

GEOGRAPHY

Paper 2230/01 Geographical Themes
--

Key messages

There were some issues identified that will help improve performance in the future:

- Include case study material in the 7-mark questions. Putting 'e.g. India/Japan' is not a case study, and the facts and figures relating to the case study have to be included in the whole response.
- Keep working on evaluation techniques. Use phrases such as 'however' or 'on the other hand' to further develop evaluation ideas. Use evidence to support the evaluation rather than just stating 'I agree' or 'I disagree'.
- More time seems to be needed in preparing candidates for the additional/new parts of the syllabus. This was clearly seen in the responses to **Question 4** regarding weathering and different types of erosion.
- Candidates must realise that if a question is worth 2, 3, 4 or 5 marks (apart from the 7-mark case study questions), there is a requirement to write 2, 3, 4 or 5 correct points to gain the marks. However, in the 4- and 5-mark questions, development marks can be awarded for more than simple statements, so candidates should also be encouraged to develop their ideas.

General comments

This was the first paper of the new syllabus and it was interesting to see how candidates dealt with the questions relating to the new syllabus content and the focus on evaluation which appeared in all the 7-mark questions and will continue to do so in the future. The question which contained most of the new syllabus content was not popular and consequently only a very small number of candidates chose to answer **Question 4**, which candidates clearly found very challenging. With regard to evaluating in the 7-mark questions, it was much easier to achieve the higher levels when actual case study material was used. The main area of concern was that candidates were writing too generally and did not refer to case study material.

As a result, it was very difficult to access the higher levels as the candidates could not evaluate the strategies used if there was no, or insufficient, content in their answer to evaluate. Consequently, many of these answers remained in Level 1 or just got into the lowest mark in Level 2. Candidates must think about how they respond in the evaluation questions and phrases such as 'however' or 'on the other hand' are useful statements to use when evaluating in a response. The fact that the duration of the paper has been extended by 15 minutes has been a real advantage to candidates and most candidates completed the paper, which was not the case in the November 2020 examination.

Comments on specific questions

Theme 1: Population and settlement

Question 1

This was the most popular question in this theme.

- (a) Candidates struggled to describe how the birth rate of a country is calculated in this question. Many got very confused with the fact that the live births were divided by the total population and multiplied by 1000, and very few candidates achieved two marks in this question.

- (b)(i) This was very well answered and most candidates got 0.4 million. It was very encouraging to see units being added to figures. Some candidates missed the second part of the question, which was a simple decrease mark. Some candidates understood the part of the question which asked for the impact on the overall population and wrongly referred to ageing and youthful population changes and received no credit for this.
- (ii) This was generally very well answered and three marks were obtained quite easily. The main focus of the majority of responses was on the opportunities in education and the advancement of careers for women and the fact that children were expensive.
- (c)(i) Candidates correctly identified that India was expected to have the highest projected population increase. However, the question asked for the projected population figure and not the country, so unfortunately many candidates lost the mark for writing India and not quoting 310 million.
- (ii) This was very well done and candidates were able to come up with three consequences. Occasionally, the term 'pollution' was used and candidates must remember that the type of pollution must be referred to such as air, noise and visual.
- (iii) Candidates struggled with the term 'expansive population pyramid' and did not label the pyramid correctly. The vast majority of answers gained a mark for the general shape of the pyramid, but more detail was needed in the labelling.
- (d)(i) Candidates struggled with the term 'pattern' and named individual countries that were experiencing a high quality of life, which gained no credit. The correct answers referred to names of continents, the fact that they were HICs (MEDCs) and in the northern part of the world. Any reference to high, middle or low income countries were discounted and received no credit.
- (ii) The best answers were those that actually referred to LICs as strategies were discussed and could then be evaluated. However, all too often simple statements were made such as 'more education or more health care should be provided' with no real attempt at evaluation. Responses such as these remained within Level 1.

Question 2

This was not as popular as Question 1, but there were many responses to this question.

