

Examiners' report

A LEVEL

GEOGRAPHY

OCR Level 3 Advanced GCE in Geography

H481

For first teaching in 2016

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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 responses 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 [Teach Cambridge](#).

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Paper 1 series overview

The structure of this paper requires all candidates to answer questions on the landscape system they have studied (Coastal, Glaciated, or Dryland) in Section A, followed by questions for all on Earth's Life Support Systems in Section B. As has been in the case in previous years, Coastal Landscapes remain the most popular option, followed by Glaciated. Very few candidates choose to answer questions on Dryland Landscapes. Candidate responses clearly demonstrated familiarity with the structure of the examination paper and the requirements of the different styles of question. While time management can be an issue for some candidates, overall, candidates demonstrated that they were able to answer all questions in the time provided. Handwriting remains a concern, and it is imperative that centres make sure that the work of candidates is legible, when writing under timed conditions.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
- demonstrated place specific knowledge that allowed them to provide evidence for the points they made and reach substantiated conclusions - read the questions carefully and tailored their answers appropriately - followed carefully the requirements of each question in relation to the number of points required, the assessment objectives, and the marks available - showcased knowledge of processes and developed these by relating ideas together - considered a range of broader ideas when analysing and evaluating related to scale, time, development of different places, and stakeholders involved.	- answered questions they had revised for rather than the questions that were set, and did not take note of the nuances of the question - provided evaluations that linked to the question but were not supported with clear reasoning - found it challenging to analyse resources and interpret statistical data.

Assessment for learning



'Mini-conclusions' can be helpful within the longer essays but these need to go beyond repeating the wording of the question.

Section A overview

Many candidates started with this section and were able to attempt all questions. Time management was a strength with candidates tailoring the length of their responses to the marks available for the question. Candidates tended to use the same case studies to support their ideas in the longer essay questions, and it was pleasing to see some candidates demonstrate detailed place specific knowledge. Rubric errors were extremely rare as candidates know the requirements of the optionality.

Option A overview

Coastal Landscapes remains the most common option answered by candidates. Responses demonstrated clear familiarity with the layout of the section with candidates managing their time effectively. Place specific detail was used effectively to support longer answers, with many candidates using the case study of sand mining at Mangawhai-Parkiri and the implementation of hard and soft engineering along the UK coastline. Moving forward, it is imperative that candidates read the question carefully and do not recite pre-learned answers, particularly for Question 1 (a).

Question 1 (a)

Option A – Coastal Landscapes

1

(a) Explain the influence of flows of energy in the formation of a salt marsh.

[8]

Many candidates were able to demonstrate some knowledge and understanding of salt marsh formation, particularly surrounding the need for a low energy environment. However, while this was understood in detail by many candidates, far too many negated to address the requirements of the question. Rather than simply describing salt marsh formation, candidates were required to explain the influence of flows of energy in this formation, and yet responses did not always refer to energy beyond stating it was a low energy environment, or that kinetic energy had resulted in longshore drift and the creation of a spit which the salt marsh could form behind. This resulted in comprehensive answers covering salt marsh formation that did not answer the question. Candidates that achieved highly, however, tailored their understanding to address these requirements and referred to a range of flows of energy, including gravitational potential, kinetic, and thermal. They also continuously related each stage in the formation to the flows of energy, such as the reasoning for the increased vegetation linked to thermal energy.

Assessment for learning



Centres should make sure that candidates are exposed to a range of questions that assess the course content. This will support them in tailoring their knowledge and understanding to the question being asked.

Exemplar 1

1	a.	A salt marsh is a coastal wetland that is flooded and drained by the tides. For its formation, it requires low kinetic energy in the system. This is usually in a sheltered area such as the at an estuary or behind a spit. It also requires a high tidal range - and tides are controlled by gravitational potential energy from the moon on the Earth. Initially, a tidal mudflat is formed in an area where there is low energy and high tidal range. For example, Key Haven Salt Marsh is formed behind Hurst Castle Spit. The mudflat is where the freshwater of a river meets highly saline water of the sea, the flocculation occurs. This is when transported silt and clay particles from the river aggregate, and are deposited. This is due to the fact that they have reached critical settling mass, the river no longer has enough kinetic energy to entrain them and hence deposits its load. This mudflat is colonised by algae which help to consolidate the mudflat and protect it from erosion. The lower marsh is also vegetated by halophytic species such as eelgrass. The growth of these plants is driven by thermal energy inputs which enable photosynthesis. The vegetation holds the soil together and allows the marsh to be built up. Where the high marsh is formed, there is more diverse vegetation such as sea lavender which
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		grow due to thermat heat energy. Behind the
		high marsh, a climax community may also
		be formed, with the trees such as oak and
		ash. The low marsh is characterised by
		high salinity and muddy water hence few
		plant species survive. These processes ^{and flows of energy} lead to
		the formation of a salt marsh - a depositional
		landform.

