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Examiners' report

GEOGRAPHY

H481

For first teaching in 2016

H481/01 Summer 2024 series

Version 1

Contents

Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. A selection of candidate answers is also provided. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

A full copy of the question paper and the mark scheme can be downloaded from OCR.

Paper 1 series overview

Once again, responses to this paper demonstrated that candidates are familiar with its format and structure. There were very few rubric errors where candidates answered more than one question in Section A, and a significant proportion completed every question without seemingly running out of time. The coasts section remained the most popular, but as we have seen in previous years, an increasing number of candidates are choosing the glaciated landscapes option. As has always been the case, very few candidates answer the dryland landscapes option.

Whilst the majority answered the paper in the order it was set, as we have seen previously, several candidates answered the 16-mark essay questions first. For some, this was beneficial, and candidates should be encouraged to consider the approach that works best for them.

Geographical skills were a strength for many, with the median calculation and the interpretation of figures and discussion of limitations clearly something that had been practiced by candidates. However, there are still common errors where candidates do not refer to the figure provided despite being directed to or find it difficult to suggest alternative presentation methods. A wider exposure to these more challenging aspects of geographical skills would be beneficial.

The familiarity candidates displayed with the paper and style of questioning allowed them to overall, successfully address the assessment objectives for each question. For example, in the longer essay questions, they knew that they not only needed to demonstrate their knowledge and understanding, but also provide an analysis for AO2. There are still occasions where this does not go beyond stating 'therefore this is/isn't important' and candidates should be encouraged to ensure such statements are justified. Considering relative importance of factors in relation to different landscapes, spatial and temporal impact, or the extent to which impacts can be managed were all successful ways that candidates did this.

Overall, there were some good performances in this paper, and it was clear that candidates had been prepared well and were able to showcase their geographical knowledge and understanding. As always, it is imperative that candidates ensure that handwriting is legible and they practise writing for long periods of time under time pressure, so this does not hinder their mark in their final examinations.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
• formed valid and substantiated arguments that used place specific evidence • demonstrated a strong ability to evaluate data collection techniques and data presentation techniques • made clear references to figures that were provided • wrote well-structured responses with a line of argument throughout • explicitly answered the question rather than implying knowledge.	• wrote an answer to a question they had revised for, rather than the question that was asked (for example, not focusing on sea level rise/climate change) in Questions 1 (d), 2 (d), 3 (d) • made sweeping statements of the importance of different factors without supporting these with explanations • did not use evidence from figures when directed to do so.

Section A overview

Candidates have a choice of three options within Section A: Coastal Landscapes, Glaciated Landscapes, and Dryland Landscapes. Candidates must answer questions on only one of these. Coastal Landscapes continues to be answered by many candidates, however, this is now closely followed by Glaciated Landscapes with a more even split than previous years.

Option A overview

Candidates continue to be well prepared for the Coastal Landscapes section and it remains a popular topic to select. Candidates' knowledge of processes and landforms found at the coast is strong, and many can write in detail about these. It is important, however, that they tailor their responses to the questions being asked; for example, in the 8-mark question, they need to go beyond describing the formation and link to flows of materials within their response and furthermore, being explicit about these rather than merely implying them within an overall answer. It was encouraging to see that for the 16-mark question, unlike previous years, that candidates had not learnt and rewritten model answers but were trying to centre their answer on the focus of the question. However, some progress still needs to occur in this area, as there was some imbalance in the quality of paragraphs written on the question focus compared to paragraphs on areas the candidate was clearly stronger on, such as geology.

Question 1 (a)

1
(a) Explain the influence of flows of materials in the formation of a stack. **[8]**

Many candidates were able to access Level 2 or 3 in their answers to this question. They demonstrated clear knowledge and understanding for how a stack was formed, and in most cases wrote in a sequential manner to explain the changes from caves to arches to stacks. The question required candidates to explain how flows of material supported this formation; whilst some candidates did make this explicit in their answer, the majority only implied these ideas. Candidates must ensure they fully address the question to access the highest marks. Furthermore, those achieving Level 1, needed to write at a higher level than they would have done at GCSE and demonstrate a greater depth of knowledge through adding detail and using key terminology such as wave refraction.

Question 1 (b)

(b) Study **Table 1** which shows data a student collected during fieldwork in a coastal landscape.

