

GEOGRAPHY (BRUNEI)

<p>Paper 2230/01 Geographical Themes</p>
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Key messages

- Reading the question very carefully and identifying the command word in each question continues to be a key piece of advice for candidates taking the examination. 'State the difference' came up a couple of times on this paper and a calculation was required to get the correct answer. All too often candidates lost valuable marks in these questions as they simply put two figures and did not calculate the difference between these figures. There is a list of command words in a table at the back of the syllabus (page 31) and candidates should be familiar with what all these words mean so as their answer contains the required focus.
- It is also very important to study the number of marks per question very carefully and use this as guidance for writing the response. 2 marks shows that two different points are required just as 4 marks would require four different points. Those questions containing 5 marks also require five points, but development marks can be awarded here as well so it is worthwhile developing responses. A good piece of advice is always to add an extra point in case one point is incorrect or is too similar to another point in the answer.
- Very few candidates used generic terms such as 'quality of life' or 'standard of living', and 'pollution' nearly always had a named type such as air, water or noise pollution which is really encouraging to see.
- Candidates must study any resources related to a question before attempting the answer. Photographs should be studied very carefully as not everything is obvious at a first glance. Data must be extracted from tables and graphs and included in responses. It is also very important that units are referred to and are used correctly.
- It is very encouraging to see candidates labelling their answers correctly. Very few candidates did not follow the rubric of completing one question per theme. Those candidates who decided to change their answer were also very good at crossing out the work they did not want to be marked.
- There is great improvement with regards to the 7-mark questions. Most candidates are starting their responses with some evaluative comment (agree/disagree/partially agree and disagree) which is really encouraging to see. Examples are also being used more and are forming part of the response rather than just an afterthought. It is very important that candidates continue to do this. Sometimes the responses to 7-mark questions are a little too short which makes it difficult to access higher marks and it is also very important to stick to the question asked.
- Compass points are now used frequently rather than 'left', 'right' or 'above'.
- Candidates do not have to write in full sentences for the 1-mark questions – the answer, which is often a figure or statistic taken from a graph, is sufficient.
- When asked to 'sketch' it should be a simple sketch with annotated labels. A large amount of detail in the sketch is not required.
- The term 'global distribution' was not always understood, and marks were lost as a result.

General comments

Candidates are making good use of the extra 15 minutes and nearly all candidates were able to complete the paper. With regards to Theme 1 the responses were evenly spread between the two questions. However, with Theme 2 most candidates answered **Question 3** and only a very small number attempted **Question 4**. As a result, there is very little feedback on **Question 4** as sufficient answers were not seen by the examiners to make valid comments. There was an imbalance in Theme 3, with **Question 6** being more popular. It is worth noting that candidates are often getting confused with the difference between imports and exports – many talked about importing goods to other countries, so this may be worth addressing in the classroom. It is very encouraging to see some excellent geography in the answers and credit must be given to both teachers and the candidates themselves for this. Teachers have clearly acted on the advice given in these reports and the mark schemes and are encouraged to continue to do so.

Comments on specific questions

Theme 1: Population and settlement

Question 1

- (a) (i) Only two answers were acceptable here – Bangladesh and Indonesia. This is an example of candidates simply writing the correct answers and receiving credit, rather than putting this into a sentence. This was well answered, and candidates had studied Fig.1.1 correctly.
- (ii) Two different reasons were required, and the mark scheme contains a wide variety of possible answers. Many candidates did understand that rice could be imported but this was phrased incorrectly in some answers and candidates talked about the rice being exported into the country.
- (iii) Candidates showed a very good understanding of these two farming types, and many achieved full marks. Each type of farming was taken in turn and described correctly in most cases. Many referred to the idea that commercial rice farming produced rice that was sold and in large quantities with machinery whereas subsistence rice farming was primarily consumed by the family in a small area with a small output using animals to help with the farming.
- (b) (i) Candidates were able to read the divided bar graph correctly and quote the figures for China and Vietnam. However, the mark was only awarded for the difference between the figures, and unfortunately many candidates missed out on this mark as the calculation was not completed.
- (ii) A wide variety of correct answers were seen. As the command word was 'suggest' if the answer was plausible then credit was given. Many candidates referred to the fact that there is a high population in China and so the demand was high, as well as the coastal location in China.
- (iii) A well answered question and 2 marks were achieved quite easily by referring to nets going into the water and fish getting caught in the nets.
- (iv) The mark scheme shows a great range of possible answers and many candidates gained 2/3 marks. Common responses related to water pollution which killed fish, people preferring to work in tertiary jobs and quotas placed on fishing. The key word in the question was 'challenges', not simply how the fishing process operated, so the fact that licenses were required did not receive credit. Any reference to the weather did not receive credit either.
- (c) When the candidate was fully aware of the strategies used to increase agricultural production in Brunei, the answer was well written and higher marks were awarded. Strategies referred to include the use of machinery, developing HYVs, increased irrigation and educating farmers. Examples were often included to support these points, such as reference to the DAA supporting farmers and collaborative projects with other Southeast Asian countries. However, these types of answers were quite rare, and it seems that the candidates were not fully aware of the wide range of strategies which could be used to increase agricultural production. All too often the answers were written very generally and in a very simplistic manner referring to more land needed, reduce imports, and plant more seeds.

