



GEOGRAPHY MATTERS

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Reforming sixth-form options

This edition of our newsletter, *Geography Matters*, is focused on changes in the sixth-form curriculum. The issue facing every sixth-form geography teacher now is which specification will best suit their students. Helen Hore, Liz Elam and Glenys Owen-Jones offer some insight. The first group of 14-19 Diplomas will be introduced alongside the new A-level courses in September 2008 and some of them will have geographical content; Mick Dawson highlights the opportunities. Elsewhere, the Post-16 and HE team have been busy and there are reports from David Weight and Alan Marvell on recent events. There is also a preview of Post-16 and HE activities at the 2008 Conference in Guildford.

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Geography Matters is now accessible online at www.geography.org.uk/post16 – reducing the need to produce an environmentally-hostile version – otherwise please recycle appropriately!

***Geography Matters* is the newsletter of the Geographical Association (GA) Post-16 and HE Phase Committee and the University & College Union (UCU) Geography Section. The views expressed are those of the authors and do not necessarily represent those of the GA or UCU.**

Geography Matters is edited by Dr Viv Pointon: vivpointon@hotmail.com

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Chair's notes

Welcome to the latest edition of Geography Matters and many thanks to Viv Pointon for putting it together. The Post-16 and HE Phase Committee has been working with the Secondary Phase Committee and the GA's Education Committee to influence the new A Level specifications and to protect and enhance fieldwork and geographical enquiry. This edition of our newsletter provides some insight into the new specifications and some views on how to make a choice. The new 14-19 Diplomas also provide opportunities for geographers and these are being monitored by the Post-16 & HE Phase Committee.

We are pleased to welcome two new members to our Committee – Claire Evans and Claire Cuskins but the very sad news of the death of one of our longest standing members - Alan Marriott – was a great shock to those of us who have worked with him for so many years. Alan was not only a loyal friend and Committee member but also strong supporter of the links with NATFHE (now UCU).

I hope this newsletter will inspire you to contribute to the changes in Geography. It would be very good to hear from you either through our website or through our email addresses. Your contributions for future newsletters will be gratefully received.

Finally, my thanks to those Committee members who have contributed to this newsletter and to those who organised or presented sessions either at the GA Annual Conference or at our regular fieldwork events.

Mick Dawson

Chair, Geographical Association Post-16 & HE Phase Committee
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Alan Marriott

It is with much sadness that we have to report the recent death of Alan Marriott. Alan was a long standing and active member of the GA and, in particular, a member of the Post-16 and HE Committee. When Alan joined what was then called the Further Education Committee of the GA over 30 years ago it was clear that he was going to become one of the most important members of this group. He took on a wide variety of roles and became Chair for four years. When I joined the Committee in 1976 Alan was already in place and I remember straight away his defining character. Alan was always present, he was always encouraging and supportive to new members and to existing colleagues, he was always courteous and patient, he always had something positive to say and, above all, he was a passionate advocate of geographical education. It would be true to say that during this long period Alan was the backbone of this Committee who maintained his enthusiasm and interest in all the new, and sometimes repeating, geographical debates.

Alan was also very active at the national and local level of the GA serving on the Editorial Board of *Geography* and recently being involved in various strategy reviews including a survey of the current position of geography across the HE sector. He made contributions at GA conferences including a recent lecture reporting on his consultancy work in Uganda looking at the fishing industry in Lake Victoria. It was clear listening to Alan that he was very committed to trying to make a difference to this key development goal for Uganda. He was also a long standing and active member of his local GA branch in Hull.

Alan was a good and generous person who inspired me and others to get involved and he maintained his integrity throughout everything he did. His friends and colleagues across the GA will certainly miss him.

Andrew Powell

GA Post 16 & HE Phase Committee

Editorial: Changing Geography – again!

If you teach in a school, academy, sixth-form, tertiary or FE college, you will now be weighed down with new specifications, specimen assessment material, supplementary material and CDs from the awarding bodies desperate to sign up your centre to their new AS/A course. You will also be being offered free meetings with chief and principal examiners on a seemingly endless tour complete with snazzy PowerPoint presentations, free pens, and possibly a half-decent free lunch. The choice is rather more challenging.