This response achieved Level 3 due to the thorough knowledge and understanding demonstrated. The candidate maintains the focus on flows of energy throughout and incorporates these into their detailed explanation of the stages of salt marsh formation. At each point in the formation sequence, they have considered flows of energy that have been influential and been specific about these and how they have had an impact, rather than writing generally about 'energy'. This tailored approach alongside their well-developed points and geographical terminology enabled them to achieve the maximum marks available for the question.

Question 1 (b) (i)

(b) Study **Table 1**, which shows cliff erosion rates on the East Yorkshire coast, UK.

Table 1 Cliff erosion rates on East Yorkshire coast, UK

Location	Rate of erosion (m/year)
Bridlington	1.00
Barmston	2.00
Hornsea	0.25
Mablethorpe	1.50
Aldbrough	0.80
Grimston	1.10
Tunstall	0.75
Withernsea	2.20
Out Newton	1.90
Spurn neck	3.10

- (i) Using **Table 1**, calculate the mean rate of erosion.
Show your workings.

[2]

Most candidates were able to calculate mean from the data provided. Workings were often shown and supported candidates to achieve 2 marks.

Question 1 (b) (ii)

- (ii) The standard deviation for the rate of erosion in **Table 1** is 0.8.
State what this indicates about the dispersion (spread) of the data set.

[2]

Candidate understanding of standard deviation and its meaning was variable. As has been the case in previous years, while candidates are able to carry out statistical tests and perform calculations on data, they are less successful when interpreting results. Some candidates were able to recognise that there was limited dispersion, which was credited, but this idea needed developing in relation to standard deviation to achieve both marks.

Assessment for learning



Centres should make sure that candidates not only practice carrying out calculations and statistical tests, but more importantly develop their understanding of how to interpret results. Providing candidates with data and asking them to explain what the result shows, is equally as important when teaching these skills.

Question 1 (b) (iii)

- (iii) Explain why standard deviation is a more accurate measure of dispersion (spread) than range and interquartile range. [2]

A range of answers was accepted in response to this question, with many candidates demonstrating knowledge of the different techniques. Common responses included candidates referring to the range only including the highest and lowest figures and interquartile range representing the middle 50% of the data. It is important that candidates make their points explicitly clear. For example, some candidates grouped range and interquartile range together to discuss the limitations, however, this resulted in their point being incorrect as it did not apply to both measures. Candidates must also make sure they address all aspects of a question (in this case, range and interquartile range) to access both marks.

Question 1 (c)

- (c) Study **Fig. 1**, a coastal landscape in Norway.
With reference to **Fig. 1**, explain the influence of **one** geomorphic process in shaping landform **A** (fjord). [3]

It was pleasing to see candidates recognise the need to develop their explanations to achieve full marks in this question. Freeze-thaw weathering featured most in candidate responses. They were able to explain the stages in this process and the resulting landform. Some candidates considered geomorphic processes that had initially occurred to create the landform, and this was also credited.

Question 1 (d)*

- (d)* 'Coastal landscape systems are influenced more by management strategies than by the unintentional impacts of economic development.'