Question 2

- (a) (i) Age and sex of the population were the common answers here and many were able to gain the marks.
- (ii) A great deal of time and effort was often put into the sketch when really a very quick sketch was all that was required. Many candidates put so much effort into drawing individual bars all the way up to the age of 100. Page 44 of the 'Year 10 Theme B People, Food and Settlement' textbook shows the types of sketches that should have been included. The annotated labels were the important part and many did not actually include any labels or simply included terms such as male/female/working population, etc. The mark scheme shows the labels that were expected but were very rarely seen. Many candidates were unsure of what a constrictive population pyramid was like and drew an expansive pyramid, which gained no credit.
- (b) Many candidates achieved 2 marks here – the idea of a decrease somewhere in the answer as well as reference to the start and end figures. Describing the graph as fluctuating was rarely seen

but would have gained a mark. Many stated that the birth rate increased from 1960 to 1963 which was not correct – the year should have been 1961 to 1963. Sometimes the scale was not referred to correctly – many talked about the birth rate being 36 000 in 1963 when in fact the correct answer was 36 per thousand people and consequently no marks were awarded for this incorrect reference to the figures.

- (c) (i) Many candidates clearly understood the term and gained the mark for the definition of 'life expectancy'. Some answers were a little unclear and did not receive the credit.
- (ii) This was a question with the command word 'state'. The difference between 48 and 80 had to be calculated as well as the reference to the fact that there was an increase. Many candidates did not work out the difference and just referred to 48 years and 80 years. Those who did the calculation often only put 32 years but the question asked for the change, so reference was needed to the fact that there was an increase.
- (iii) This question was very well answered, and 4 and 5 marks were often achieved. Candidates referred to many of the points on the mark scheme and clearly had been very well taught about the reasons for falling death rates. A small number of candidates got a little confused and misunderstood the question, referring to lack of healthcare/no clean water, etc. and no marks could be awarded.
- (d) (i) The term 'increase' was seen very often and so at least 1 mark was often awarded. However, there was no credit for the actual numbers of people as the question asked for the percentage of people. There had to be some calculation of the data to get the mark and the figures correctly awarded can be seen on the mark scheme.
- (ii) A wide range of answers were seen here with a variation in marks awarded. Many acknowledged that a large youthful population was to be celebrated as jobs could be filled/people could defend the country and the young were often very motivated to succeed and had many really good ideas about how to move a country forward. However, some responses were a little simplistic and did not refer to examples so stayed as Level 1 (2 marks) or just gained Level 2 (3 marks). However, those who disagreed often incorrectly completed an answer on overpopulation in general which was not the question and so mainly stayed within Level 1.

