



Writing  
the Earth

# *Practical strategies for succeeding in geography exams*

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

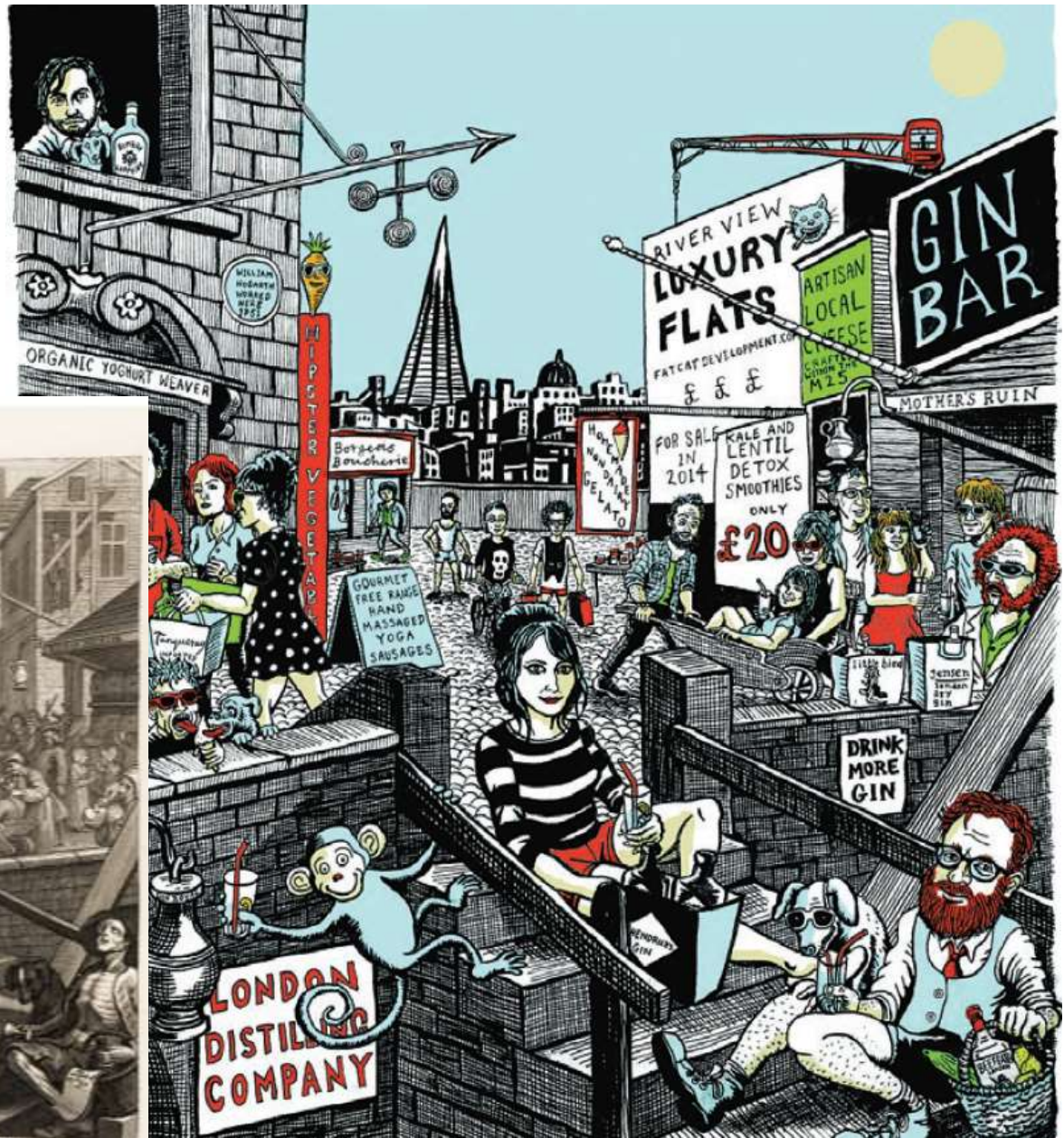
Geographical Association Bristol Branch  
Tuesday 10<sup>th</sup> April 2018 6:00-8:00pm



What's the geography?

Gin Lane Revisited, Neal Fox (2013).

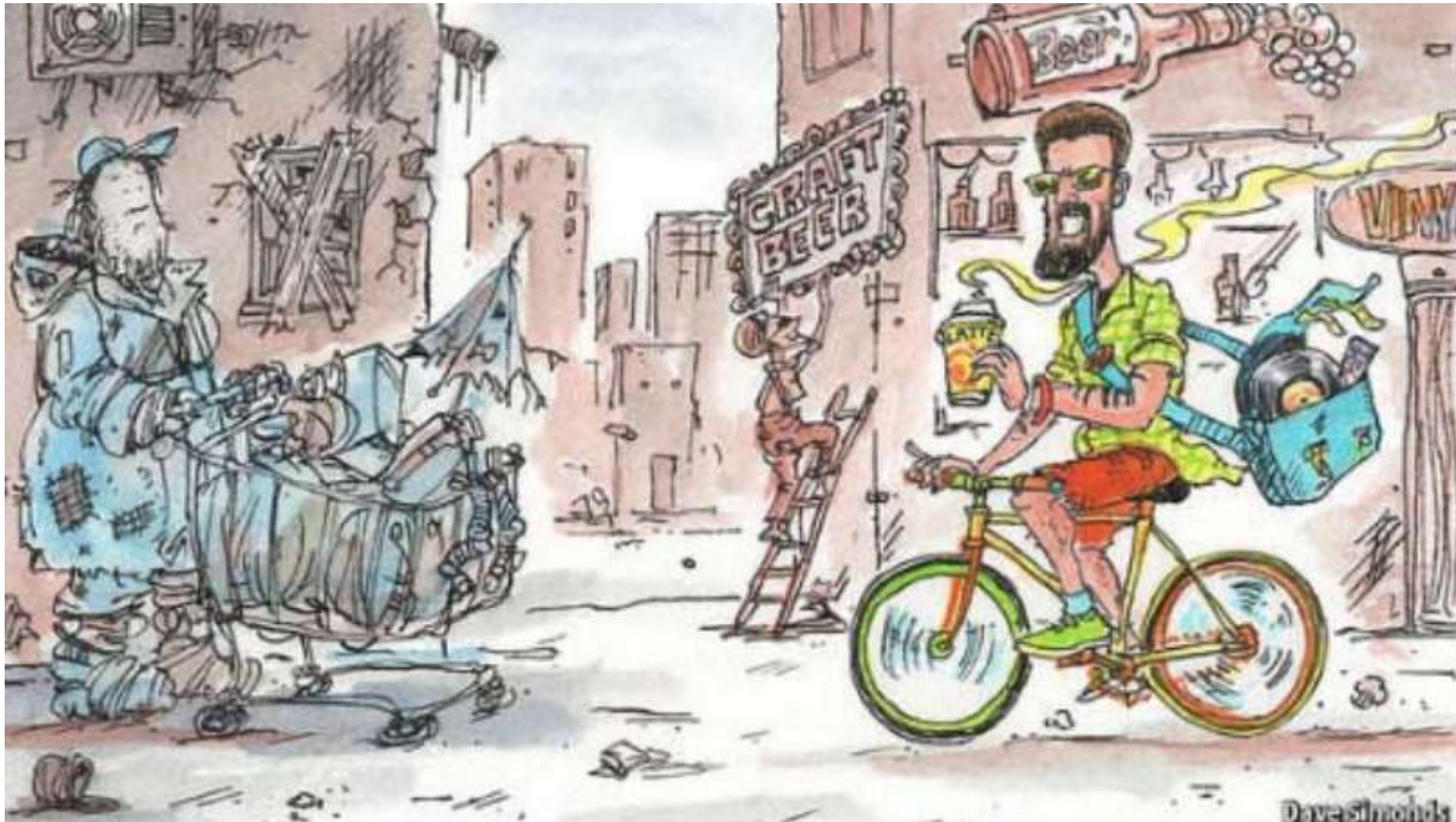
Figure 5:  
William Hogarth's  
Gin Lane (1751).  
Source: Licensed  
for Public Domain  
via Wikimedia  
Commons - <https://commons.wikimedia.org/wiki/File:GinLane.jpg#/media/File:GinLane.jpg>



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**

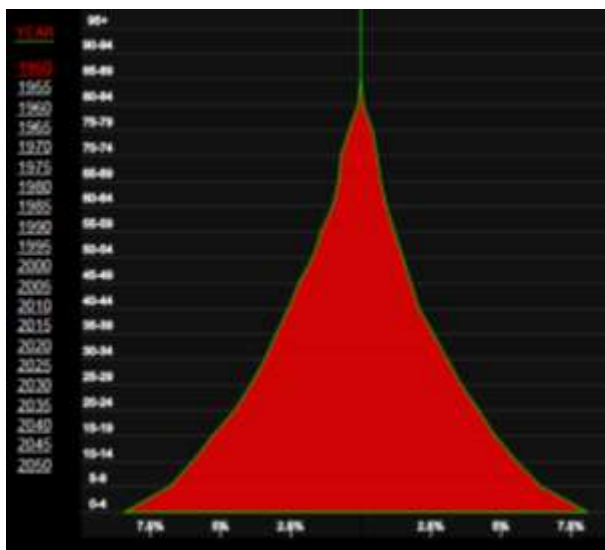
**Glacial**

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

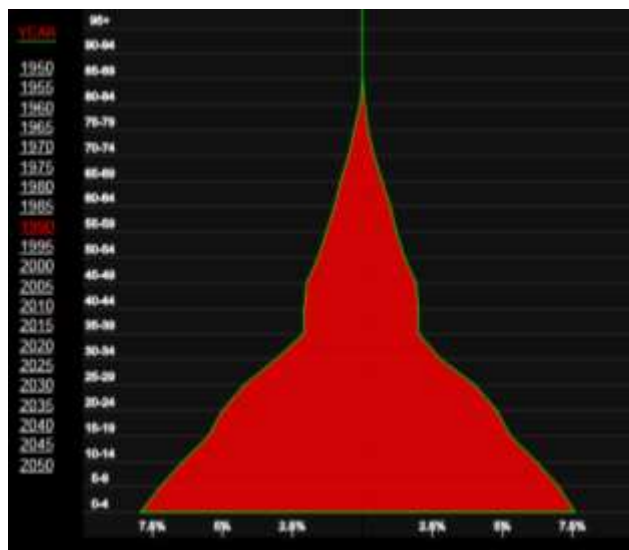
How confident am I when I answer the following types of question?