Overviews of the new specifications are available elsewhere¹ (all written before the final accredited editions were published but nevertheless reasonably accurate) but there are other factors that will sway your decision such as teaching staff experience and expertise and the availability of published resources. As ever, the rule of thumb will be that the more popular the specification, the more resources will be available. More than ever, new textbooks now in preparation will be tied closely to particular specifications but some resources will be transferable.

There is also, for some, the option of abandoning A level for, or running it alongside, the International Baccalaureate or the Cambridge Pre-U. There may be fewer A level courses but there is a widening choice of sixth-form options.

Even as this edition of *Geography Matters* was being put together, the ground shifted again and Ed Balls, Secretary of State for Children, Schools and Families, announced three new 14-19 Diplomas in Languages, Science, and the Humanities.² Does this mean the end of A levels? No, no, no, no... yes? The planned review of A levels has been postponed from next year to 2013 by which time some of us will be reviewing our retirement plans. And what is a Diploma? One's inclination is to see them as vocational with names like Engineering and Hair and Beauty, but their champions are very keen to avoid this label and place them somewhere between the vast array of current vocational options and the academic GCEs.

The three newly-announced diplomas feel more academic and present geographers with a new challenge – Science or Humanities? Where shall we relocate? Is our subject finally to be rent asunder? Must we now drift apart on separate diplomatic plates? Hopefully, this will be seen – and grasped – as a new opportunity to demonstrate how the practical skills of geography have a vital real world application. While several of the diplomas originally planned contain variable amounts of geography, both Science and Humanities will require a significant specific geographical input if they are to be fit for purpose.

Amidst all of this change are two fundamental questions: are we equipping young people with the geography they need to fulfil their role as environmentally-conscious members of the workforce, and are we equipping them with the skills and knowledge they need to pursue the subject in higher education?

It feels a little as if we are on board the ship that is pushing through the Northwest Passage as the ice melts... The challenge now is to ensure we build the right ship.

Viv Pointon

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¹ Log onto the GA website and see the latest issues of *GA Magazine* (pp.21-22) and *Teaching Geography* (pp.124-126) plus the Post-16 and HE pages.

² 23rd October 2007, <http://www.dfes.gov.uk/pns>

How to choose a Geography specification for the 21st century

Although the specifications on offer for the start date of September 2008 are reduced in number, the choice is proving a hard one for many geography departments. The awarding bodies have provided us with some important differences in approach and content, in spite of the restrictions of examination-assessed fieldwork skills. Here are some questions you might also be considering in finalising your choice:

How relevant is it to the world today? How contemporary does it feel?

One of the most valuable aspects of geography is that it explains what is going on in the world today. Teachers therefore want to include contemporary topics that they can relate to current events. You may want to discuss hard-hitting topics such as refugees, HIV and AIDS, people trafficking, urban deprivation, development issues, e.g. fair-trade, exploitation of workers, debt, disaster management, the Darfur crisis etc so that students can relate them to other aspects of the subject. Undoubtedly we will all be examining the perennial topic of climate change, which is a core part of all specifications.

Is it relevant to the students' own lives?

Specifications can give overt or inferred opportunities to discuss ideas relating to their own family and lives, depending on where they live, for example, migration, crime, rural isolation, transport issues, tourism. What topics are your students interested in? To what extent can each specification be used to maximise the direct relevance for students? Edexcel's specification includes a section on 'roots' in the section 'Going Global', which suggests an investigation of students' own family tree.

Can I make use of the local area?

The local area provides fieldwork and case study opportunities. Many geography departments will have developed valuable fieldwork exercises, which they will want to continue to use. Can these be incorporated into the new specification and how will these skills be assessed? WJEC will examine fieldwork skills in one section of both AS papers, while AQA's specification will assess skills as a separate paper at AS. If you are used to setting students their own fieldwork investigation, AQA's Unit 4A offers students this option, although assessed by a written examination paper.

Is there a balance between physical, scientific topics and human, social science-type topics? What choice is there for individual interests?