- (a)(i) Surprisingly, the marks for this question were not as high as expected. Candidates needed to explain why a feature would help the growth of the settlement, so simple references to flat land, next to river, etc. received no credit. The flat land was easy to build on or the river provides a water supply would gain the credit here.
- (ii) This was well answered and candidates gained a mark for identifying the fact that there was a cliff, hills or a forest nearby.
- (b)(i) Candidates could generally give a simple definition of a brownfield site, but on occasion some answers required a little more development for two marks. Most responses referred to the fact that it was land that had been built upon before or had been used before, but this type of response only achieved 1 mark.
- (ii) This was well answered and candidates appreciated that the fence was to prevent trespassing on private property or that the site was dangerous. Two of the three marks were frequently awarded here and this highlights the fact that candidates must refer to three separate points in order to gain 3 marks.
- (iii) Despite understanding brownfield sites and answering **parts 2(b)(i)** and **2(b)(ii)** so well, it was surprising that candidates scored very few marks in this part of the question. Answers which gained credit included the idea that the infrastructure was already in place or that less pressure is put on greenfield sites. However, phrases which were frequently referred to included the fact that it was cheaper or easier for the government, and no credit was awarded for these responses.
- (c)(i) This was very well answered and 2 marks were awarded to most answers. The key point was to refer to the 'overall change' and so any references to points in between 1950 to 2040 received no credit.

- (ii) This was very well answered and candidates often referred to better education, higher incomes, access to clean water and the other points which are on the mark scheme. To achieve four marks, four points should have been referred to or two developed statements.
- (d) Candidates who achieved the highest marks were those who used a case study such as Singapore or Jakarta. As a result, the effect of the growth could be evaluated with reference to real-life examples. General statements referred to more congestion, air pollution, deforestation, and the impact on the natural ecosystems. However, without clear evaluation these ideas were not able to advance above Level 2 – 3 marks.

Theme 2: The natural environment

Question 3

This was by far the most popular question in this theme.

- (a)(i) Candidates found this question quite challenging and seemed unclear about what it was asking. Too many candidates lost valuable marks as they just referred to the consequences of the earthquake and did not make the link to the short- and long-term help that was needed by the people in the area involved. The mark scheme contains examples of the short- and long-term effects that should have been included.
- (ii) Most candidates understood that the earthquakes in both countries were powerful and gained this mark.
- (iii) This was generally well answered and many candidates achieved 2 or 3 of the 3 marks available. Ideas such as the time of day in China meant that more people were on the streets and were more at risk, China was less prepared than Japan and that the earthquake in China was more powerful were the common responses.
- (b) This question was well answered as candidates generally understood how earthquakes are caused at transform/conservative plate boundaries. Sometimes the way that the plate movement was expressed was unclear and it had to be clear to the Examiner at this point that the candidate was writing about the plates sliding past each other at this boundary.
- (c) (i) Many candidates simply repeated the words in the question for the part of their answer that related to shock absorbers. More detail was required to achieve the mark here, such as absorbing the tremors of the earthquake. Candidates understood that the flexible structure allowed the building to move with the earthquake and so there was less chance of building collapse. Many candidates made the link between cutting off the gas and less risk of fires for the final part of the question, which was excellent.
- (ii) Despite the question stating 'Apart from earthquake-proof buildings', many candidates referred to how buildings had been modified but received no marks for this. A list of creditworthy answers is shown on the mark scheme, and ideas such as monitoring, education linked to earthquakes, earthquake drills and early warning systems in place were the common answers.
- (d) Candidates were able to discuss the impacts caused by an earthquake generally. The focus, however, was on the environment (built or natural) and many answers placed too much emphasis on people. The best answers were those that referred to actual case study examples and quoted specific information from these examples. With regard to the management strategies, no credit was awarded for general discussion about the strategies used since the marks were awarded for evaluation of the strategies.

Question 4

Very few candidates completed this question, so there were few examples on which to comment. Candidates found the question very challenging and the marks awarded were generally low.

- (a) (i) Very few candidates understood the question and were not able to describe the difference between weathering and erosion, so very few marks were awarded.