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

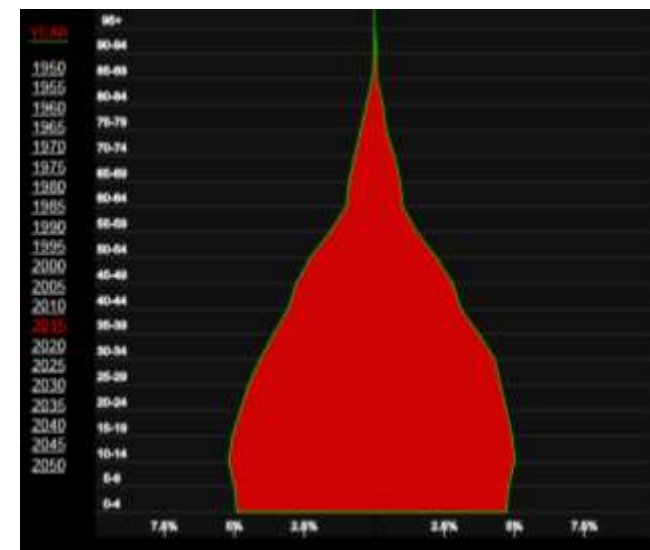
**FIGURE 3 - BANGLADESH POPULATION PYRAMID**



1950



1990



2015

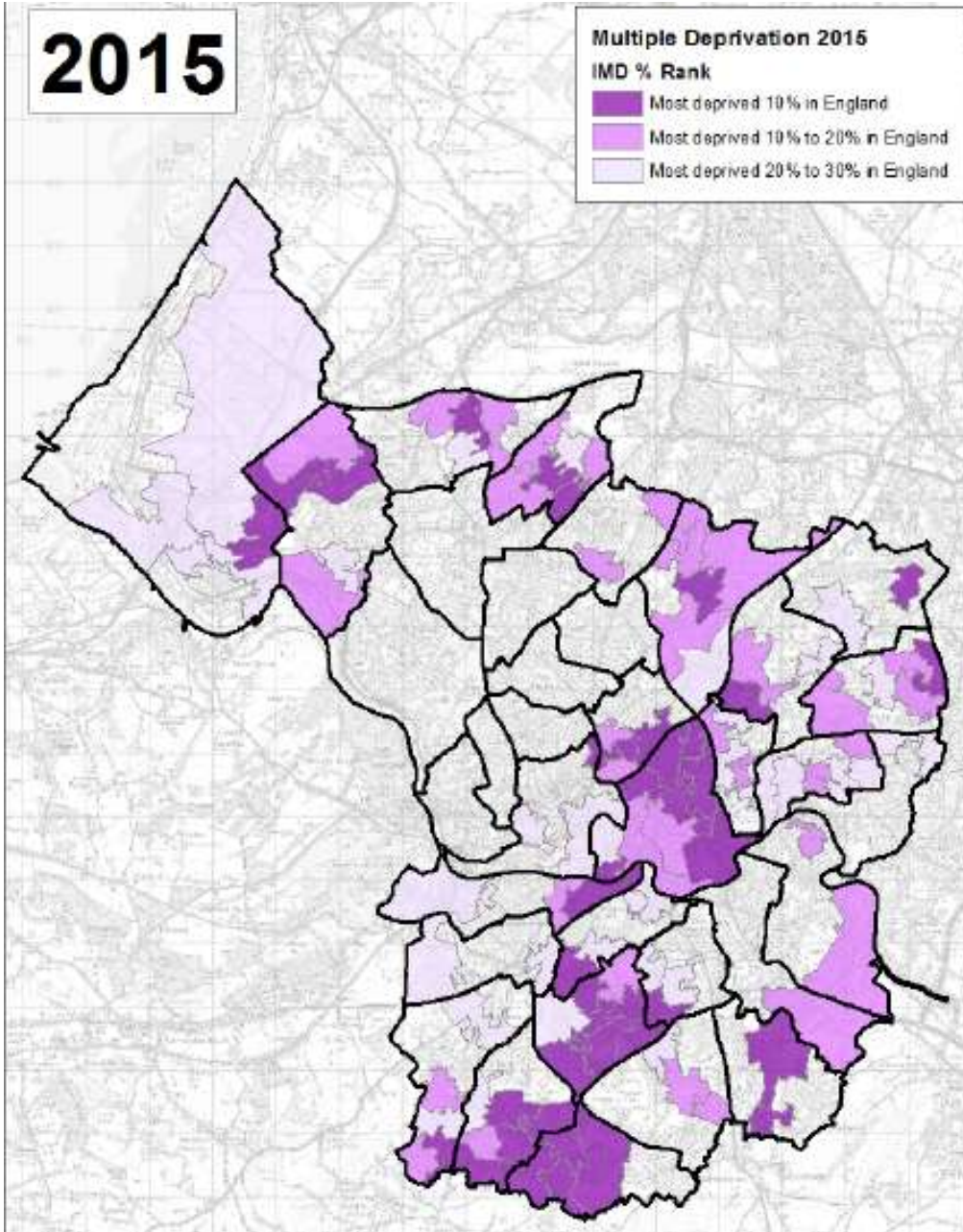


2015

**Multiple Deprivation 2015**

**IMD % Rank**

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



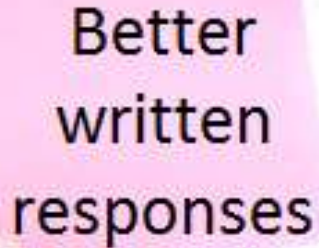
How confident am I when I answer the following types of question?

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*





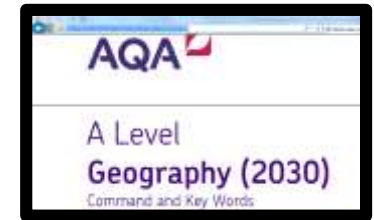
Better  
written  
responses

# 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	State the precise meaning of an idea or concept. There is usually a low tariff of marks for this.
Add	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).
Describe	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).
Compare	Describe the similarities and differences of at least two phenomena.
Contrast	Point out the differences between at least two phenomena.
Interpret	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’.
Explain	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.
Discuss	Consider carefully and provide a detailed account of the indicated topic.





	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	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.

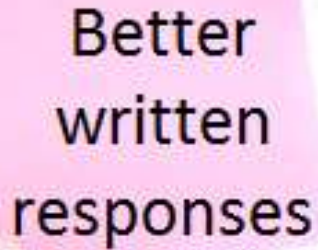
### Supporting you every step of the way

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

GCSE: [www.edexcel.com/gcsegeogassess](http://www.edexcel.com/gcsegeogassess)

A level: [www.edexcel.com/alevelgeogassess](http://www.edexcel.com/alevelgeogassess)





Better  
written  
responses

# Take command

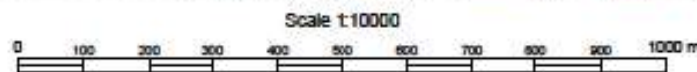
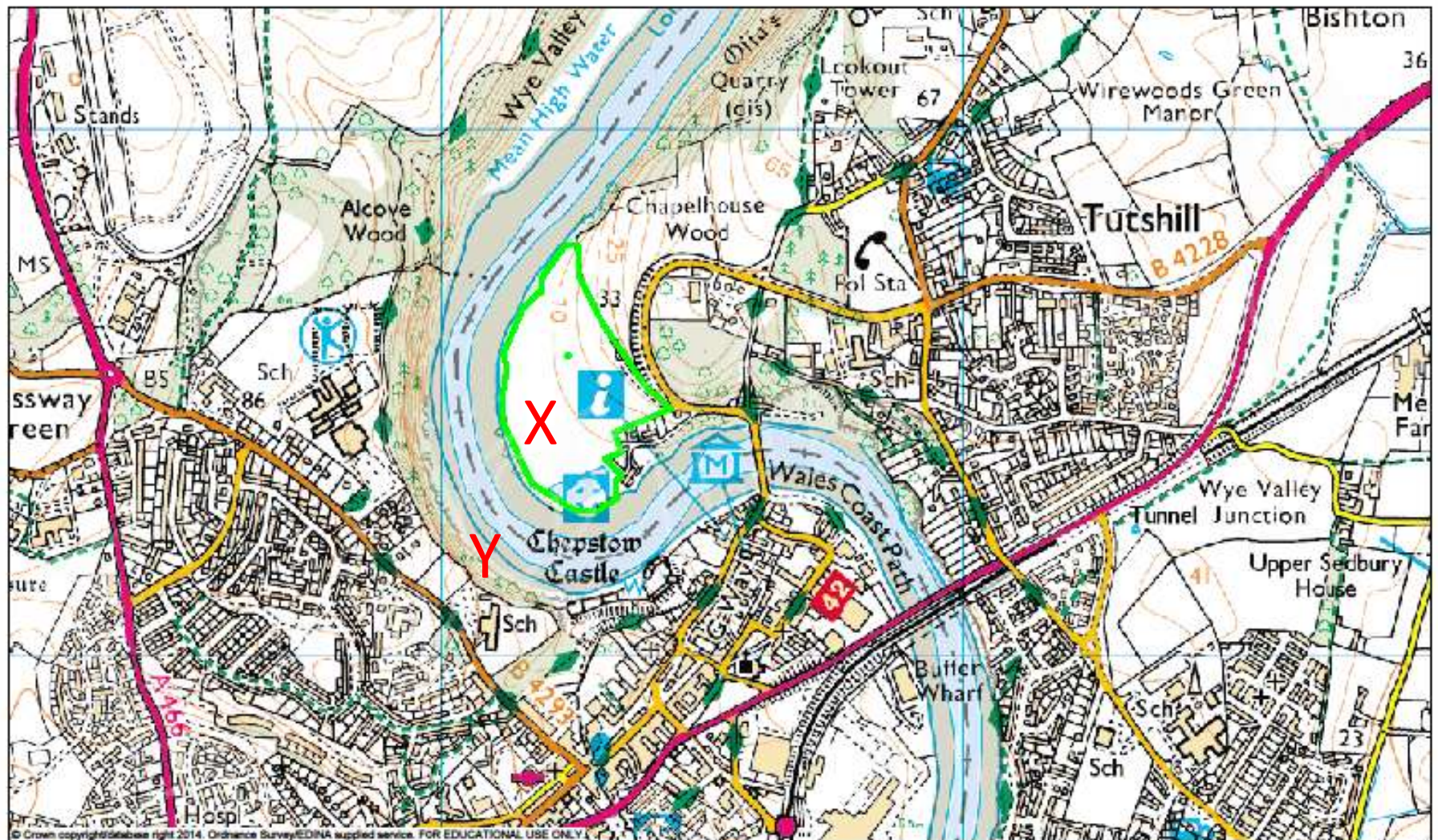
Low to Mid Order Command Words