To what extent do you agree with this statement? [16]

This question resulted in some excellent answers from candidates and many were able to articulate well-developed arguments, that effectively used case study evidence to support the points being made. When discussing management strategies, candidates considered the impact of hard and soft engineering, with many using case studies such as Sandbanks to put these into context. When discussing the unintentional impacts of economic development, many candidates used the example of sand dredging in New Zealand and were able to cite relevant information to explain what had occurred. However, at times, rather than simply describing what had happened at their chosen case study location and the reasoning for this, candidates needed to tailor this knowledge to the question. For example, they needed to make greater links to the influence any actions had on the coastal landscape. They could have discussed their chosen influence on processes such as erosion, or their role in modifying landforms present. Many candidates also provided clear analysis and evaluation to argue which factor had greater influence. The extent of the impact in relation to scale was often considered, as was the permanent nature of the change or whether this could be resolved by a change in the future. It is important that candidates go beyond making general comments such as 'Therefore this shows that they have a greater influence' without substantiating this so as to achieve clarity in their analysis.

Option B overview

Responses demonstrated that many candidates had a clear grasp of processes occurring in these landscapes, the impact of these, and the role of human activity in influencing them. A notable strength in many answers was the place specific detail included, and it was clear that they had been well prepared in this area.

Question 2 (a)

Option B – Glaciated Landscapes

2

(a) Explain the influence of flows of energy in the formation of a drumlin.

[8]

Responses to this question referred to a range of flows of energy, including thermal, kinetic, gravitational potential. Candidates were then able to discuss these flows in relation to the advancement and retreat of glaciers and how this led to the formation of a drumlin. At times, as some candidates progressed through their answer, the focus on flows of energy became less clear. It is important that candidates continue to refer back to the question throughout their answer. Several candidates, focused on the initial formation of mountains and glaciers and the role of energy underground that created these, which then detracted from the question focus which was the drumlin specifically.

Question 2 (b) (i)

(b) Study **Table 2**, which shows valley erosion rates along a glacier in India.

Table 2 Valley erosion rates along a glacier in India

Location	Rate of erosion (m/year)
Zanskar 1	80
Jobri	30
Bilare Bhang	30
Drang Drung	90
Bhurpu	50
Hamtah	80
Nikarchu	90
Shankalpa	50
Pindari	64
Poting	50

(i) Using **Table 2**, calculate the mean rate of erosion.
Show your workings.

[2]

Candidates demonstrated good understanding of how to calculate the mean and showed their working, as instructed by the question. This resulted in many achieving both marks for this question.

Question 2 (b) (ii)

(ii) The standard deviation for the rate of erosion in **Table 2** is 21.7.
State what this indicates about the dispersion (spread) of the data set.

[2]

Several candidates were able to recognise that there was a relatively high spread of data around the mean, however, did not go beyond this to offer further development. Candidates must practice the interpretation of data and have a complete understanding of what the statistical tests show to be able to answer these question types more fully.

Question 2 (b) (iii)

- (iii) Explain why standard deviation is a more accurate measure of dispersion (spread) than range **and** interquartile range. [2]

This question required two clear points, one about the range and the other about interquartile range to make sure the question was fully addressed. Candidates need to make sure they are making specific, clear points for the point-mark questions; an acceptable approach for these shorter questions would be in the form of bullet points.

Question 2 (c)

- (c) Study **Fig. 2**, a periglacial landscape in Iceland.
With reference to **Fig. 2**, explain the influence of **one** geomorphic process in forming landform **B** (patterned ground). [3]

The geomorphic process of frost heave was well understood by a large proportion of candidates. Responses that explained the stages in a sequential manner often achieved the full marks available. Some responses missed out the final step, such as stating the stones rolled downhill, due to gravity.

Question 2 (d)*

- (d)* 'Periglacial landscape systems are influenced more by human activity than glacial landscape systems.'

To what extent do you agree with this statement?

[16]

Overall, responses to this question were detailed and well considered. Candidates often used the examples of oil drilling in Alaska and the building of the Grande Dixence dam in Switzerland to make comparisons on the influence of human activity in each landscape system. In many cases they were able to write in great depth as to how the activity had impacted the landscape, with a range of ideas presented for each. For example, candidates referred to the impact of flaring, the occurrence of subsidence, the development of solifluction lobes, and changes to processes occurring within rivers. This breadth and depth of knowledge and understanding resulted in some impressive responses. Candidates were also able to argue clearly which landscape was more greatly affected, with many referring to management strategies that have been implemented to address the impacts, alongside consideration of the scale of the impact both locally but also globally, and how this could have further knock-on effects on the landscape. Many candidates also offered other ideas when analysing where the greater impact was evidenced, including reference to energy security, growing populations, and change in political standpoints, these were all excellent.