Table 1 Results of a litter survey in a coastal National Park

1 m by 1 m quadrats were used to survey litter across a 12 m transect of a beach.
Readings were taken every 2 m.

Distance from start	2 m	4 m	6 m	8 m	10 m	12 m
Plastic waste (%)	10	1	25	45	30	5
Paper waste (%)	50	0	30	5	15	0
Other waste (%)	0	5	10	5	20	5
No litter (%)	40	94	35	45	35	90

(i) Using **Table 1**, calculate the median for the percentage of plastic waste. **[2]**

Candidates were generally familiar with the mathematical skills needed to calculate the median. They recognised the need to place the numbers in order before finding the middle value. The most common mistakes were either failing to do this before working out the middle value, or candidates not understanding how to work out the middle when there is an even amount of numbers.

Question 1 (b) (ii)

(ii) Explain **one** limitation of the data set in **Table 1**. **[2]**

Candidates need to ensure they are reading the figure provided to them when considering limitations of the data. Many picked up on the small nature of the transect (12m) and therefore that this would be unrepresentative of the beach. Another common and acceptable answer was regarding the vagueness of the 'other category' or that percentages don't allow us to gain an understanding of the total amount of waste. However, several candidates misunderstood the question and instead focused on the data collection techniques or the presentation of the data set through a table.

Question 1 (b) (iii)

(iii) Suggest another data presentation method that would be suitable for this data set and justify your choice. **[2]**

Several candidates found this question challenging and suggested unsuitable presentation methods such as scatter graphs. A bar chart or a pie chart were also common answers, yet again, these would not demonstrate the data collected. Candidates need to ensure they are considering the type of data they are presented with and why a technique would or wouldn't work, for example, in this case one pie chart would not show the changes over the transect.

Assessment for learning

When teaching geographical skills, it is important to not only expose candidates to a range of presentation techniques but ask them to analyse why they would or wouldn't work for different data sets. This will ensure they are able to select appropriate ones to use.

Question 1 (c)

(c) Study **Fig. 1**, a coastal landscape in the United Kingdom.

Referring to **Fig. 1**, suggest **one** way human activity might influence geomorphic processes in the landscape system. **[3]**

Many candidates were able to recognise the human activity occurring in the figure (sea wall and rock armour). They were subsequently able to link this to the geomorphic process of erosion to state that this would be reduced due to the dissipation of wave energy/reflection of wave energy. To achieve full marks, this explanation needed to be developed e.g. how this human activity dissipates the wave energy, or alternatively the knock-on impacts such as on transportation rates.

Assessment for learning

Where questions clearly ask the candidate to refer to the figure, it is vital that they choose their evidence from something they can see. In this question, some candidates did not achieve any marks as they used tourism as their human activity, however, this is not present in the figure. It is therefore important to practise photo analysis with candidates, so they are selecting the most suitable point to write about and develop.

Question 1 (d)*

(d)* To what extent is sea level rise the most important factor influencing coastal landscapes? **[16]**

This question required candidates to discuss the importance of sea level rise on coastal landscapes. It was good to see some strong discussions linked to the formation of rias, fjords, and raised beaches, with some candidates including place specific examples of these. It is important to encourage candidates to go beyond just naming landforms and ensure they make the links to how sea level rise results in these landscapes. It was then common to see candidates comparing the importance of sea level rise with other factors, including geology, human influences, and sea level fall; all of which were acceptable. For AO2, candidates needed to analyse the importance and the best answers were able to compare the relative importance of different factors, considering aspects such scale and time, or the type of landscape they are affecting. In some instances, candidates simply stated that the factors have a big/small impact but did not go on to explain why, which limited their mark. Whilst there was an improvement this year in candidates answering the question set rather than one, they had revised for, there were still instances where answers included only a very brief discussion on sea level rise and instead went into great depth on other factors such as geology. Once again, centres are encouraged to remind candidates of the importance of focusing on the question set to achieve the highest levels.

Exemplar 1

The first factor I will discuss is landforms formed from sea level rise. The first landform is rias. Rias are submerged river valleys. The Fal Estuary, in Cornwall, is an example of this, ~~with~~ with gently sloping, V-shaped sides, the landform is on a very large spacial scale. Another landform is fjords. On an even larger scale, one of Norway's over 200 fjords is the Sognefjord, which is a submerged glacial valley. It is known as the 'king of fjords' due to its 200km in length and steep, U-shaped sides. It is clear that sea level rise can influence coastal landscapes by forming large scale landforms.