- (ii) There was a mixed response to this question, but it was encouraging to see that some candidates were able to refer to the names of different types of weathering, as this was new to the syllabus.
- (iii) Candidates struggled to understand this question and very few answers received any credit. The mark scheme contains the material that was required in order to access the marks for this part of the question.
- (b) Some candidates acknowledged that the photograph was showing headlands and bays but struggled to explain how they were formed. Vague comments such as the type of rock were referred to but no more development was included, so marks awarded were low overall in this part of the question.
- (c) Longshore drift was a common answer and gained the reserve mark. However, there was very little development and very few additional marks were awarded in this question. Candidates seemed to struggle to explain what was happening in the diagram.
- (d) The very small number of candidates who completed this question appeared to misread it and discussed river flooding rather than coastal flooding. Deforestation and heavy rainfall were common responses but received no credit. Ideas such as heavy storms, sea level rise and lack of sea defences were responses which would have received credit.

Theme 3: Economic development

Question 5

This theme had a very similar number of candidates opting to complete each question. In **Question 5**, some very good responses were seen and candidates appeared confident with this part of the syllabus.

- (a) Candidates had to refer to four of the categories shown in the pie graphs and discuss how they changed over time. Simple responses such as increased and decreased were fine and received credit.
- (b)(i) This was well answered and most candidates acknowledged the link between higher income and more travelling by individuals.
- (ii) Again, this was well answered and candidates recognised that if places are made more accessible, then they are easier to travel to.
- (c)(i) Many candidates used examples to answer this part of the question and referred to rainforests or beaches for the natural attractions and religious buildings for the cultural attractions. The differences between natural and cultural tourist attractions were very well understood.
- (ii) There were many very good answers to this question, but too often candidates stopped their answer too soon and only gained 2 or 3 of the 4 marks available. Four separate points were required to gain full marks and there is a list of ideas in the mark scheme that candidates could have referred to. Common responses were income to the country, jobs are created, infrastructure gets developed and the country becomes well known. However, it is likely that candidates who gained 2 marks knew the other parts of the answer, so if they remember that 4 marks means four points, then their marks could increase quite easily.
- (iii) This was generally very well answered and candidates acknowledged the fact that there would be overcrowding on the beach and different types of pollution taking place, which they were able to name. Reference to crime received no credit.
- (d)(i) Candidates seemed to understand what sustainable tourism was, but many only got 1 of the 2 marks available and failed to achieve the second mark. A detailed description was needed for two marks and ideas can be seen on the mark scheme.
- (ii) Those candidates who discussed sustainable tourism generally did well. The most common example was Brunei and the strategies included limiting tourist numbers, education about the impact that tourism has on the environment, and how important it is to maintain the environment. However, some candidates discussed increasing tourism numbers and building new attractions, which is not sustainable tourism and received no credit. Evaluation of how successful these

strategies have been varied in success with some simply stating that it was successful or that it was not. The most successful evaluations made a point such as it was very successful and used examples to support this success. Candidates can argue that the strategies have been successful or that they have not been successful as long as their evidence supports this.

Question 6

A wide range of responses were seen – some were very good; others required more detail.

- (a) (i) Most candidates acknowledged that this was because these countries were close to Brunei or had limited oil themselves.
- (ii) This was very well answered and candidates made the point that the oil and natural gas industry was very important to Brunei.
- (iii) As with previous questions worth 4 or 5 marks, candidates often stopped writing too soon. With more development they could have received higher marks. Points should be developed or five separate points should be included in their answer. Comments such as more income to Brunei, development of health and education, jobs are provided and it improves relations with other countries were common responses. There are further examples, however, on the mark scheme that would receive credit and that many candidates would know, but perhaps felt that they had answered sufficiently and did not need to include anything else in their response.
- (b) (i) This was answered well and most candidates received the mark, although some mistakes were made in the calculation. It is very important that candidates check their answers as mistakes are easily made.
- (ii) Very few candidates understood this question and there were very few correct answers.
- (iii) Candidates were able to write about the consequences of increased car ownership such as traffic jams, air pollution, breathing difficulties, noise pollution and increased risk of accidents. Most candidates achieved high marks in this question.
- (iv) The strategies relating to cars were generally answered better than the strategies that could be used for factories. Responses such as encouraging the use of public transport, encouraging cycling, car sharing and cleaner fuel were often seen and credited. With regard to factories, incorrect answers included producing less and building factories away from settlements. Correct ideas included legislation and recycling waste materials, but these were not seen very often. General statements such as pass laws and use cleaner fuels were credited but the intention of the question was to ask candidates to refer to cars and industry separately.
- (c) The evaluation part of this question was generally done well and candidates appeared confident, either agreeing or disagreeing with the statement. Although this is evaluation, it is rather simplistic and the additional evaluation marks are awarded for the evidence that is used to support the statement. Some of the very best answers were able to see both points of view regarding the statement. They used terms such as 'however' or 'on the other hand' to give reasons as to why fossil fuels can never be replaced by alternative energy or actually the other side of the argument – that with continued development over time, and as fossil fuels run out, alternative energy such as HEP and wind will be able to provide as much energy as fossil fuels.