....state, identify, annotate, describe,  
distinguish between, explain, outline,  
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.....



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

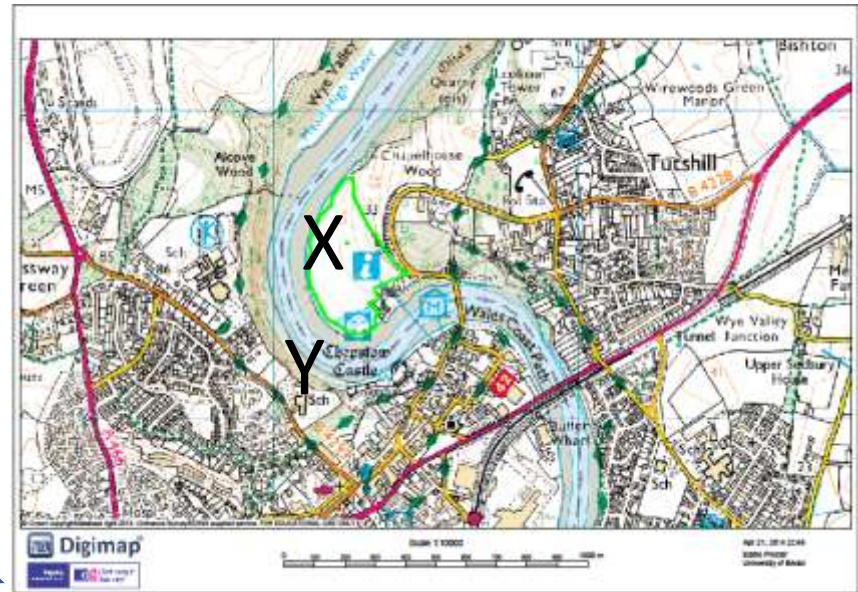
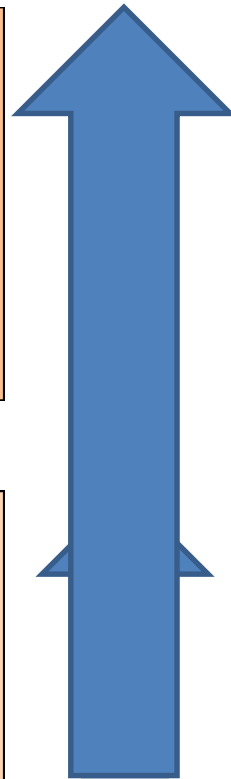
Activity 2.1 What's the question?



**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

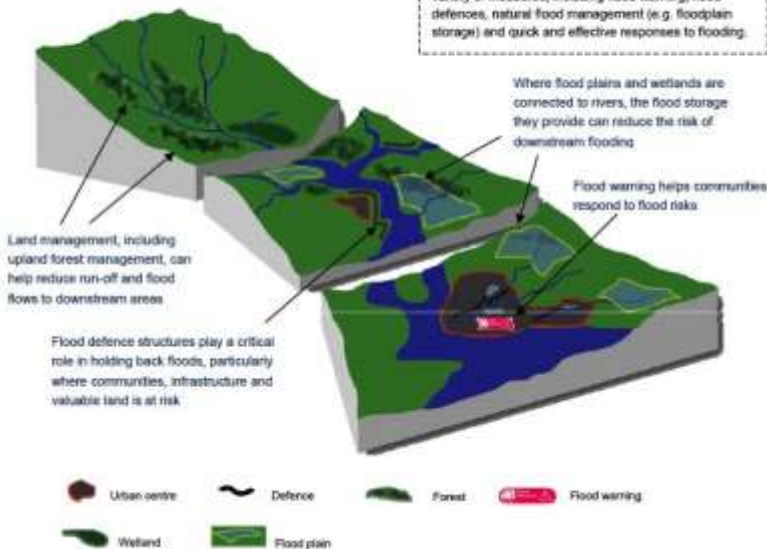
Assess the effectiveness of dams as a flood control measure?

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.



**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..

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)

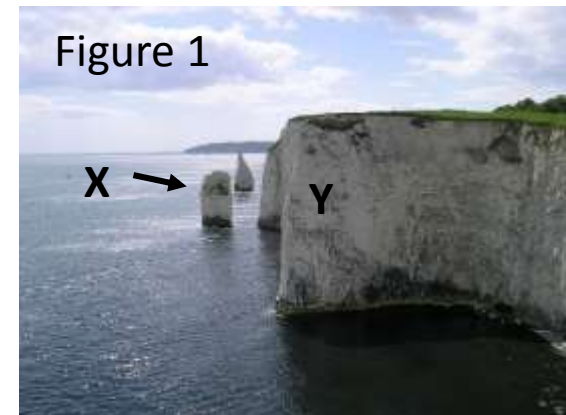
Explain two different approaches which would protect the stretch of coastline from further erosion in Figure 4 ( 6 marks)

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)