The next factor of sea level rise I will discuss is the increased high energy zone. For example, in ~~Manga Whai, in New Zealand~~ Sandbanks, in the south of the UK, it is estimated that sea level rise will reach 0.6m within in ~~the~~ next 100 years! This which is estimated to ~~cost~~ cost £1billion in damages means the area for ~~sea~~ wave processes, like hydraulic action and abrasion will

affect a larger area of the ~~sea~~ coast, leading to more erosion and, therefore more retreat from the additional material and outputs. It is clear that sea level rise can influence coasts by increasing the flows of energy and material from a higher level of erosion.

In this extract, the candidate focuses first on the factor identified in the question. This ensure they are demonstrating knowledge and understanding of what is being asked of them rather than something different. The candidate correctly recognises that rias and fjords are relevant landforms to discuss and attempts to include some place detail. However, the candidate needed to explain the formation in greater depth. Furthermore, like many candidates, they have written a 'mini conclusion; to state that they are important and large-scale landforms are created, but their analysis does not go beyond this. Instead, they then go on to discuss another point and provide another similar level of analysis. To reach Level 3 for AO2, they need to develop this much more and perhaps consider relative importance or whether impact could vary over time or in different places.

Option B overview

Glaciated Landscapes continues to grow in popularity and there were some exceptional answers to this section. It was clear that candidates had been prepared well in relation to the formation of landforms, and many spoke about geomorphic processes with confidence. Place specific detail was also often included, however, at times this could have been expanded in the 16-mark question so that it went beyond naming a landform and where it was found. It was good to see candidates tailor their knowledge to the question asked, although they do need to ensure their explanations fully address the question and are clear.

Question 2 (a)

2

(a) Explain the influence of flows of materials in the formation of a corrie. **[8]**

Candidates had been prepared well for this question and many were able to explain in detail the formation of a corrie. In some instances, they included key geographical terminology and used this well within their answer. Many were able to write in a sequential manner, focusing on each stage in the process of formation. Flows of materials were discussed confidently by many with common answers discussing the role of plucked material in the process of abrasion, however, some candidates would have benefitted from explaining these ideas more explicitly. A well-developed sequence along with an explicit discussion how flows of materials support formation, allowed candidates to achieve the top of Level 3.

Exemplar 2

~~as the glacier subglacially and as~~ The continued plucking creates a steep back wall, which amplifies the flow of ice downhill. The material now subglacially entrained, moves by mass movement, scraping ~~the~~ along the floor of the hollow and deepening it by abrasion. The final flow of material results in this material being deposited at the corrie lip as it loses energy, ~~to~~ allowing a morraine to form.

This extract demonstrates a candidate who is making it clear how the flows of material play a part in the formation of the landform. Whereas some candidates only implied these flows, those that achieved higher marks, made links between different points in their response and highlighted the flows they were discussing. For example, this candidate had already described the initial formation of the corrie, but as shown in this extract, they link the process of plucking to abrasion, clearly demonstrating a flow of material.

Question 2 (b) (i)

(b) Study **Table 2** which shows data a student collected during fieldwork in a glaciated landscape.

Table 2 Results of a litter survey in an upland glaciated National Park

1 m by 1 m quadrats were used to survey litter across a 12 m transect of a hillside.
Readings were taken every 2 m.

Distance from start	2 m	4 m	6 m	8 m	10 m	12 m
Plastic waste (%)	10	1	25	45	30	5
Paper waste (%)	50	0	30	5	15	0
Other waste (%)	0	5	10	5	20	5
No litter (%)	40	94	35	45	35	90

(i) Using **Table 2**, calculate the median for the percentage of plastic waste. **[2]**

Like the coast equivalent question, many candidates were familiar with the steps required to calculate the median and did this successfully. The main errors were not ordering the numbers prior to working out the answer, or candidates being unable to find the middle of two numbers due to the overall even amount of numbers provided.

Question 2 (b) (ii)

(ii) Explain **one** limitation of the data set in **Table 2**. **[2]**

Common answers to this question focused on the short transect of 12m and it therefore being unrepresentative. Alternatively, some focused on the category 'other waste' and that this was too vague to be useful. Both were acceptable answers that could be developed for full marks.