Most of us would agree that a balance between the physical and human topics is a requisite of any A Level Geography course and is also important in preparing students for different degrees at university. A Level Geography supports the science subjects as well as humanities and social sciences. In addition, we want a choice of topics to reflect the area in which we live, teachers' expertise and most importantly, students' interests. There is a greater degree of choice in the areas of study on offer this time from most awarding bodies, for example, in AQA's Unit 1 there is a choice of one out of three options for both physical and human topics and in AQA's Unit 3, a choice of three out of six. OCR offers a direct choice between physical and human topics, although this is only explicit in the assessment. WJEC and Edexcel have set individual research as their method of study for Unit 4; Edexcel offering six research options and WJEC an impressive list of ten themes for students to choose from.

Is the awarding body supportive?

This can mean lots of things including being able to get help when needed on the telephone and find relevant information on-line. Support materials are now becoming available on-line and these will take different forms, including suggested schemes of work and lesson plans.

Will appropriate teaching resources be available?

The availability of a suitable student textbook is likely to be an important consideration for many departments. Textbooks are written for a particular specification, often by the chief

and principal examiners, and give confidence that we are using the correct concepts and terminology. In addition, awarding bodies provide on-line resources, such as examination papers, which can be modified for tests, such as the Exam Wizard.

Does the AS specification provide gives progression to A2?

We would expect A2 topics to be conceptually harder than AS topics, in order to stretch students and prepare them for higher education. Weather and climate include tougher concepts and a higher level of analysis and I would consider it a more appropriate topic for A2. Progression also takes place through assessment. Synopticity will be tested at A2 and students should be able to develop deeper and wider thinking. Suitable research tasks and decision-making examination papers can provide opportunities for skills progression and more independent learning at A2.

Is the specification packaged in an accessible way?

Students and their parents like to be able to understand what modules are about, making the content accessible to them. Where boards have specified physical and human topics, it may be more understandable to the general public and may be easier to divide the teaching between two teachers.

Are different types of assessment used over the two-year course?

You may want to consider the range of assessment types, such as a decision-making paper and research modules, which encourage both a variety of skills and the opportunity of extension to the more able.

Is there too much repetition of GCSE topics and approaches?

If you are also in the position of taking students from different feeder schools, you may want to consider the GCSE topics covered in order to minimise repetition.

If you have not yet chosen your specification for next year, specimen papers and mark schemes are now available on the websites and will provide more hours of happy reading!

Helen Hore

Subject Leader for Geography and Geology, Central Sussex College, Haywards Heath.

A preview of the Pre-U

A completely new qualification for the sixth-form is approaching accreditation from QCA. The Cambridge Pre-U Diploma will be offered in twenty-six subjects, including Geography, most commencing in September 2008. Funding is expected to be available through the LSC and many top universities have already recognised the course.

It has been a long haul for the creators of this new qualification, born out of an approach by a group of independent schools to OCR/CIE to develop a more academically challenging alternative to A level. Each subject is available as a stand-alone certificate or any combination of Pre-U subjects and A levels which may be submitted alongside the common core on Global Perspectives and an individual research report to achieve the full Diploma.

The Geography component has been through several incarnations, and is still a work in progress, but it contains an interesting mix of old and new. There are very thorough options on glaciation or trade, aid and debt, for example, but also the opportunity to study the geography of crime or health and disease in great depth. There is online support available and you can join the online community, gaining access to some useful resources whether you are teaching the Pre-U course or not, at

<http://www.cie.org.uk/qualifications/academic/uppersec/preu/index.html>.

Viv Pointon

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A view from the front line...

I have rejected OCR and AQA as I see them as too uninspiring and/or I am not keen on the method of assessment. I attended the AQA meeting which was rather fraught over assessment methods which put me off. I like the WJEC specification as there are some innovative ideas which I feel I can use materials from my current teaching to inform. I was always tempted by the Edexcel specification (I teach Edexcel A at the moment) but wondered if it was too cutting edge. Edexcel A Unit 5 (Development/Globalisation) has always been challenging and I sometimes find that the comments in the examiner's reports are rather scathing (suggesting teachers are not researching enough). However, with the support which is being offered I think the challenge of the Edexcel specification is realistic.