Figure 1





## **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

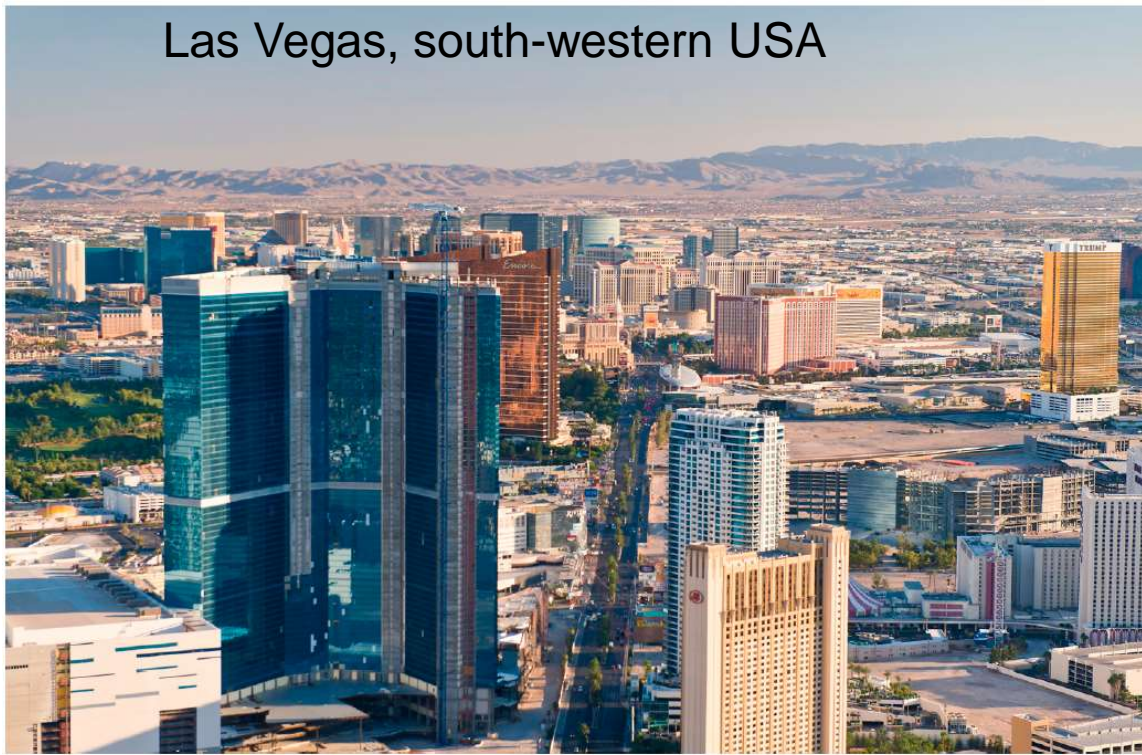


**Describe** the development that has taken place in Las Vegas, shown in **Figure 7**. [4 marks]

Source: AQA AS June 2104



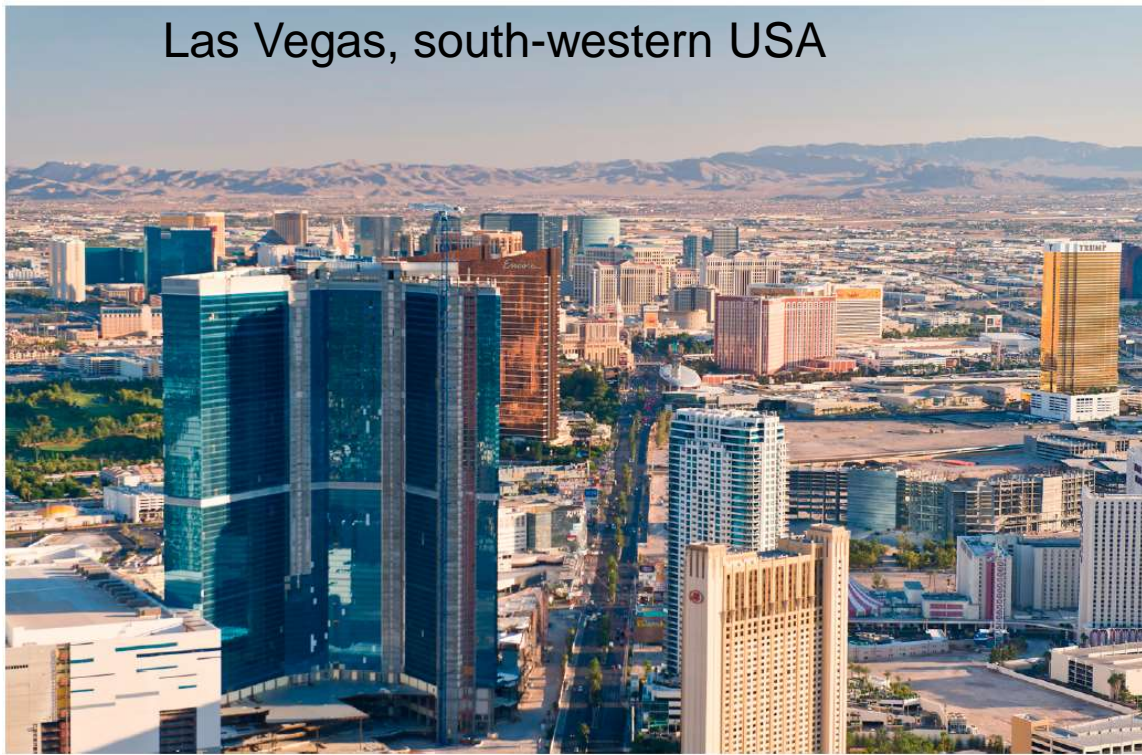
Las Vegas, south-western USA



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

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.



M



F

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

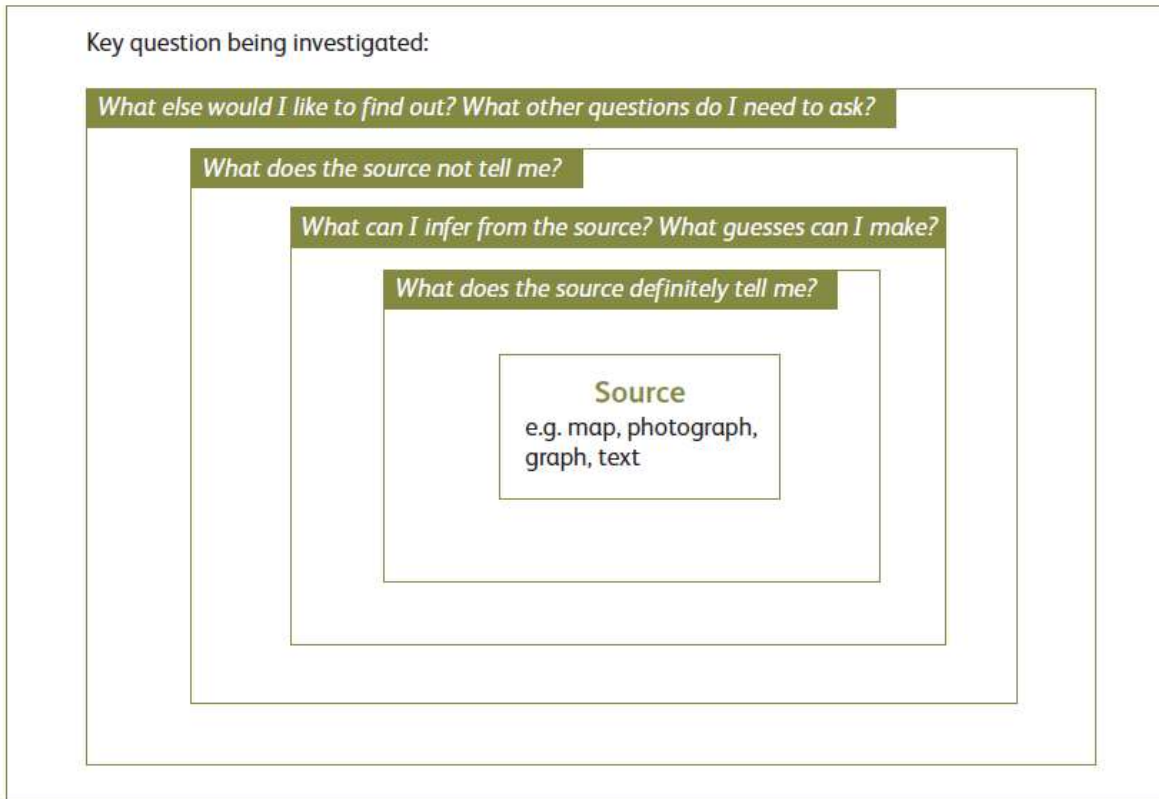
The settlement seems to sprawl in the distance towards the mountains



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 ...

## 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 Examiner 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.**”

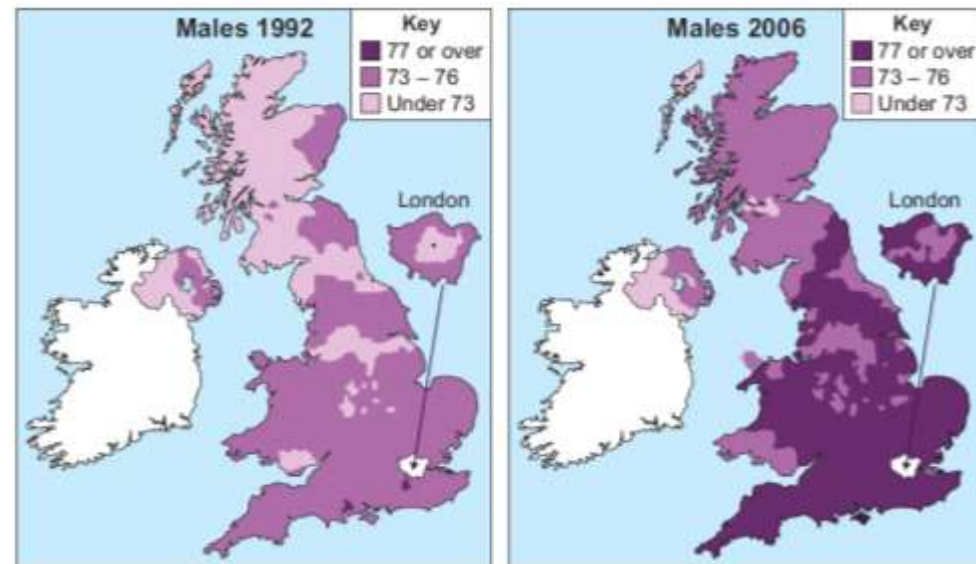
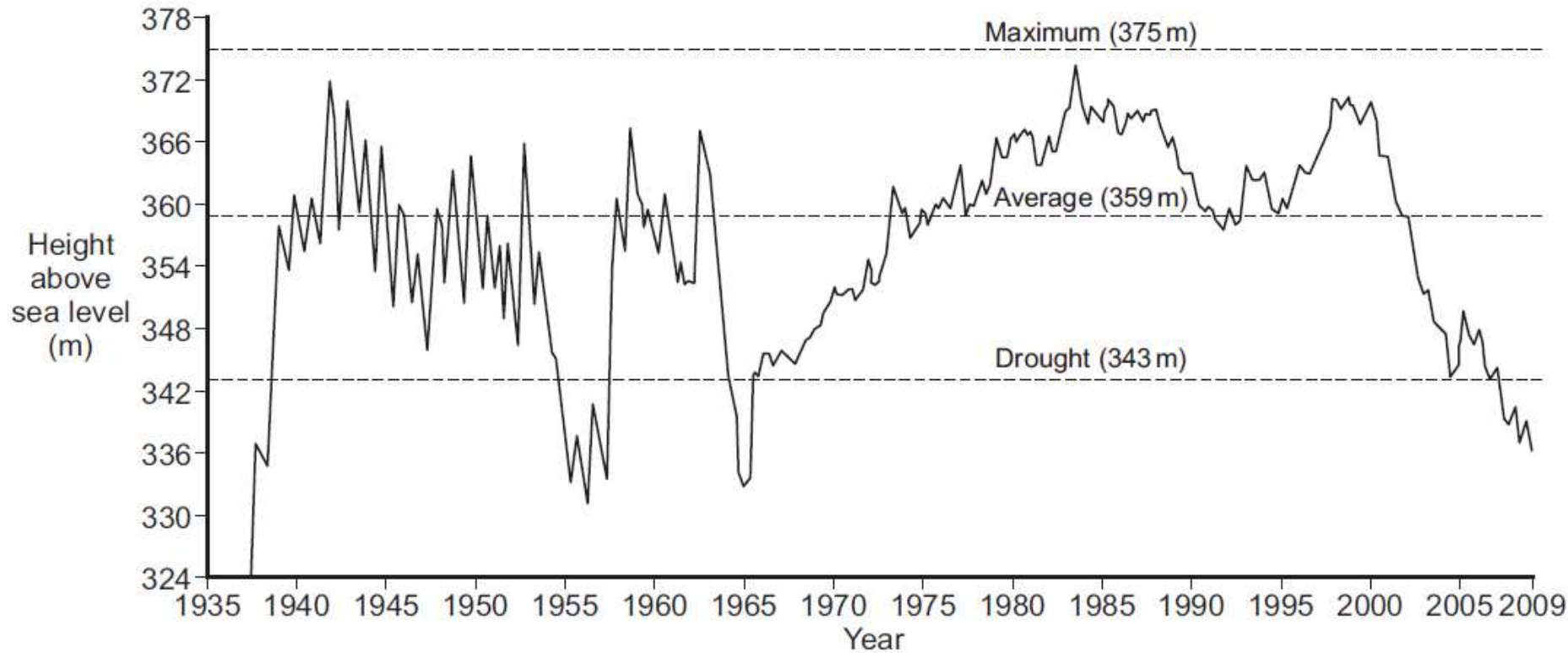


Figure 8 shows the water levels of Lake Mead at the Hoover Dam, near Las Vegas. The Hoover Dam was built in the 1930s.