Theme 2: The natural environment

Question 3

- (a) (i) This question was very well answered, and candidates clearly had been well taught about the different types of plate boundary. The sketches seen here were more of the expected level of detail showing the main points – this was in great contrast to the detailed sketches that were included in 2(a)(ii).
- (ii) Candidates were able to achieve highly here and many correctly chose three characteristics related to shield volcanoes. The list rule applied so only the first three answers were credited.
- (b) (i) Many candidates misunderstood the question and quoted 30 000 deaths as this was at the top of the graph. However, the question did ask for the most recent and so candidates had to study the dates – the correct answer of 1750 was rarely seen.
- (ii) This was another 'state the difference' question and so a calculation had to take place. Some candidates stated the correct two readings from the graph but unfortunately did not receive the mark as 8000 was not stated. However, many candidates did correctly work out the difference and got the mark.
- (c) (i) In order to achieve the mark it had to be clear that the heat was taken from below the ground and not simply the ground's surface. Few candidates answered this correctly.
- (ii) This was correctly answered in most cases as candidates had studied the figure correctly and extracted the correct information.
- (iii) Many answers referred to electricity and gained 1 mark but missed out on the second mark.

- (iv) Candidates answered this question very well and referred to fertile soils and tourism as two other positive impacts from volcanic activity. Many developed their ideas, and 3 or 4 marks were often awarded.
- (d) This was one of the best answered 7-mark questions on the paper. Candidates acknowledged that the ability to predict volcanoes accurately would result in people evacuating and fewer deaths would happen. However, they also did recognise that some people would refuse to move and that predictions were not always accurate. The marks were awarded based upon reference to examples incorporated into the answer rather than simply stating e.g. Japan. A few answers concentrated too much on how volcanic eruptions would be predicted rather than making the link to the negative impacts on local people.

Question 4

- (a) (i) Those that did answer this question were able to refer correctly to two coastal erosion processes and gained 2 marks. Some answers were developed further to receive the two additional marks.
- (ii) Diagrams were used and when the candidate went through the process as a sequence, marks easily accumulated. Diagrams helped with the explanation and although not essential were very useful in helping support written answers.
- (iii) The idea that the stack would become smaller and become a stump were the most common responses.
- (b) (i) This was answered correctly by many candidates answering this question.
- (ii) Candidates found this question quite difficult, and marks were generally awarded for reference to the named type of weathering rather than the rate.
- (c) (i) The key to getting this correct was the reference to the variety or different living plants and animals and not many gained the 1 mark available.
- (ii) Very few answers were seen for this question and so it is very difficult to comment on but those responses that examiners did mark generally agreed with the statement and supported the points made with reference to animals and tropical rainforest locations. However, some candidates did open this up and referred to flooding and the impact of global warming due to deforestation in tropical rainforests.

Theme 3: Economic development

Question 5

- (a) (i) This was well understood, and candidates achieved highly here.
- (ii) A very mixed response was seen in this question – **Part A** impact on health was generally answered very well as reference was made to breathing difficulties and illnesses such as asthma. **Part B** was not always understood, and credit was generally only awarded for acid rain. **Part C** was very varied, but credit was often given for the idea that they were non-renewable.
- (b) (i) Most candidates correctly did the calculation in this question. Occasionally the answer was correct but the units were not included and therefore the mark was not awarded.
- (ii) Credit was only given for the number 7, which many candidates correctly gave as their answer. However, some candidates listed the correct countries but did not receive credit as the question asked them to 'state the number'. This is an example of when it is very important to read the question carefully.
- (iii) Candidates are doing well with ranking style questions which are often seen on Paper 2 and so 3 marks was commonly awarded here. Many referred to two similarities and one difference.
- (iv) This was really a comparison question so reference to population, for example, had to refer to higher population in some countries before the mark could be awarded. The other common answer

was reference to more factories but reference to heating and air conditioning were also seen and received credit.

- (c) (i) Candidates found this question challenging – many referred to carbon being released but the mark was only awarded for reference to carbon dioxide or greenhouse gas emissions.
- (ii) Generally, this question was well answered with many agreeing with the statement. Examples were referred to from all around the world and from a variety of different cities to show how public transport is being improved. It was also very encouraging to see many candidates mentioning that this was important but that these two examples were not the only ways of reducing carbon footprints. Other examples referred to tree planting/recycling and reference to renewable energy.