For a small college with two specialists (also running AS/A Environmental Science) I think it is important to choose something manageable. Our consensus, however, was that the Edexcel specification is exciting, would stop us becoming stale, and would attract the students; after all, numbers are important. I am also keen on the WJEC World Development A-level, which could make an appealing option alongside Geography or instead of General Studies. What is vital is that the support materials are ready enough in advance for us to be able to plan ahead effectively. I will certainly be including plenty of fieldwork and like the research option in Unit 4 which is an exciting way for students to pursue their own interests.

Liz Elam

Abbey College, Manchester.

Summarising the AS/A level specifications

Three years ago my Vice Principal at Bilborough College, Nottingham, suggested I should review the Geography Department's choice of specification (there was concern about the timing of the workload associated with the coursework component). Determined to make an informed and objective choice, I designed this form and applied it rigorously to the six English and one Welsh specification. Interestingly, we chose not the specification that would have been my favourite but one which fitted the students – and the college – better.

Feel free to adapt this slightly updated format for your own use.

Viv Pointon

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Content	Skills component	Field work requirement	Assessment	Dedicated texts available	Comments
AWARDING BODY					

Fieldwork at AS/A2 level from 2008

My concern is that learners have often missed opportunities in the past to reflect on their field methodologies and the ethics of their fieldwork. In none of the current specifications are they encouraged to ponder the effects on the environment of their visits out of the classroom, the small scales of their data collection, the direction of their gaze, and the absences of people from their sources of data. A lot of reflection is done in the field as seen by my recent research but this reflection is sometimes missed in assessment, as proof of higher order thinking. People could be at the centre of their fieldwork, but my research has shown that people are generally missing from the present AS/A2 geography work in the field.

Changes to A-level fieldwork (see Table 1 below) say much about the nature of knowledge which is to be produced by AS and A2 level candidates in the field by 2010. If the purpose of the fieldwork is 'utilitarian', 'cultural restorational' or even 'child centric' (Rawling 2001:32), then to become a competent geographer in the field involves the passing on of certain skills and 'ways of looking' by another more competent geographer such as the school geography teacher or a field centre leader.³ If the purpose of the fieldwork is to teach through experiential learning then the student would need to see the phenomena which they are reading, hearing and learning about in the classroom in the 'field'. If, however, the purpose of the fieldwork is to emphasise 'rigour, big ideas and theories' (Rawling 2001:32), fieldwork needs to be highly organised and technical using structured frameworks, hypothesis testing and accurate measuring equipment; physical geography research projects suit this purpose well. 'Joined up geography' (Smith 2005) needs either physical and human geography to be taught together or for pupils to be aware of the impact of one on the other.

It may be important for future geographers that they are encouraged to think about the effects on the environment of their visits, to look up from measuring small features and fit the components of a wider landscape together. Instead of pouncing on shoppers in a shopping mall, students could visit other places where people meet, such as day centres, museums, gardens, galleries, historic houses and adult education classes and talk to people from a different generation, people with different hobbies and interests and particularly people with different physical abilities. Each of these places offers opportunities to look at different geographies such as: the geography of children, elderly people, disabled people, and the movement of commodities and the display of treasures.

The new AS and A2 specifications for 2008-2010 offer teachers an opportunity to radically re-think the spaces where fieldwork is done; teachers can keep up the exciting and life-changing visits to outdoor places but also include new places to use the exciting work coming from cultural geography.

Glenys Owen-Jones

PhD student, Royal Holloway University of London

References:

- Rawling, E.M. (2001), *Changing the Subject*, Geographical Association, Sheffield.
 Pointon, V. and Wood, P. (2007), The new AS/ A level specifications, *Teaching Geography* Vol.32, No.3, 124-126.
 Smith, S. J. (2005) Editorial: Joined-up geographies, *Trans IBG*, Vol.30, 389-390.

Table 1: A review of Fieldwork content in the new GCE AS/A specifications

³ Rawling (2001:32) defines these as:

'utilitarian' or a useful way of learning a skill for employment.

'cultural restorational' where a cultural heritage is promoted for training a future citizen.

'child centric' where the out of classroom learning is a medium for developing skills, attitudes, values and learning styles of the individual learner.