**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.

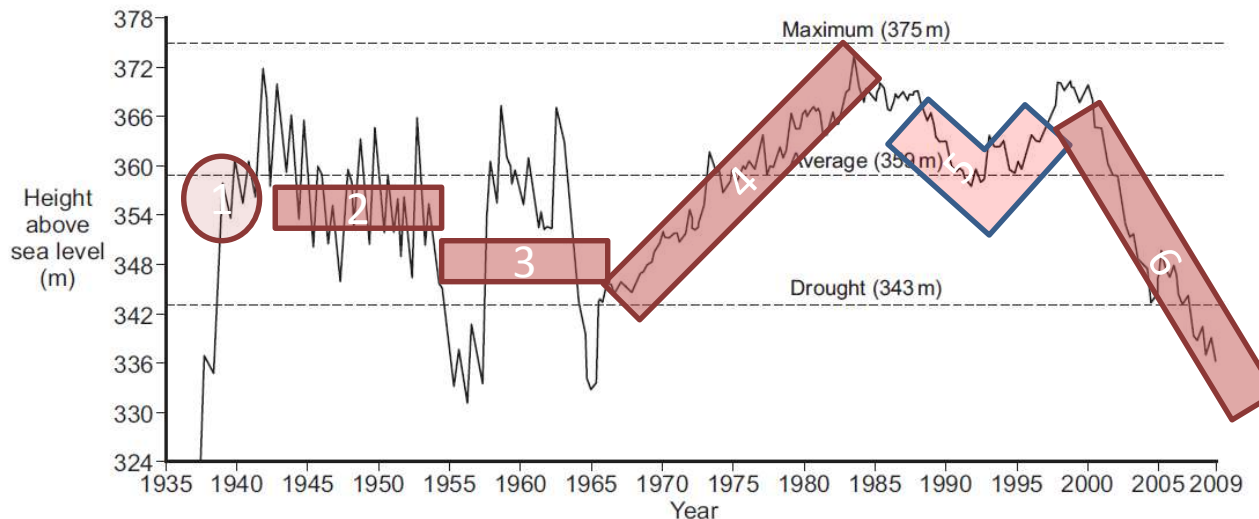


## The amount of water in lake Mead has **fluctuated**

*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

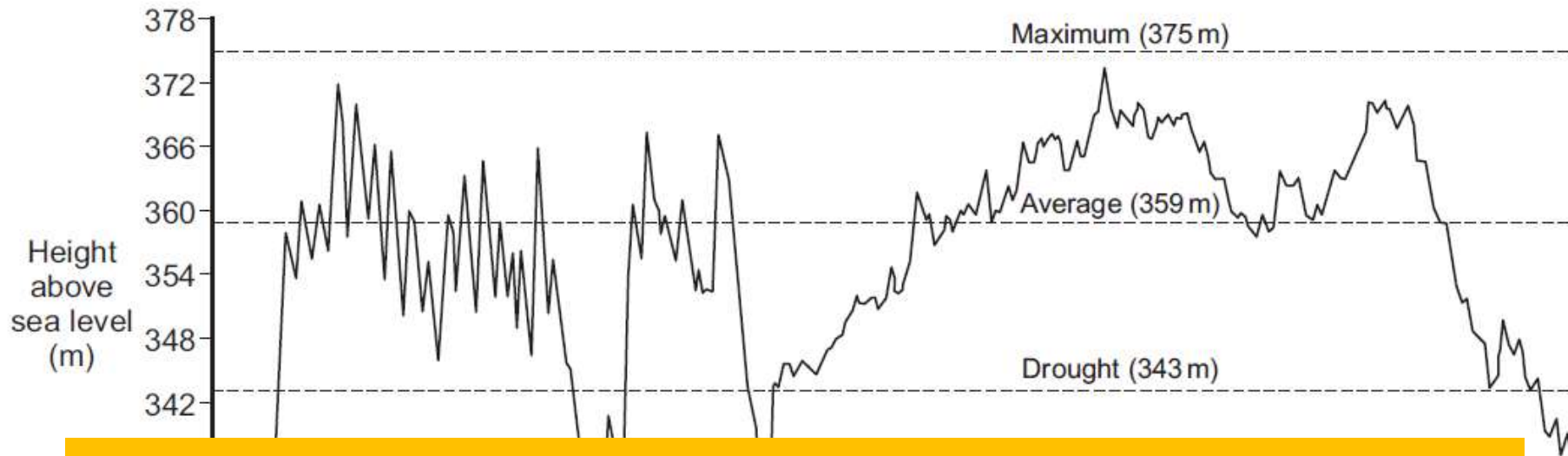


Records

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.

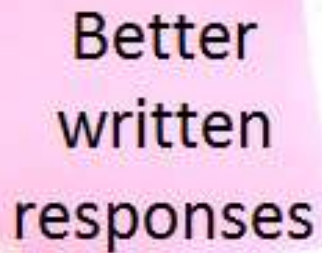
**Mark scheme****Level 1 (1-4 marks) (mid-point 3)**