Question 2 (b) (iii)

(iii) Suggest another data presentation method that would be suitable for this data set and justify your choice. **[2]**

Several candidates found this question challenging and whilst they could name alternative presentation method, these were often unsuitable for the data collected e.g. scatter graph or choropleth map. Candidates needed to consider that this was a transect and therefore a technique that showed the differences over the distance was required.

Question 2 (c)

(c) Study **Fig. 2**, a periglacial landscape in Russia.

Referring to **Fig. 2**, suggest **one** way human activity might influence geomorphic processes in the landscape system. **[3]**

Many candidates were able to achieve full marks for this question. It was common to see candidates identify the presence of industry/buildings and the impact this would have on the temperature of the surrounding area. They were then able to link this to geomorphic processes such as freeze-thaw weathering or subsidence.

Question 2 (d)*

(d)* To what extent is climate change the most important factor influencing glacial landscapes? **[16]**

For this question, candidates were required to discuss the importance of climate change on glaciated landscapes. Many were able to discuss glacial advance and retreat and link this to the formation of landforms such as eskers and kames. The best candidates also used specific place knowledge to support this, for example referencing landscapes in Minnesota or Snowdonia. However, several candidates wrote lengthy discussions about the causes of climate change and the impact on ablation and accumulation but did not make clear links to the impact on the landscape which therefore limited their mark. For the highest level in AO2, candidates needed to analyse the importance of climate change; in most cases they did this by comparing its importance with that of other factors. This was a successful way of approaching the question and allowed candidates to argue both for and against it being the most important factor. It was also common to see reference to the importance in relation to time and scale.

Assessment for learning

To achieve a high level for AO2, candidates must ensure that their analysis is justified. It is not enough to state that a factor is important or influential and then go on to discuss another one and write another similar conclusion. Instead, their analysis needs to fully address why or how it is important or influential with reference to different landscapes, time scales, spatial extent and so on. Whilst 'mini conclusions' are often helpful at the end of a paragraph; candidates must be encouraged to avoid these taking the form of a simple statement that lacks any substance.

Option C overview

As in previous years, very few candidates answered these questions within Section A. Those that did, were able to demonstrate sound knowledge and understanding of landforms and landscapes, although at times explanations needed to be fully linked to the question. Place specific detail was present, but this did not always go beyond merely naming a place. This was the same when looking at the analysis section of the 16-mark essays; candidates would state whether a factor was or wasn't important but did not go beyond this to provide an analysis or justification of why.

Question 3 (a)

3

(a) Explain the influence of flows of materials in the formation of a canyon. **[8]**

Overall, candidates were able to access Level 2 or 3 for this answer. It was clear that they were familiar with the landform of a canyon, and many could explain some steps in their formation. The highest level was achieved by candidates that wrote in a well-organised and sequenced manner with a thorough discussion of the role of flows of material. It is important that candidates are encouraged to use key terminology in their answers to further demonstrate their understanding.

Question 3 (b) (i)

(b) Study **Table 3** which shows data a student collected during fieldwork in a dryland landscape.

Table 3 Results of a litter survey in a desert National Park

1 m by 1 m quadrats were used to survey litter across a 12 m transect of a hillside.
Readings were taken every 2 m.

Distance from start	2 m	4 m	6 m	8 m	10 m	12 m
Plastic waste (%)	10	1	25	45	30	5
Paper waste (%)	50	0	30	5	15	0
Other waste (%)	0	5	10	5	20	5
No litter (%)	40	94	35	45	35	90

(i) Using **Table 3**, calculate the median for the percentage of plastic waste. **[2]**

Candidates were generally able to calculate the median and demonstrated their working by placing the numbers in order before performing the calculation. Whilst a small number struggled with the even amount of numbers and thus how to work out the middle one, the majority performed well on this question.

Question 3 (b) (ii)

(ii) Explain **one** limitation of the data set in **Table 3**. **[2]**

Common answers included reference to the small, unrepresentative nature of the transect, the vagueness of the 'Other waste' category, and that the figures are percentages so lack information on the quantity of waste. All these enabled candidates to develop their ideas and achieve full marks. Those that did not achieve marks on this question, tended to focus on how the data was collected, which was not the focus.

Question 3 (b) (iii)

(iii) Suggest another data presentation method that would be suitable for this data set and justify your choice. **[2]**

Several candidates chose unsuitable presentation methods for the data in the table, for example, it was common to see candidates select a bar or pie chart, however, this would not enable an appropriate graph showing both the breakdown of the waste categories along with how they change over the transect. When selecting a technique, candidates need to consider how it would show the information presented (a diagram can help with this) to ensure that it would work in practice.