Specification		Fieldwork notes from Pinton and Wood (2007:125) ⁴	Further comments
AQA	AS	Application of knowledge and skills to unseen information and reference to own fieldwork	Individual data collection can be seen as a possible homework activity so specifications which encourage the collection of data by small groups may be indirectly encouraging the traditional field visit by a sixth form cohort as part of their geography A-level experience.
	A2	For unit 4A: preparatory investigative work in the field to produce fieldwork investigation folder	This unit involves pupils taking their own investigative work into the exam and this is the closest that the new specifications can get to retaining the link that existed with in the previous A-level specifications between data collecting and re-presenting data as coursework.
CCEA	AS	Individual or small group work for unit 1, summary and table taken into exam.	Fieldwork which involves small groups is more likely to involve teacher input into field training skills.
	A2	No fieldwork explicitly identified although some options could provide opportunity.	
Edexcel	AS	For unit 2: fieldwork, research and practical work are intrinsic and will be tested in the exam.	Fieldwork skills are seen as part of the competence of a pupil with an AS level qualification.
	A2	No fieldwork explicitly identified	Not much change from previous specification.
OCR	AS	Fieldwork is not explicitly required though it is enabled by the inclusion of rivers, coasts and urban change.	Specifications which leave fieldwork to the A2 year abandon field skills for many pupils who only complete AS level geography.
	A2	For unit 4: individual investigative work/research including fieldwork.	The strong fieldwork tradition they encouraged in previous specifications where both AS and A2 involved fieldwork assessed through coursework has been weakened.
WJEC	AS	Fieldwork individually or in small groups to be incorporated into teaching and learning programme.	By referring to the field opportunities throughout the specification WJEC clearly offer field opportunities.
	A2	Personal research enquiry to include fieldwork	The strong fieldwork tradition they encouraged in previous specifications where both AS and A2 involved fieldwork assessed through coursework has been weakened. WJEC, though, does recommend field activities to be incorporated into the teaching and learning programme.

⁴ This paper was based upon the specifications released by the Awarding bodies before QCA accreditation and there may be, therefore, some variation from these summaries.



Geography teachers studying waterfront regeneration in Leeds on the recent field visit led by Post-16 & HE Committee member, David Weight (see page 9).

Geography and the new 14-19 Diplomas

By 2013 every 14-19 year old will be entitled to pursue any Diploma course at an appropriate level for them wherever they are in the country. All the Diplomas will be offered at Levels 1, 2 and 3 and will be available in the following sector areas:

September 2008	Construction & the Built Environment Creative & Media Engineering Information Technology Society, Health & Development
September 2009	Business, Administration & Finance Environmental & Land-Based Studies Hair & Beauty Studies Hospitality Manufacturing & Product Design
September 2010	Public Services Retail Sport & Leisure Travel & Tourism
September 2011	Humanities Science Languages

There are obvious opportunities for geographers in some of these Diplomas (e.g. Construction and the Built Environment, Environmental and Land-Based Studies, Travel and Tourism, and Humanities) but there are likely to be opportunities in all Diplomas with issues such as environmental impact, sustainability and Europe coming in through the wider curriculum mapping.

The Post-16 and HE Phase Committee will be monitoring the specifications as they become available and there will be further articles in future *Geography Matters*.

Mick Dawson

Chair, Geographical Association Post 16 & HE Phase Committee & UCU Geography Section

Out and about in Yorkshire

There was a good turn out in fine weather for the northern outpost of the GA Post-16 & HE Committee on Saturday 6th October. Seventeen Yorkshire teachers plus two 'hangers on' (interested husband and father) attended the Leeds Waterfront Urban Regeneration Fieldtrip, a walking tour to study the regeneration of the Leeds Waterfront and to consider the role of geographical factors in the changing fortunes of the city's central riverside zone.



The group studied the continued regeneration of the inner city zone of Leeds between Holbeck and the Royal Armouries. They also considered the economic changes to the area, assessing the sustainability of the regeneration and evaluating issues such as the social inclusivity of regeneration. There was lively debate and

already a number of those attending have indicated that they will bring their A-Level students to the area for fieldwork.



