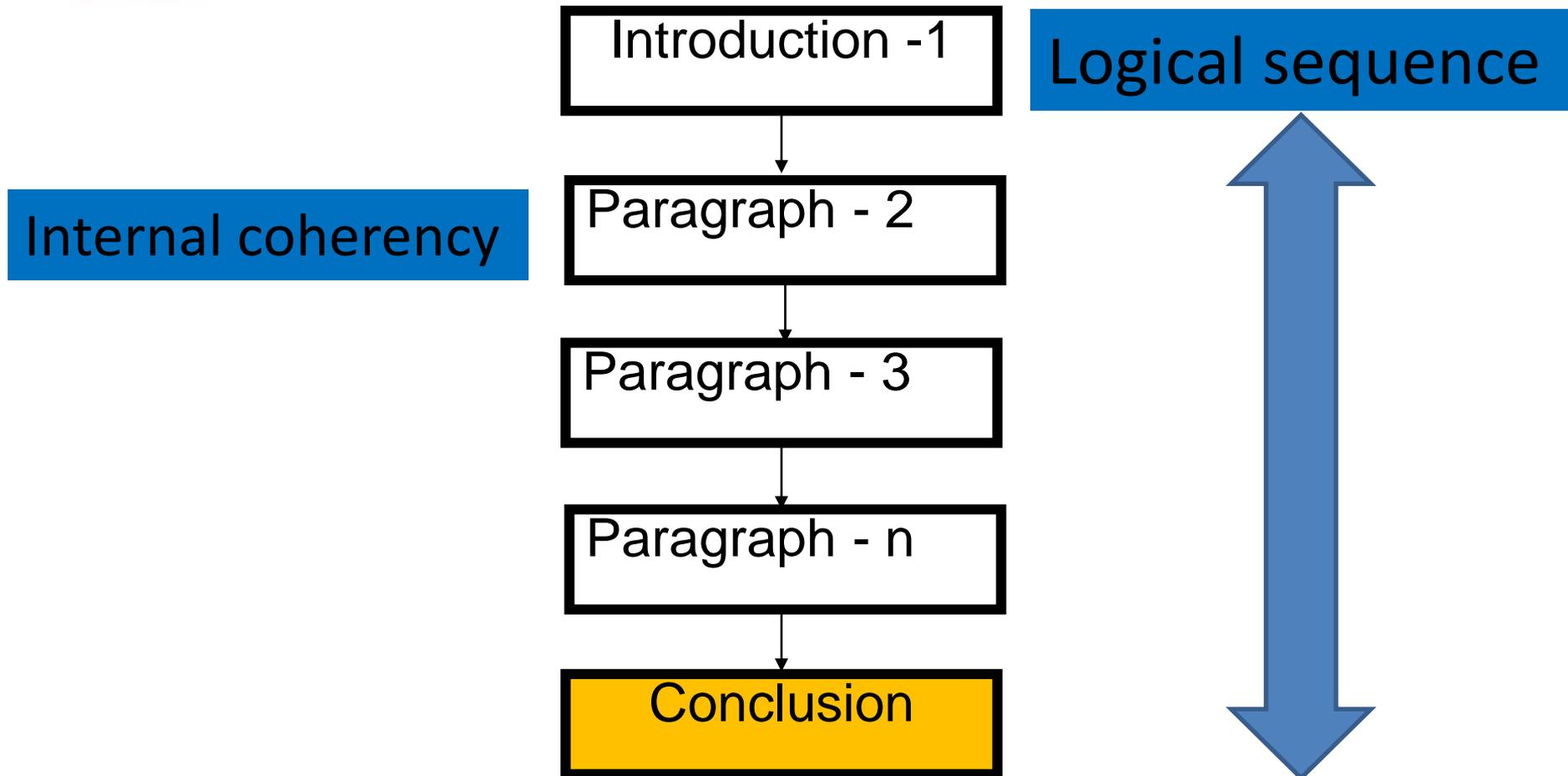
PEEL

(Point, Explanation, Example , Link back to question)