Several candidates did misread the question and attempted to argue how periglacial landscape systems are influenced by glacial landscape systems, it is imperative they take the time to read the question carefully. Furthermore, although the occurrence of this was significantly reduced this series, some candidates argued that human activity was not influential and instead physical processes were, resulting in them changing the question to one they were more confident with. However, this limited the marks awarded as they were not addressing the question.

Exemplar 2

		In Alaska, oil and gas drilling can disturb the natural periglacial landscape, altering land forms. The oil and transported in pipes in the Trans-Alaskan pipelines transfers heat energy to the ground, causing localised permafrost melting. This results in a larger active layer which can be unstable, threatening the structural stability of houses and infrastructure. In addition, as the active layer thickens and the impermeable permafrost below stops percolation, the soil can become supersaturated and slump, causing a rise in soil heave lobes, further threatening structural stability and modifying the natural landscape. However, there are modification strategies in place, such as gravel pads, which are 1-2m of gravel which insulate the pipes and stop the transfer of heat to the ground, thereby limiting permafrost thawing. However, this requires gravel extraction
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This extract demonstrates a common approach by candidates with place specific detail and reference to how this has affected the landscape. This candidate is clearly explaining the impact of the human activity on the landscape in relation to localised permafrost melting. As can be seen here, the candidate is also offering analysis by referring to the management strategies in place that can work to reduce the impact. This well-structured demonstration of knowledge, understanding, and analysis shows how the candidate is trying to fully address the question.

Option C overview

Dryland Landscapes is selected by a limited number of candidates. Candidates that did select this option were able to demonstrate knowledge and understanding of this landscape and use place specific detail in their responses to the longer mark questions. Questions were interpreted correctly, and answers were well focused on what was being asked.

Question 3 (a)

Option C – Dryland Landscapes

3

(a) Explain the influence of flows of energy in the formation of a linear dune.

[8]

Many candidates made the flows of energy their focus when answering this question. Primarily, there was reference to kinetic energy through the influence of the wind in transporting the sediment. Answers that solely focused on kinetic energy were able to achieve full marks, particularly where candidates explained how this flow played a part in the sequence of formation. However, some candidates rightly referred to the role of thermal energy and gravitational potential energy to provide a full and complete answer.

Question 3 (b) (i)

(b) Study **Table 3**, which shows canyon erosion rates in a dryland landscape in China.

Table 3 Canyon erosion rates in a dryland landscape in China

Location	Rate of erosion (m/year)
Xi'an	3.5
Yinchuan	3.5
Milan	1.0
Hami	0.5
Turpan	2.0
Korla	3.0
Yinang	1.0
Kashi	0.7
Shache	2.8
Lhasa	1.6

- (i) Using **Table 3**, calculate the mean rate of erosion.
Show your workings.

[2]

Calculations of the mean were most often correct, and candidates were able to demonstrate their working by adding all the answers and showing that this figure would then be divided by 10.

Question 3 (b) (ii)

- (ii) The standard deviation for the rate of erosion in **Table 3** is 1.11.
State what this indicates about the dispersion (spread) of the data set.

[2]

Several candidates were able to comment on the spread of the data, for example, noting that the dispersion was relatively close to the mean. Many candidates needed to provide further development of this point by demonstrating an understanding of how the standard deviation figure relates to the distribution of the data. It was clear that while many are confident in carrying out the calculations, fewer candidates can adequately interpret the meaning of results, thus further practice in this area is essential.

Question 3 (b) (iii)

- (iii) Explain why standard deviation is a more accurate measure of dispersion (spread) than range **and** interquartile range. [2]

A range of answers was accepted in response to this question; most commonly, candidates discussed how the range and interquartile range do not use all the data, providing specifics about each of these. Candidates should remember that for these point-marked questions, they need to address all aspects of the question (in this case, range and interquartile range), concisely. Encouraging candidates to do this in the format of bullet points may support this.

Question 3 (c)

- (c) Study **Fig. 3**, a dryland landscape in Chad.
With reference to **Fig. 3**, explain the influence of **one** geomorphic process in shaping landform **C** (nivation hollow). [3]

Candidate responses to this question varied, although many were able to explain the influence of freeze-thaw weathering. Candidates that wrote their answer in a sequential manner, developing their points in order, were able to achieve full marks on this question.