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

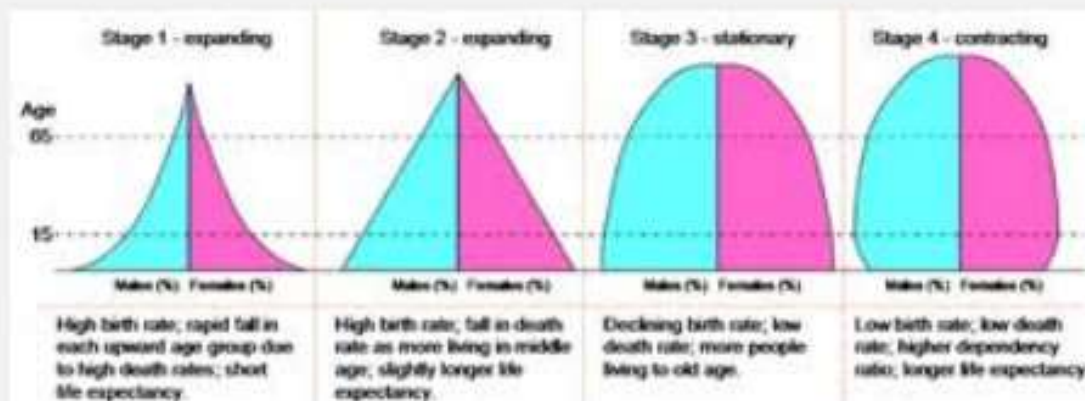
Case studies

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

Variations within a country or region over time

Social  
Economic  
Environmental  
Political

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

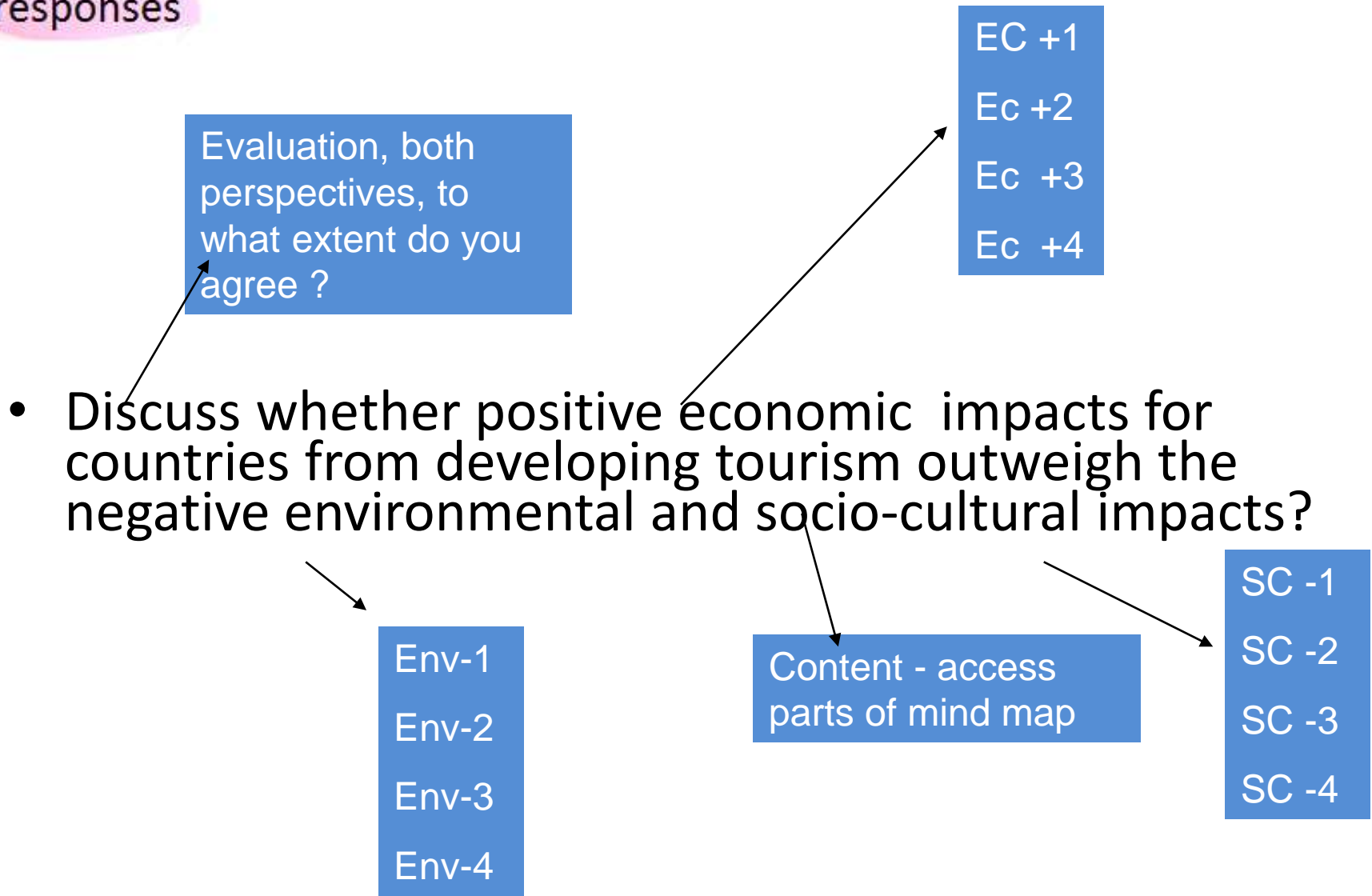
CS4- Germany

CS5 London  
Docklands

Better  
written  
responses



# Plan don't over plan





# 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

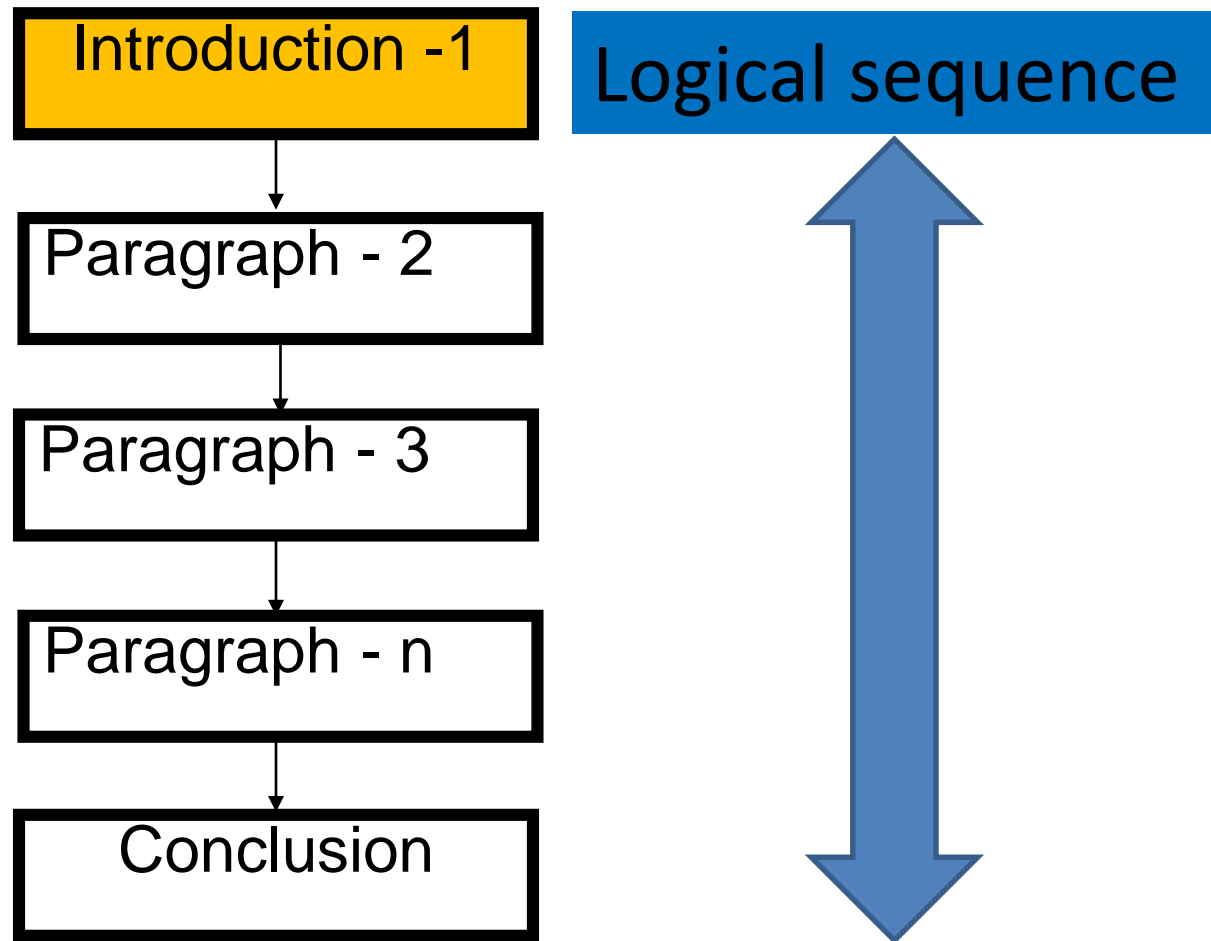
“Candidates need to carefully read the full question or key terms in the question, especially at A2. Not doing this is the single biggest cause of under-achievement. Too many candidates offer pre-learnt answers that do not fit exactly the demands of the wording of the question.”

(OCR, June 2013)

Better  
written  
responses

# Structure

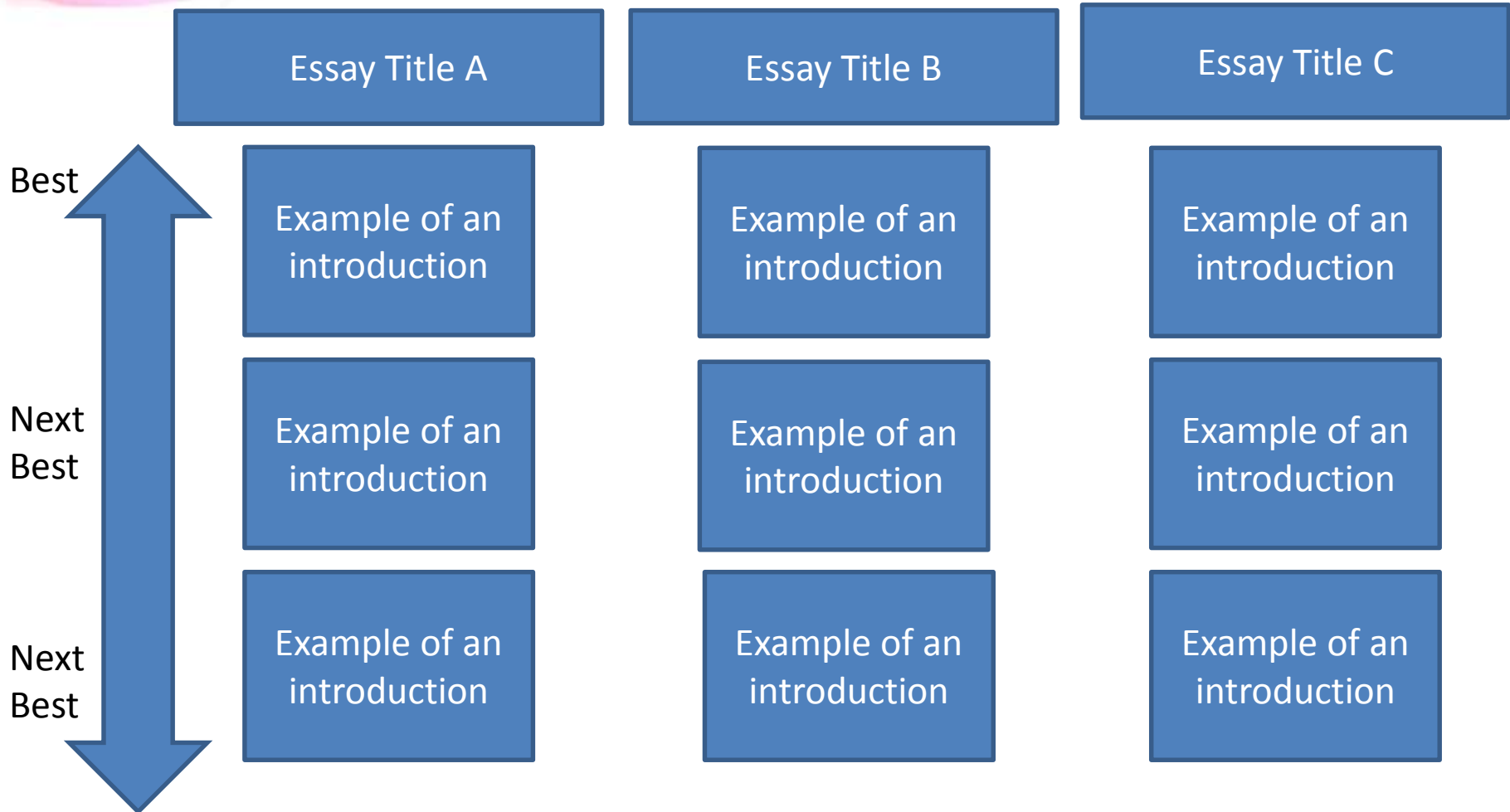
- Clear structure to response

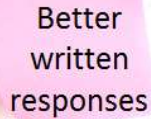




# What's my essay title?

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.