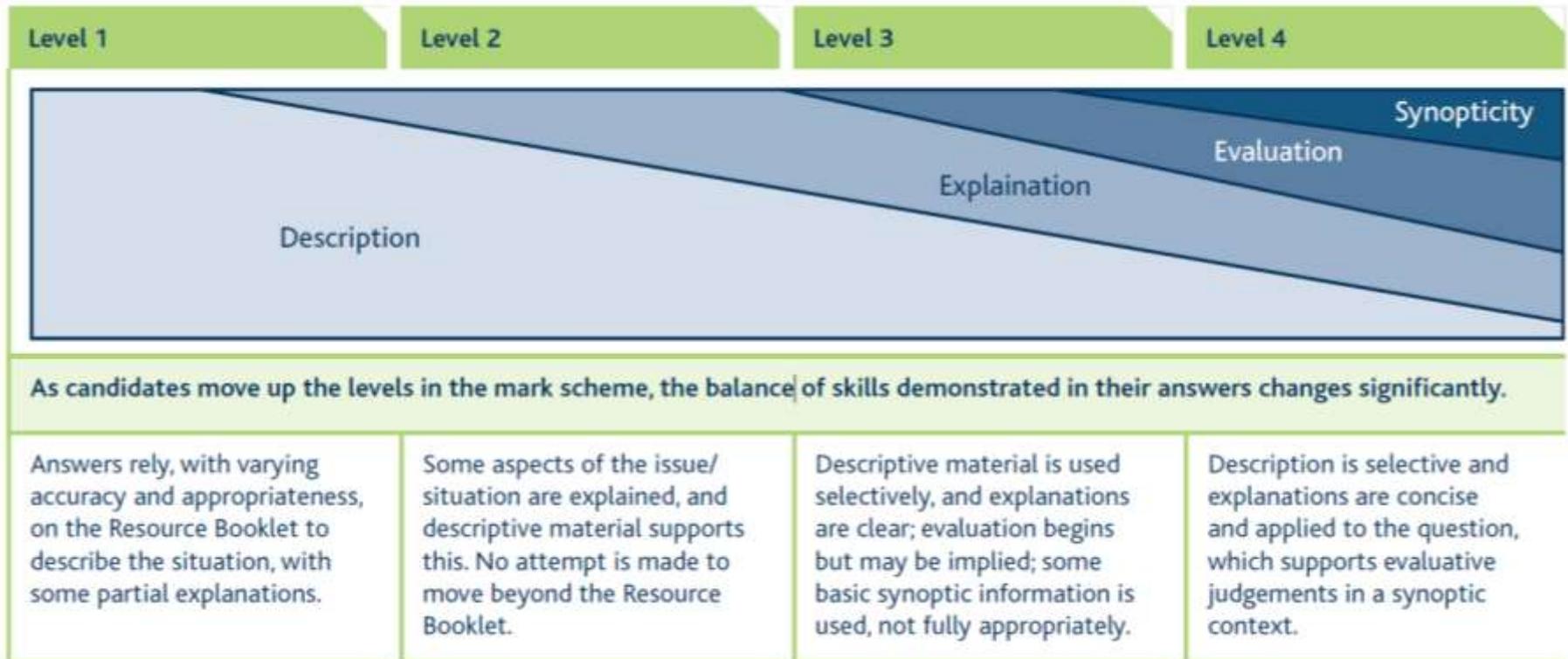


Structure

- Clear structure to response



What the examiners say



Reference: **Getting Started GCE Geography** (Edexcel , 2013)

What the examiners say

Poor responses result where candidates:

- Provide answers based on pre-learnt case studies – ‘answering the question they wanted to come up’
- Make uncritical use of case studies
- Poor use and spelling of terminology
- Identify synoptic elements ‘Like I did...’
- Are more descriptive than analytical
- Offer no conclusion



What the examiners say

For the 15 mark '(b)' sub-questions in Section A, the most common command words used are 'assess' and 'evaluate'. A conclusion can be a useful tool to come to a final judgement having weighed-up both sides of the argument. Conclusions do not need to be long, but they show the examiner that having considered the question from several angles you are now prepared to provide an overview

Why lack of supplies may cause worries, however with new reserves, and innovative extraction methods, these uncertainties imply lead to exploitation of further oil energy supplies



ResultsPlus Examiner Comments

This conclusion makes reference to several key uncertainties in terms of energy futures, such as peak oil, political and environmental concerns. Notice how at the very end, the candidate recognises that there are some forces at work to reduce energy uncertainty.