GEOGRAPHY

Paper 2230/02 Geographical Skills
--

Key messages

There were some issues identified that will help improve performance in the future:

- When asked to make a conclusion for a hypothesis, it is not sufficient to say 'yes'. Candidates need to state that the hypothesis is 'accepted', 'confirmed', 'supported', or 'valid'.
- A ruler, sharp HB pencil and eraser are essential equipment for completing graphs. For pie graphs or bar graphs it is necessary to replicate the shading shown in the key.
- Candidates must give the units of measurement, such as metres (m), km², and per cent, in their answers.

General comments

The new syllabus includes different styles of maps from around the world. The Norway 1:25 000 map extract was well utilised by many candidates.

The geographical terms 'relief' and 'drainage' seemed to be better understood by candidates this year.

Lack of understanding of scale, in this case 1:25 000, caused some candidates problems in measuring straight line distances and calculating area. If candidates know that 1:25 000 means 4 cm on the map equals 1 km and that each grid square represents 1 km², then these questions are relatively simple.

Giving a compass direction 'from' a certain place caused confusion for some candidates. Candidates need to check whether they are going towards or from a given point to avoid giving an incorrect answer when they clearly know the points of the compass.

There were several excellent scripts this year where candidates had prepared carefully for the new Geographical investigation element of the examination.

There were three notable areas of the Geographical investigation that candidates need to be more familiar with: pilot studies, designing a recording sheet and making a conclusion.

Comments on specific questions

Section A: Mapwork skills

Question 1

This question based on a 1:25 000 map extract of Norway tested a wide range of map skills. Despite this being a different style of map, candidates were competent at using an unfamiliar key to identify tourist facilities, tourist activities, vegetation, and land cover. They could also calculate a difference in height and interpret contour patterns to describe relief. The geographical terms 'relief' and 'drainage' seemed to be better understood.

- (a) (i) Almost all candidates correctly identified Bømøen airport in grid square 6325.

- (ii) Candidates who used the map extract to note that the land was flat and was a large open space easily gained the 2 marks available.
- (b)(i) and (ii) The vast majority of candidates were able to use the key to identify two tourist facilities in Voss and linked the tourist activities to the correct grid squares.
- (iii) It is important to know, when giving six-figure grid references, that the first tenth is 0. Therefore, the correct answer for (b)(iii) is 563231, so candidates who answered 564233 were not quite accurate enough to gain the mark.
- (c)(i) Many candidates do not understand that each grid square on an OS map represents 1 km^2 , so all that is required is to count the grid squares to establish the total area. There is no need for complicated calculations.
- (ii) Candidates who answered 'illuminated ski trail' had used Fig. 1.1 and the map key but had not looked at the map extract to see where Voss is in relation to the café.
- (iii) Candidates who know that 1:25 000 means 4 cm on the map equals 1 km or who referred to the scale at the bottom of the map extract were able to convert the 7.2 cm distance on the map into 1.8 km, either by dividing by 4 or by using the linear scale provided.
- (iv) Giving a compass direction 'from 562266' caused confusion for quite a few candidates who answered SE instead of NW. There were also a few who did not know their points of the compass, particularly the difference between E and W.
- (v) Most candidates were able to calculate the difference in height between the two trigonometrical points as 40 m or metres. Unfortunately, a few candidates did not state the units of measurement and so did not gain a mark.
- (d) This descriptive question on vegetation and land cover, relief and drainage was generally well answered by referring to the map extract and key. Only a few candidates did not attempt to describe relief and/or drainage.