Question 3 (c)

(c) Study **Fig. 3**, a dryland landscape in Namibia.

Referring to **Fig. 3**, suggest **one** way human activity might influence geomorphic processes in the landscape system. **[3]**

This question was generally answered well with candidates clear on the impact a dam can have on geomorphic processes such as erosion and transportation. There were very few errors in terms of identifying the human activity in place.

Question 3 (d)*

(d)* To what extent is climate change the most important factor influencing dryland landscapes? **[16]**

For this question, candidates were asked to discuss the importance of climate change on dryland landscapes. In most cases, this involved candidates analysing the impact of changes such as pluvial periods and how these impacted landforms found in drylands. In some instances, candidates merely stated that climate change was therefore important or made a simple link between the factor and a landform, and therefore their answers would have benefitted from a greater discussion on how it created these landforms or made changes to the landscape. Effective analysis was often demonstrated by candidates comparing the importance of climate change with other factors that were influential in these landscapes, with many choosing to discuss human influences. This was done effectively, and candidates were able to bring in place specific detail to support the points they were making. Centres should encourage candidates to fully explain their points and make clear links back to the question; in some cases, candidates would simply state that climate change/humans were an important factor but not then explain why.

Section B overview

This section assesses candidates understanding of Earth's Life Support Systems. It was good to see some strong responses particularly to Question 4 (d) this year, with candidates able to bring in place specific detail and consider a range of reasons why either land use changes or fossil fuel combustion had a greater impact. It was also clear that candidates had been prepared well on the figure response questions with many performing highly here. As in previous years, some candidates chose to answer either this whole section first or at least Question 4 (d), which allowed them to manage their time. Unlike previous years, it was uncommon to see candidates not finish the paper or write short answers to Question 4 (d) due to running out of time; this was good and indicative that candidates are more prepared with how long should be spent on each question.

Question 4 (a)

4

(a) Study **Fig. 4**, which shows human activity (farming) in a tropical rainforest in Vietnam.

Referring to **Fig. 4**, suggest how human activity might affect nutrient stores in the tropical rainforest. **[4]**

The most common response to this question was the link between farming and deforestation to enable this activity to happen. Several candidates demonstrated excellent understanding of the links between aspects of the hydrological cycle and the nutrient stores and explained processes such as leaching. It was also good to see a strong understanding by some of nutrient cycling and how the harvesting of crops would break this cycle. Whilst many achieved well on this question, a common error was candidates stating that farming would improve the stores because you would plant crops, demonstrating that they had perhaps missed that this was a tropical rainforest and thus these trees must have been cleared. Once again, some candidates wrote about activity that was not in the picture such as the presence of cattle and overgrazing; again, this was not credited, as the question directly asks candidates to refer to the figure.

Misconception

It is important that candidates fully understand nutrient cycling in the tropical rainforest and how human activity can disrupt this. Some candidates were confused as to the impact that agriculture could have on the cycle and missed out key terms such as leaf litter, decomposition, interception, and leaching.

Question 4 (b)

(b) Study **Fig. 5**, which shows variations in evapotranspiration rates over a 3-year period.

Explain **three** limitations of using this method of data presentation to show evapotranspiration rates. **[3]**

Most candidates were able to achieve marks on this question, with many receiving the maximum of 3. There were a range of accepted answers, and it was common to see candidates refer to the potential for bias as the source is unknown, the lack of units, the different scales, the missing continents, among others. It was acceptable for candidates to write these as a list or as bullet points, and indeed for many this allowed them to write clearly and succinctly.

Question 4 (c)

(c) Examine how seasonal change affects flows in the water cycle in the Arctic tundra. **[10]**

Many candidates were able to achieve marks for this question through their AO1 knowledge of seasonal changes and the impact this could have on the flows of the water cycle. Common answers included reference to the growth of vegetation and links to transpiration, as well as melting of the active layer and the resulting evaporation and surface run off. Some candidates went beyond these links to explain in greater depth why these processes occurred, which elevated their answer. The question assessed AO2 alongside AO1 and it is important that candidates remember this moving forward as many focused on communicating their knowledge but did not analyse. Those that did made valid points relating to the changes not having a great impact due to other factors e.g. the impermeable nature of the permafrost, or the length of the growing season.