ResultsPlus Examiner Tip

The example on a conclusion shown here is about the length you should aim for.

What the examiners say

Conclusions

Advice from Principal Examiners from different awarding bodies

‘Show some attempt at a conclusion as the mark scheme rewards clear or effective conclusions’
(OCR Examiners’ report June , 2013)

“Longer conclusions often simply repeat information already presented”

Checklists personal planners, flash cards, mnemonics, acronyms, speaking essays, model essays, peer assessment, self assessment, student use of examiner reports, podcasts,

Example of Revision checklist for AQA A2 topic



Plate tectonics and associated hazards	How well I understand			
	Poor	OK	Good	Excellent
Content The structure of the Earth in cross-section, and the theory of and evidence for plate tectonics and continental drift. Key Terminology/case studies <i>Wegner, Sea floor spreading, Mid Atlantic Ridge</i>				
The tectonic processes operating at plate margins and hotspots, and the causes and nature of <u>vulcanicity</u> , seismicity and associated landforms. Key Terminology/case studies <i>Hawaiian islands; Nazca/S American</i>				
The relationship between types of plate margins and the type and frequency of volcanic activity Key Terminology/case studies				

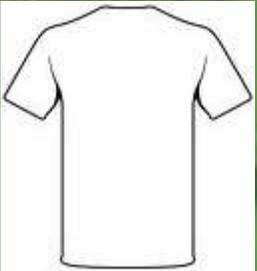
Revision tips and activities

Revision help



Centre forward

Centre forward



Left midfield

Right midfield

Centre midfield

Centre midfield



Left-back

Centre-back

Centre-back

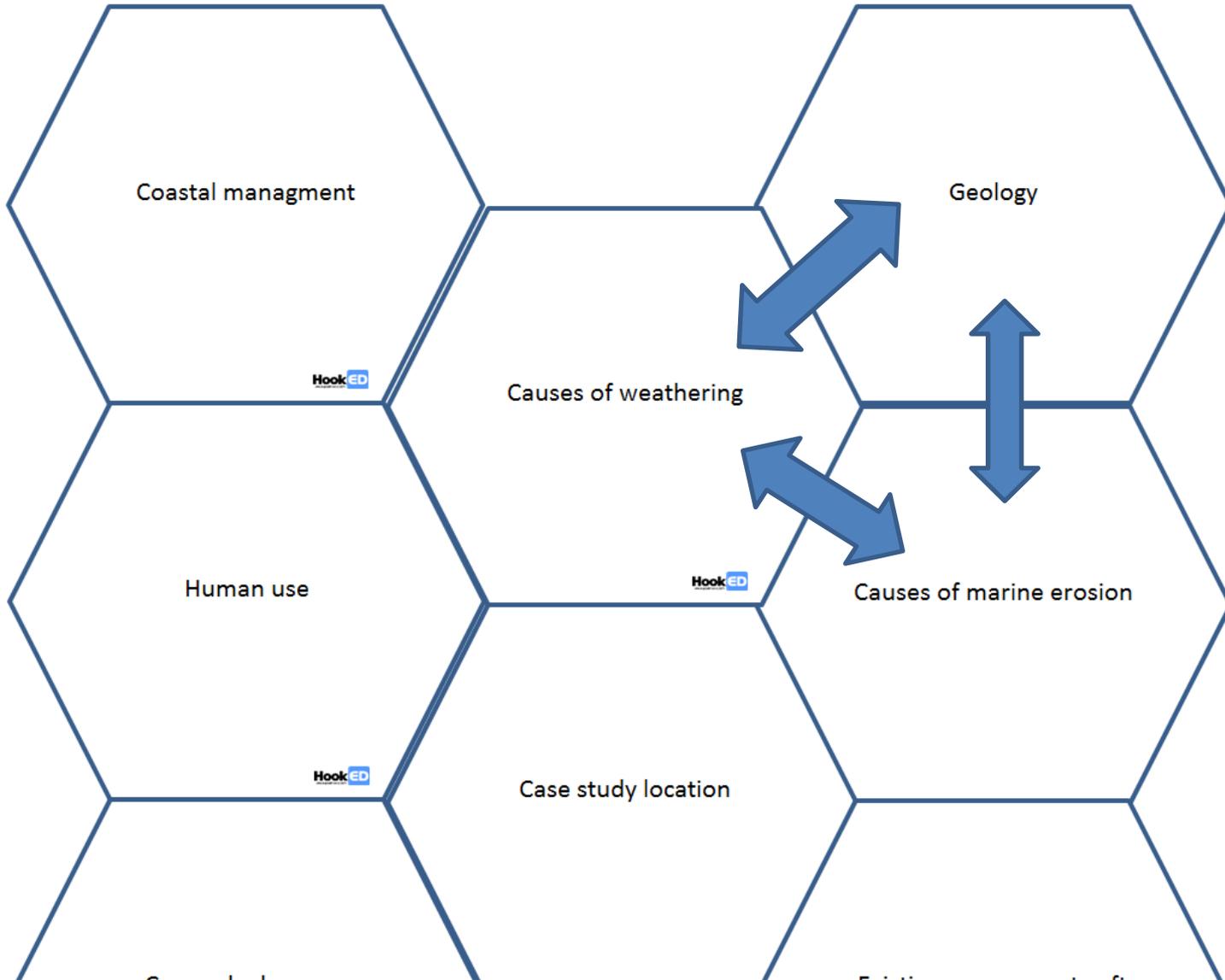
Right-back



Goalkeeper

It's a team game

Hexagons





- Home
- News
- About
- SOLO Taxonomy

Apps

Learning Intention Generator

SOLO Symbol Generator

SOLO Self Assessment Tool

Functioning Knowledge Rubric Generator

Declarative Knowledge Rubric Generator

SOLO

HookED SOLO Hexagon Generator

This HookED app populates a **SOLO Hexagon Template**.
Brainstorm content ideas and enter them in the fields below.
Click "Generate Document" to populate the template.

10 Small Hexagons per page

2 Large Hexagons per page

Hexagon 1.

Hexagon 2.

Hexagon 3.

Hexagon 4.

Hexagon 5.

Hexagon 6.

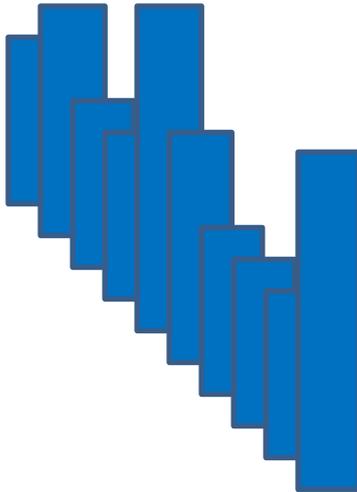
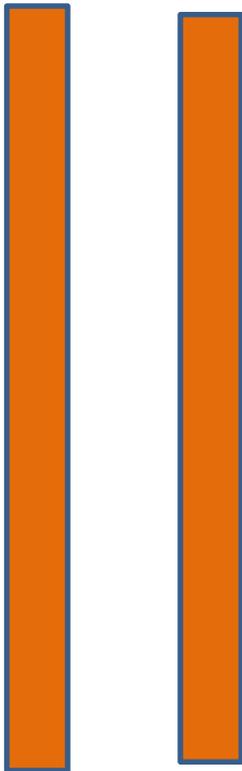
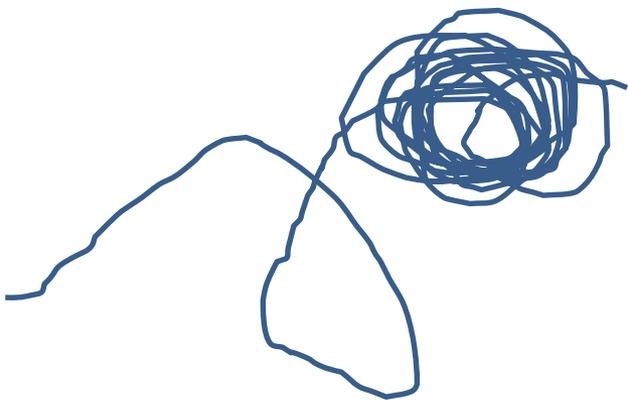
Hexagon 7.