Section B: Geographical skills

Question 2

- (a) Stronger responses described the distribution of industrial sites in Brunei with terms such as coastal, linear, clustered, whereas weaker responses simply listed the location of each site.
- (b) Candidates generally described the site and situation shown on the photograph well, while a few wasted time explaining why BMC was located there, which was not required until (c).
- (c) Candidates were able to link the theory of industrial location to what they could see on the map, the photograph and Table 2.1 to explain why this was a good location for BMC. Candidates who developed their points were able to score full marks for this question.
- (d) The majority of candidates know that Brunei needs to diversify its economy because it is too reliant on the finite oil and gas industry.

Question 3

- (a)(i) The bar graph was accurately completed by most candidates.
- (ii) Cambodia was easily identified as the country with more than half its population living in informal settlements.
- (b) The informal housing in the photograph was described in detail by the strongest candidates to ensure they gained all 3 marks available for this question. Weaker responses which listed only three short points ran the risk of losing marks.
- (c) This question only asked about the change in urban population. However, many candidates also included information about rural population which was not relevant. To ensure accuracy,

candidates can use a protractor or ruler to measure per cent from pie graphs. It is essential for candidates to include per cent as part of their answer.

- (d) Urban growth is the expansion of urban areas rather than urbanisation, which is the movement of people from rural to urban areas. Candidates who focused on urban areas found it easy to identify two problems, but care should be taken to avoid one-word answers such as pollution and education without any detail.

Section C: Geographical investigation

Question 4

This was the first Geographical investigation question for Brunei candidates, and whilst most candidates attempted all the questions, others left several parts unanswered, in particular **part (c)(i)**. If possible, candidates should attempt to answer every question.

The data presentation questions in **parts (b)(i)** and **(c)(ii)** presented few problems for candidates. Areas of Geographical investigation that candidates seemed less familiar with were pilot studies in **part (a)(iii)**, drawing a recording sheet in **part (c)(i)**, and making a conclusion with supporting evidence in **parts (b)(ii)** and **(c)(iii)**.

- (a) (i) It was clear that many candidates had not prepared or carried out fieldwork in the CBD, so they had to use their own knowledge or experience to suggest identifying features of the CBD.
- (ii) The majority of candidates knew that the type of sampling method used for the pedestrian counts was systematic.
- (iii) Most candidates understood that a pilot study would allow them to practise their data collection techniques so they would know what to do. A few went further and wrote about working together and safety issues, but most did not relate their answer to collecting pedestrian and traffic data.
- (b) (i) The composite bar graph was generally very neatly and accurately completed. It is important that candidates have a sharp HB pencil, ruler, and eraser for this type of question as to gain full marks the candidates must replicate the shading in the key.
- (ii) If candidates agreed with the hypothesis, they needed to state that the hypothesis is 'accepted', 'confirmed', 'supported', or 'valid'. It was not sufficient to say 'yes'. Good support included detailed data from Table 4.1 and Fig. 4.2, whereas weaker responses suggested that it went down from Site 1 to Site 12 or that it went from 44 to 19 but with no indication of whether this was total or average traffic flow.
- (iii) The vast majority of candidates correctly identified cars as the most common type of traffic shown on Fig. 4.2.
- (c) (i) About one third of candidates did not attempt this question, so scored 0. The stem of the question provided enough information for candidates to attempt this task and almost all candidates who attempted it scored 1 or 2 marks. Those who gained full marks were familiar with data recording sheets, so included space to record the counts as well as additional information such as date and name.
- (ii) The quality of bar graph completion was very high with just a few candidates losing a mark for inaccurate plotting or untidy shading that did not replicate the key.
- (iii) Practice in answering this type of question – using evidence to support a conclusion – will enable candidates to become more proficient at it. As candidates undertake more Geographical investigation work as part of the new syllabus, they will learn how to make conclusions and present arguments to support their decisions.