Among the very positive feedback was the following: "Thank you very much for making the visit to Leeds Waterfront so interesting and enjoyable... I thought I knew quite a lot about the history of this part of Leeds and its recent developments, but I learned a tremendous amount more..." The Geographical Association HQ kindly provided freebie GA pens for all and GA promotional materials to add to my handouts.

David Weight

Curriculum Leader for Geography, Guiseley School, Leeds

Sustainable tourism: contemporary issues and challenges

On 1st May 2007 Alan Marvell from Bath Spa University gave a lecture on sustainable tourism to the Bedford branch of the Geographical Association at Bedford High School. The lecture was well attended with many of the A-Level students returning from a day's fieldwork. Alan discussed the different approaches and challenges facing the tourism industry: the rise in the use of eco-labels, changes in consumer behaviour, changes in industry practice and the challenge of climate change.

The lecture summarised the guiding principles behind eco-tourism in terms of environmental and cultural sustainability. The assumption that mass tourism is unsustainable and eco-tourism is sustainable was explored revealing that both are agents of development and both exemplify sustainable and unsustainable practices.

The question was raised in terms of whether tourism is the most appropriate vehicle for delivering economic development. The decision to develop an area for tourism should not be taken lightly and alternatives need to be considered, providing a balanced approach to economic development. Sustainable tourism is not anti-tourism; if tourism is to be allowed to develop it must be successful whilst protecting the very resources on which it depends.

The point was made that not all tourism can be regarded as unsustainable. It may be argued that the development of mass tourism protects more sensitive areas that would otherwise be devastated by large numbers of visitors. One of the major challenges is the pursuit of sustainable tourism in mass tourist receiving areas.

Alan highlighted the effects of climate change and the issue of reducing the carbon footprint of the tourism industry. Planting more trees to off-set carbon emissions is only half the battle. More needs to be done to reduce carbon emissions in the first place.

New technological advances may mean that resources are protected to a greater extent than they are now but this cannot be guaranteed. Changes in demand and expectation by tourists can also make a significant difference but again this cannot be predicted with any degree of accuracy.

What is certain is a need to manage and influence the continued growth of tourism with a sustainable future in mind. This is perhaps the ultimate challenge as this depends on committed individuals who can work for the benefit of all concerned and encourage others to work towards a sustainable future.

Sustainable tourism by Marvell and Watkins, 2005 is published by the Geographical Association.

**The Geographical Association
Post-16 and Higher Education Phase Committee
& UCU Geography Section**

Annual General Meeting

GA Conference 2008
University of Surrey, Guildford
13.00-14.30, Saturday 29 March

**Why not join us and share a glass of sustainable and
locally-sourced wine and cheese!**

The Post-16 and Higher Education Phase Committee promotes and safeguards the study and teaching of post-compulsory sector Geography. If you work in a school sixth-form, college or university and would like to join the Committee, please contact us. NQTs and student teachers are especially welcome. To find out more about the work and activities of the Committee, see the Post-16 and HE area of the GA's website, www.geography.org.uk or contact the Committee Chair, Mick Dawson, mdawson@brooklands.ac.uk

**The Geographical Association
Post-16 and Higher Education Phase Committee
& UCU Geography Section**

Guildford Conference, March 27-29, 2008

The Post-16 and Higher Education Phase Committee
are pleased to present:

Hazel Barrett

Head of Geography, Environment and Disaster Management Dept,
Coventry University

Health, Population and Development

Lecture 9, 16.30-17.20, Friday 28 March

Ray Hall

Senior Research Fellow, Queen Mary College, University of London

Populations in Transition

Lecture 11, 09.00-09.50, Saturday 29 March

Post-16 Forum: A Level Questions

11.30-12.20, Friday 28 March

***An opportunity to interrogate representatives from all of the
awarding bodies about their new specifications...***

David Redfern (AQA)

Margaret McMullan (CCEA)

Cameron Dunn (Edexcel)

Tim Kendrick-Jones (OCR)

Raye Scott (WJEC)

The New Sixth-Form Geography

Lecture 5, 14.00-14.50, Friday 28 March

Viv Pointon

Education Consultant, formerly Head of Geography,
Bilborough Sixth Form College