Question 3 (d)*

- (d)* 'Dryland landscape systems are influenced more by human activity, due to water supply issues, than by economic activity.'

To what extent do you agree with this statement? [16]

Candidate answers to this question were encouraging, with responses focused on the two areas being assessed rather than diverting to discuss other factors that were not required. A range of case studies were used although responses frequently referred to the Colorado basin and the impact of tourism in areas such as Arizona. In some cases, candidates were able to relate the case study information to the impact that this has, for example, tourism and the damage to the cryptobiotic crust. However, at times, case study knowledge was provided in detail but was not related to the question. It is important that candidates are using the place study detail they know to address the question rather than just reciting facts and figures. Many candidates were able to take a discursive approach and reach well-argued conclusions as to which activity was more impactful. It is important that candidates go beyond stating that the activity is or isn't influential, and instead really analyse why one has more of an influence than the other. Answers that did this successfully incorporated ideas such as population growth and pressure on water supply, whether management techniques of these activities have been successful, and how each activity might develop in the future.

Section B overview

All candidates are required to complete Section B. While most candidates answered the question paper in the order it was written, some candidates opted to answer this section first. Time management did impact the quality of responses to 4 (c) for some candidates. It is important that consideration is given to the amount of time spent on 1 (d)/2 (d)/3 (d), as well as 4 (b) to make sure candidates can fully answer the question. Many candidates are now writing in bullet points for the shorter mark questions in this section; this is appropriate and enabled some to make sure they had time to complete the full paper.

Question 4 (a) (i)

4

(a) Study **Fig. 4**, which shows atmospheric carbon dioxide, 1960–2021.

(i) Identify **three** limitations of this graph.

[3]

A vast array of answers was accepted for this question and this reflected the range of limitations that candidates identified. Candidates frequently referred to the lack of source and thus the credibility of the data, as well as no reference to the location. Other answers noted the lack of a key to distinguish between the lines, as well as the difficulty in telling them apart due to their overlapping nature and same colour. It is important that when referring to the axes, that candidates make their point clear, as some responses stated that the axes are too wide but did not explain what was meant by this. Candidates instead needed to say how the intervals on the axes make it difficult to read accurate data for years, in between those that are labelled.

Question 4 (a) (ii)

(ii) Suggest why it is important to identify and record changes to the global carbon cycle.

[4]

Candidates were able to offer a range of alternative points to reach full marks on this question, or develop one or more points, as the question did not specify the number to include. Both approaches were taken by candidates, and many were able to achieve well on this question. Frequently, candidates referred to the need to identify patterns and that these would be used to not only inform management techniques to implement but also evaluate the success of those already in place.

Question 4 (b)

(b) Examine the significance of the role of the cryosphere (ice) in linking the water and carbon cycles.

[10]

This question required candidates to make clear links between both the water and carbon cycle and explain how a change in one in the cryosphere can impact the other. Some responses did not go beyond recognising that the cryosphere was a store of both water and carbon. These candidates needed to consider the changes that can occur which result in flows rather than just stores. For many, this was addressed by considering changes to global climate and the melting of the permafrost. Cycles were subsequently described with candidates noting that this would cause a release of greenhouse gases, lead to further warming, and thus subsequent melting. To develop this further, candidates needed to consider a wider array of links between the cycles, for example, with the melting and presence of water, small amounts of vegetation can grow, resulting in photosynthesis and the removal of carbon from the atmosphere. Explaining such linkages enabled candidates to move up the levels and demonstrate thorough understanding. Furthermore, this question has AO2 credit and thus candidates needed to examine the significance of the cryosphere and analyse its role in linking the two cycles. This could be done in a few ways, for example, analysing the significance in different seasons, comparing the significance over time, or considering the significance in relation to other stores such as the atmosphere.

Assessment for learning



Centres should make sure candidates are familiar with the assessment objective breakdown for this question. While credit is given for their knowledge and understanding, AO2 marks are also available so there needs to be analysis and evaluation present.

Question 4 (c)*

(c)* 'Improving forestry techniques protects the global water cycle more effectively than drainage basin planning.'

How far do you agree with this statement?