Hexagon 8.

Hexagon 9.

Hexagon 10.

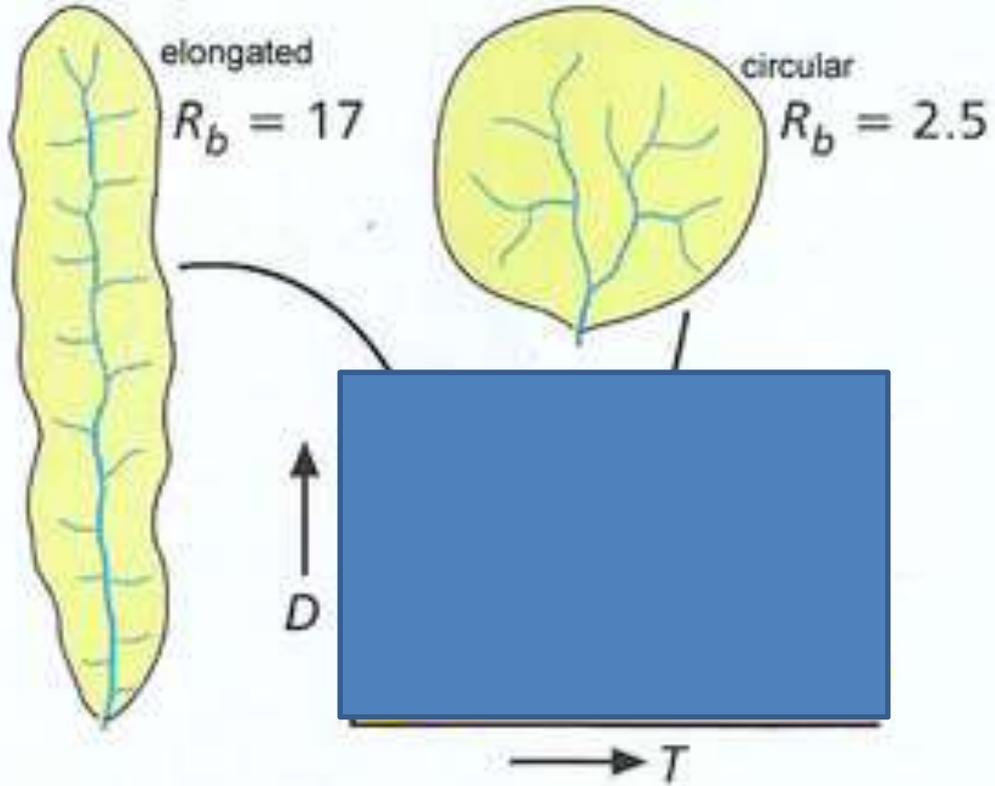
1. Ropey Revision



X axis
Y axis
Bars
Lines

DTM
TALC
Climate
Pop pyramids
??????????

Basin Shape





Writing
the Earth

Thank you for coming this evening

Mark Jones and PGCE Geographers Class of 2018
PGCE Geography Tutor
UWE, Bristol.