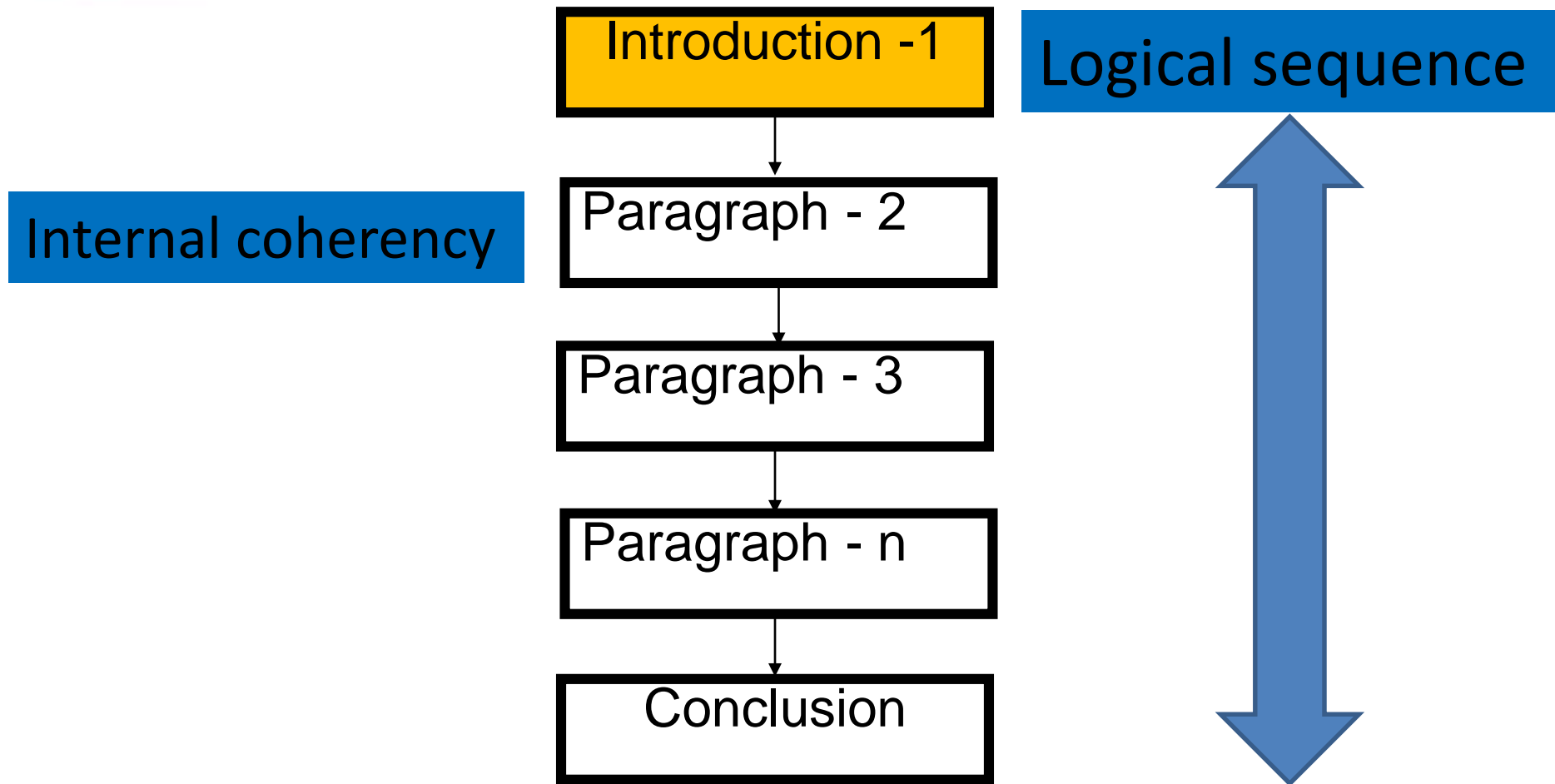
a number of case studies at different scales and/or locations.

(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  
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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**