Assessment for learning

It is important that candidates clearly read the question; in this question, they were asked about the impact on flows in the water cycle, however, many focused their responses on stores. It is also imperative that they remember there are not only AO1 marks available in the 10-mark question, but also AO2. Therefore, for the exam they must demonstrate analysis rather than writing overly descriptive answers.

Question 4 (d)*

(d)* 'Land-use changes have a greater influence than fossil fuel combustion on the carbon cycle.' Discuss. **[16]**

This question produced some excellent answers with very few not achieving any marks. It was evident from the responses that candidates had been prepared well in this area. Land use changes were dealt with particularly effectively and it was common to see reference to deforestation and agriculture. Candidates achieving the highest level were able to support these changes with place specific knowledge, and facts when making links to the carbon cycle (such as the amount of carbon stored within different types of biomass). Place specific detail was used to support both elements of the question with the Trans-Alaskan pipeline and the Amazon rainforest being used in many answers. In some instances, candidates stated that there was an impact on the carbon cycle, but they did not fully explain this impact beyond it releasing carbon dioxide into the atmosphere with this idea subsequently repeated for other points. To achieve the highest levels, they needed to develop these ideas, for example through a discussion of the changes to stores and fluxes, and positive or negative feedback loops. For AO2, the best answers made comparative judgements of the two and explained why one had a greater effect than the other, rather than just stating that it did. This could be done through considering changes over time or the scale of the land use change/fossil fuel use. Where candidates did this, there was evidence of strong evaluation and analysis which allowed access to Level 3 for AO2

Exemplar 3

Land-use changes such as urbanisation and ~~forest~~ farming have a negative influence on the regional carbon cycle. Urbanisation converts forest land to ~~agricultural~~ ~~which is~~ buildings and industrial factories. This reduces ~~forest tree~~ the above ground carbon store ~~as~~ ~~which~~ which is significant as the average forest tree can store 180 tonnes C/Ha. This urbanisation also leads to fossil fuel combustion in the area, exacerbating the negative effects of anthropogenic CO_2 emissions. Farming involves clearing land ~~x~~ which ~~also~~ reduces the above ground biomass store.

inversion of the soil can also expose the pedosphere to the atmosphere resulting in more soil erosion and more CO_2 being released into the atmosphere. This reduces the soil store ~~which is significant as old-growth soil stores~~ and increases the atmospheric store of CO_2. ~~As~~ This then changes impact the regional carbon cycle altering atmospheric and biomass stores. However, the ~~natural~~ negative impacts can be managed through afforestation. ~~As~~ Trees act as carbon sinks for 80-100 years until they become sources through decomposition. Afforestation has the potential to reduce atmospheric CO_2 levels due to the large amount (80 tonnes C/ha) of carbon trees can store compared to the 16.1 tonnes C/ha and 2.7 tonne C/ha grassland and soya plantations can store. This of management can be implemented regionally, for example the Purus project in Amazonia of the 30,000km^2 afforested in China. ~~This~~ ~~demonstrates~~ the ~~the~~ ~~reactive~~ this highlights how land use changes can influence the carbon cycle regionally ~~for~~ both positively and negatively. The

This extract of a response demonstrates where a candidate not only showcases their knowledge of how land use changes can impact the carbon cycle, but also integrates analysis within this. For example, the candidate begins by recalling specific facts about the impact of urbanisation and subsequent deforestation and relates these to the carbon cycle. However, rather than then simply stating that it shows there is an impact, the candidate offers a greater depth of analysis by arguing that such impacts can be managed. This argument is then further supported with place specific detail before they conclude the paragraph.

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The subject-specific courses are tailored for each qualification that has non-exam assessment (NEA) units, except for AS Level and Entry Level. They cover the following topics:

- the structure and content of the NEA units
- the assessment objectives and marking criteria for the NEA units
- examples of student work with commentary and feedback for the NEA units
- interactive marking practice and feedback for the NEA units.

We are also developing courses for some of the examined units, which will be available soon.

How can you get support and feedback?

If you have any queries, please contact our Customer Support Centre on 01223 553998 or email support@ocr.org.uk.

We welcome your feedback and suggestions on how to improve the online courses and make them more useful and relevant for you. You can share your views by completing the evaluation form at the end of each course.

Need to get in touch?

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