[16]

Overall, candidates were able to explain how forestry techniques protected the global water cycle. Many referred to afforestation projects in the Amazon, and the answers that secured the highest levels had specific detail about these rather than simply stating 'In the Amazon'. Centres are reminded that this place specific detail is stated in the level mark scheme, therefore candidates should be able to use examples to support their ideas. Furthermore, candidates were then able to explain how the technique protected the water cycle, for example, considering the impact on flows such as evapotranspiration, infiltration, and surface run off.

Several candidates answered the question by examining the impact of deforestation on the water cycle, while relevant, did detract from the focus of the question. Understanding of drainage basin planning was generally less secure and many candidates did not address this in their response, instead focusing solely on forestry techniques thus limiting the scope of their answer. While some candidates could refer to examples including wetland restoration and the planning of the River Kennet, for many, responses were more general and required greater place specific detail. Thorough analysis was demonstrated by evaluating the extent to which the technique identified protected the global water cycle, but also through a comparison between forestry techniques and drainage basin planning. Once again, candidates must go beyond stating that it does/doesn't protect the cycle to achieve higher level AO2 marks.

Instead, the most successful answers considered more in-depth analysis and considered the scale of the issue that was trying to be addressed, the influence of changing governments, the ease of implementation in specific areas or countries, and where there has been success or otherwise previously. Indeed, there was some thoughtful analysis present that offered insightful and well justified conclusions. It is also important that candidates focus on the question asked, as some candidates wrote extensively about farming techniques that did not relate to the question and about the carbon cycle which also lacked relevancy.

Misconception



There was also some misunderstanding regarding the meaning of drainage basin planning and this is an area centres should look to address.

Exemplar 3

		Deforestation is a major problem to the
		water cycle in the amazon, however there
		are multiple initiatives in place to protect
		the rainforest. One of these is improving
		forestry techniques and making them
		more sustainable. A project called REDD+
		is focused on the a-forestation of the
		rainforest for some 4000 small holders
		via financial aid. The intent to replant
		hard fast-growing hardwood trees which
		will grow in 25 yrs. This means that
		there will be a greater interception
		rate of rainfall which is incredibly
		high in the rainforest, over 2000 mm
		per year. So therefore there is less
		run-off. This reduces the risk of flash
		flooding as interception causes a
		greater lag time and lower peak
		discharge.

This extract demonstrates a clearly structured paragraph, allowing the candidate to show specific knowledge of forestry techniques by reference to REDD+. This could be developed further by more detail on the work they are doing. Subsequently, the candidate links to how this would impact the water cycle by referencing interception and surface run off. There is scope to develop this further by the consideration of other flows such as evapotranspiration. Furthermore, the candidate should evaluate and analyse the success of this strategy, for example, by considering the time scale involved in growing the trees, the extent of deforestation and whether this strategy can sufficiently address this, or through exploring whether local people and governments are supportive. Both the detail for AO1 and inclusion of analysis would be required to indicate that this answer is meeting the Level 3 criteria from this extract alone.

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If you already have a Teach Cambridge account, you'll find the link to the **Online courses** under the **Assessment** or **Training** tab – hover over **Assessment** or **Training** on the horizontal menu and select **Online courses** from the dropdown.

If you don't have a Teach Cambridge account yet, ask your exams officer to set you up – just send them this [link](#) and ask them to add you as a Teacher.

Access the courses **anytime, anywhere and at your own pace**. You can also revisit the courses as many times as you need.

Which courses are available?

We recommend all teachers complete the module on Online courses – NEA for their subject. These courses provide subject-specific information about course content; how to prepare for planning, marking and submitting; and support with understanding the marking criteria.

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.

Tell us what you think

Your feedback plays an important role in how we develop, market, support and resource qualifications now and into the future. We want you and your students to enjoy and get the best out of our qualifications and resources, but to do that we need your honest opinions to tell us whether we're on the right track or not.

You can email your thoughts to resources.feedback@ocr.org.uk or visit our [feedback page](#) to learn more about how you can help us improve our resources.



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Contact the team at:

☎ 01223 553998

🖥 ocr.org.uk

To stay up to date with all the relevant news about our qualifications, register for email updates at ocr.org.uk/updates

Visit our Online Support Centre at support.ocr.org.uk



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