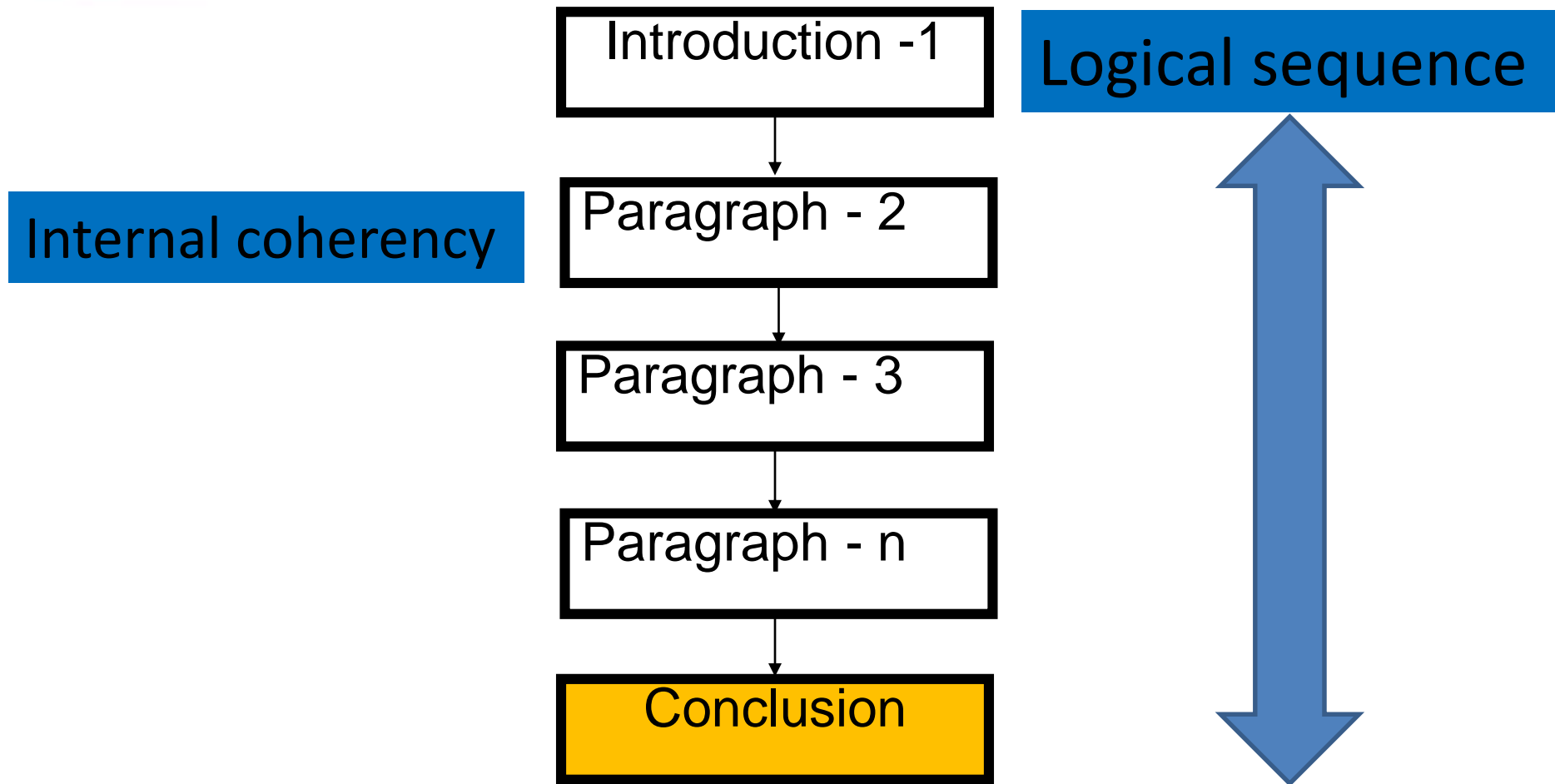
**PEEL**

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

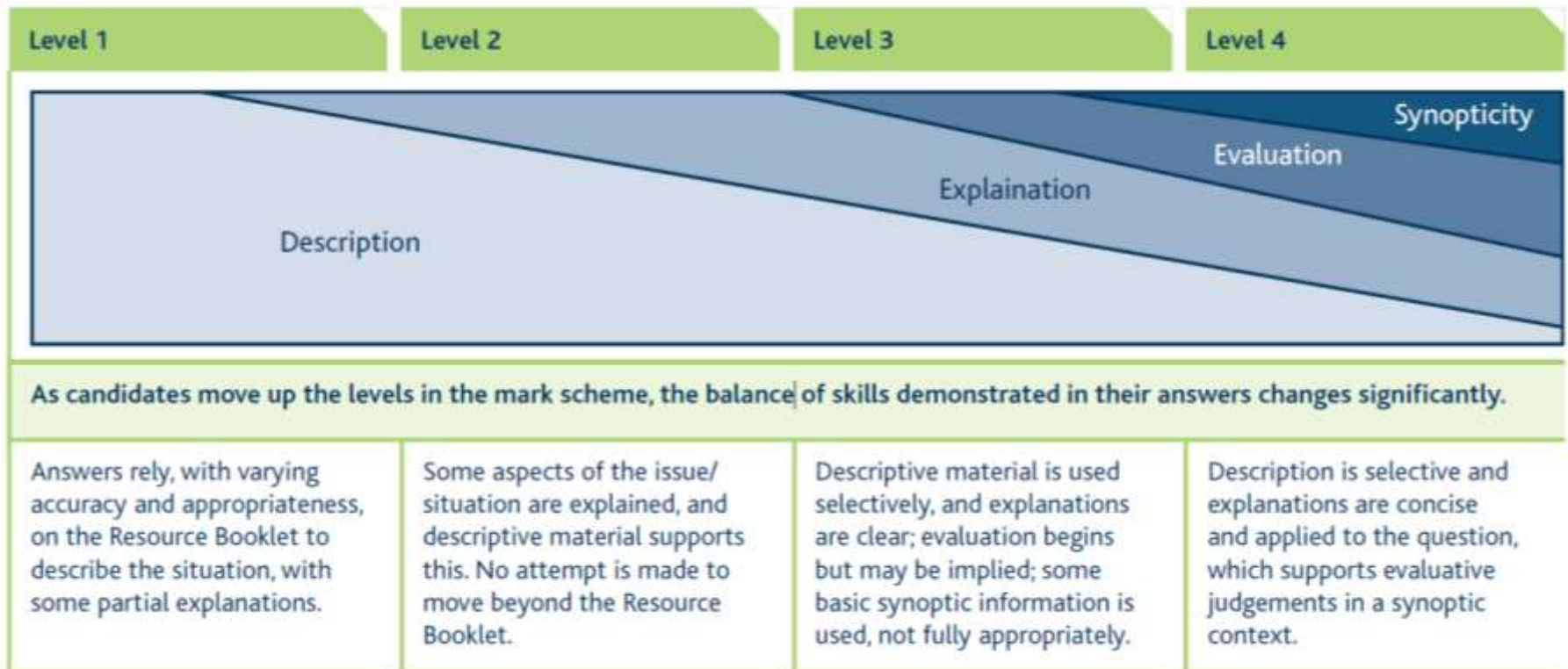


# Structure

- 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 exploration of future 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

<div>+</div> <b>Plate tectonics and associated hazards</b>	How well I understand			
	Poor	OK	Good	Excellent
<b>Content</b> 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**

**Right-back**

**Centre-back**

**Centre-back**

**Goalkeeper**

Halo  
salt  
marsh

Litho  
Volcanic

Psammo  
sand

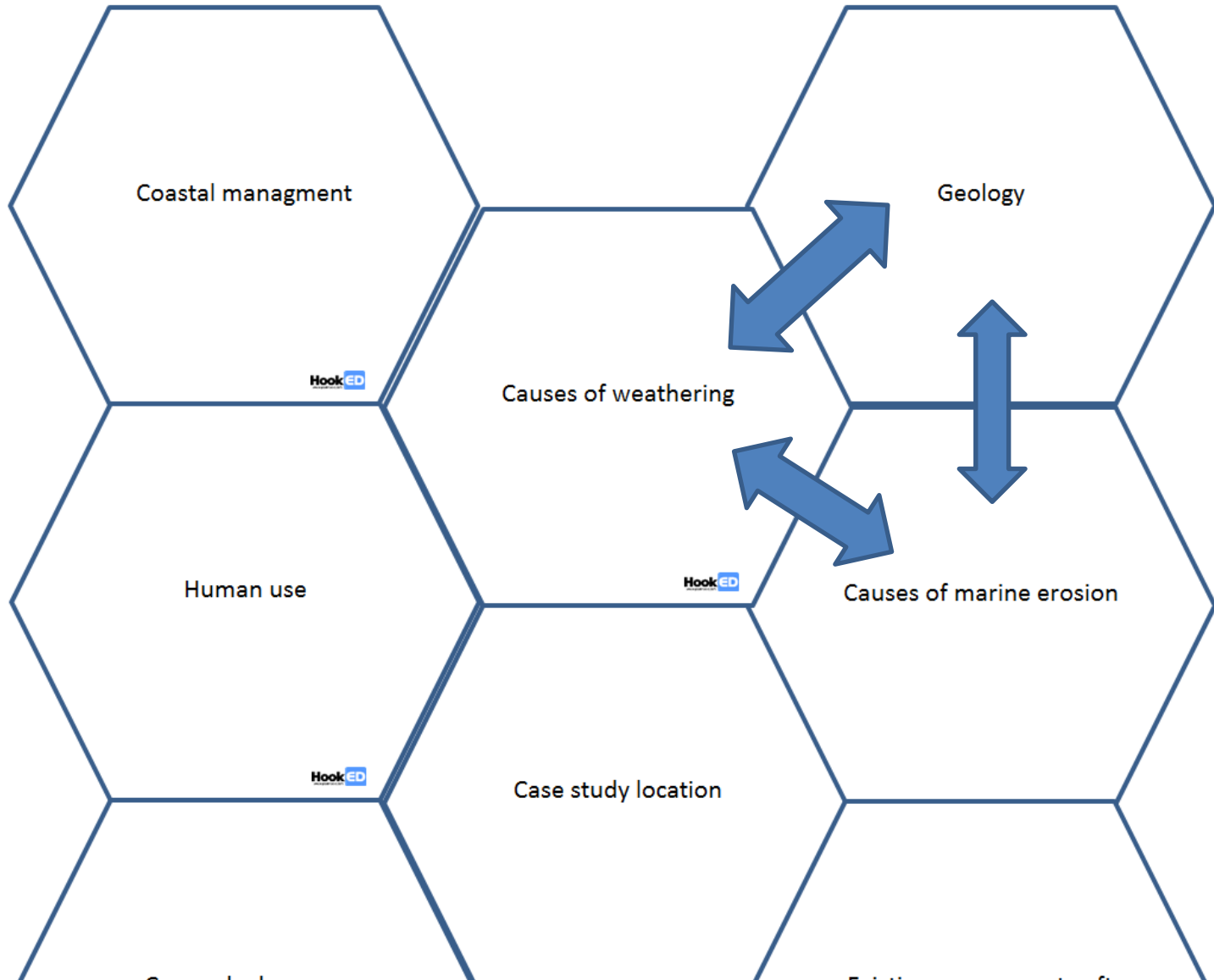
Hydro  
Fresh  
water

Prisere

It's a team game

# Hexagons

Revision help





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.

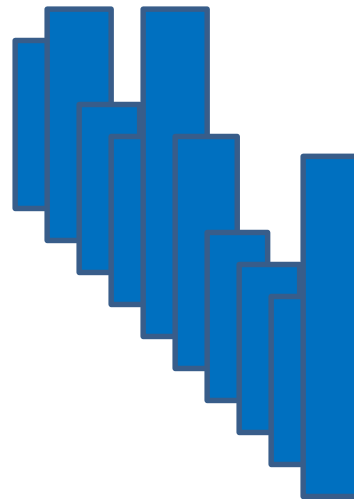
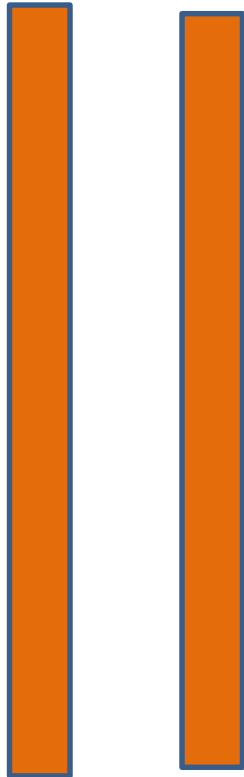
Hexagon 8.

Hexagon 9.

Hexagon 10.

# 1. Ropey Revision

Revision  
tips and  
activities



X axis

Y axis

Bars

Lines

DTM

TALC

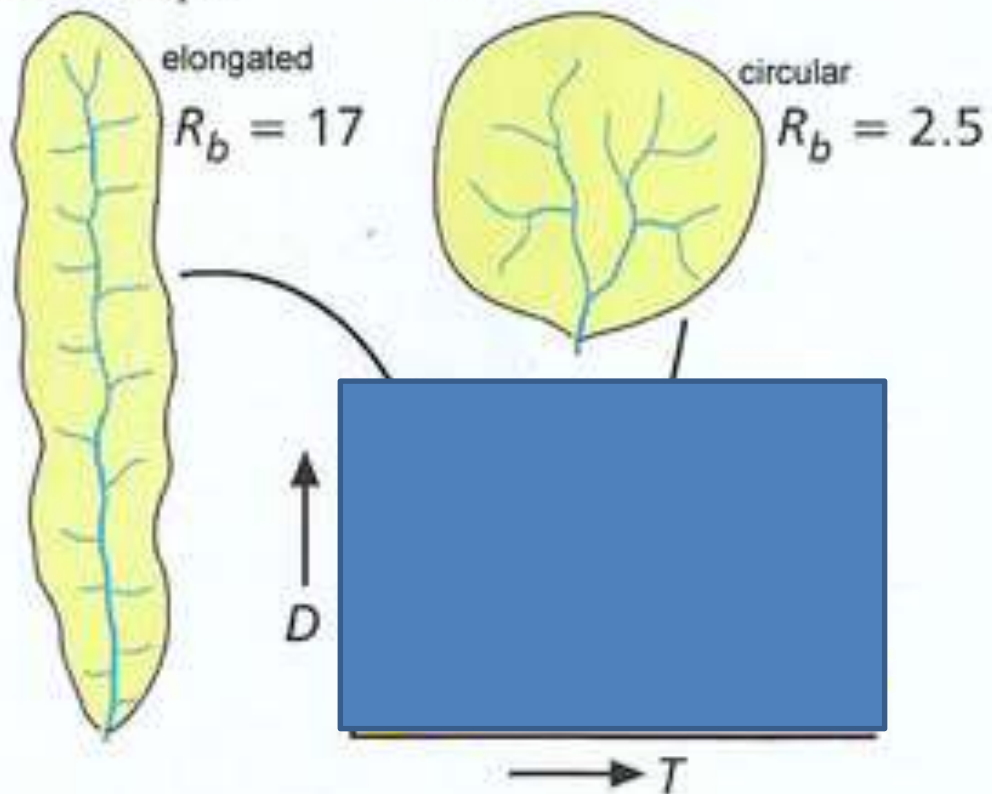
Climate

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.