Question 6

- (a) Many candidates did not achieve highly as they misunderstood the question – the focus was on describing the global distribution of the countries with the highest arrivals. Many candidates simply referred to the countries themselves and some even gave suggestions as to why some countries would have many tourists – e.g. Eiffel Tower in France. Those that were successful referred to the fact that the largest concentration was in Europe, they were dispersed around the world and in the northern hemisphere.
- (b) (i) This was a well answered question with many getting within the tolerance permitted and acknowledging that there was an increase. Some candidates however did misunderstand the question and referred to the increase in tourists rather than making reference to the opinion.
- (ii) This was the lowest achieving question on the paper as many candidates misunderstood the question. The focus was on the reasons why residents thought there were too many tourists and should have referred to ideas such as overcrowding, litter and types of pollution. Unfortunately, many candidates referred to why there was such an increase in tourism due to improved transport links, more attractions, and discounted prices. Answers such as these received no credit.
- (iii) A range of marks were awarded here with the vast majority recognising in **part A** that more leisure time resulted in more people travelling to different countries. With regards to **part B**, many referred to more shopping attractions, hotels and development of airports.
- (c) (i) The question asked for the ‘main’ attractions in Brunei so although there were a large range of answers given only those that were seen as the main attractions received credit. The mark scheme contains the answers which were credited. The attractions had to be named and credit was not given for general references to beaches/rainforests/reference to food or culture.
- (ii) Most candidates agreed with the statement but could not really give reasons as to how these strategies would promote tourism in Brunei. Some referred to named social media which could be accepted as examples. Other candidates referred to the role of embassies and Royal Brunei Airlines and 2 or 3 marks were frequently awarded. However, more detail was required to access higher Level 2 marks. Candidates misunderstood at times and referred to tourist attractions in Brunei and what people could see when they visited Brunei, rather than appreciating that the question was asking how these strategies themselves could promote tourism.

GEOGRAPHY (BRUNEI)

Paper 2230/02
Geographical Skills

Key messages

- Candidates must read the questions carefully. Candidates cannot gain marks if they are not answering the question set. Some examples of questions on this paper that were misunderstood included: **1(d)(ii)** Explain why this area is a good location for a power station, **2(a)(iv)** What is the overall trend shown in Fig. 2.1?, **2(b)(ii)** Why is the Temburong Bridge so important for the development of Brunei?, **3(b)** Use data from Fig. 3.2 to support your answer, **4(b)(iii)** Suggest two pieces of advice the students' teacher gave them about using the questionnaire in the mall.
- When quoting data, it needs to be precise and have the units of measurement, for example: metres, km, km², per cent.
- When asked to describe a geographical location use 'north' or 'south' of the lines of latitude provided on the map, not 'above' and 'below'.
- Geographical skills improve with practise. Use past examination papers, mark schemes and PERTs from the Brunei School Support Hub to help candidates prepare for this examination.

General comments

The best candidates scored well in all three sections of the paper. Whereas the weakest candidates tended to miss out questions, not understand questions, not give units of measurement, and give single word answers.

Map skills which were generally good included: using the key to identify features, stating a compass direction, and giving a six-figure grid reference.

Completion and interpretation of the various types of graph was very good. These included a line graph, pie graph, bar graph and horizontal bar graph.

Presentation and analysis of the data collected in the Geographical investigation was generally very good.

Making a conclusion about a hypothesis in the Geographical investigation was generally well done. Most candidates stated that Hypothesis 1 was 'true', 'correct', 'confirmed', 'accurate', 'supported', 'accepted', 'valid' or words to that effect and then supported their conclusion with evidence. Similarly for Hypothesis 2 many candidates stated 'no, the results did not support the hypothesis' and then backed this up with evidence.

Comments on specific questions

Section A: Mapwork skills

Question 1

The map questions, based on a 1:25 000 map extract of Angle Bay in the UK, were generally well answered by those candidates who had practised their mapwork skills. Past examination papers are a useful resource for candidates to prepare for **Section A** of this paper.

- (a) (i)** The vast majority of candidates correctly identified surfing as the named leisure activity.

- (ii) Despite being offered a choice of answers, some candidates demonstrated that they did not understand the map scale. When the map scale is 1:25 000, 4 cm on the map represents 1 km in real life and each grid square equates to 1 km². To answer this question candidates did not need to measure the distance and use the scale to convert it to kilometres but instead could approximate the number of grid squares the route went through, in this case more than 2 but less than 4, so the correct answer was 2–4 km.
 - (iii) The majority of candidates gave the correct compass direction as NW.
 - (iv) The type of vegetation on the dunes was bracken but those who responded 'bracken, heath or rough grassland' were awarded the mark because on the map key it was difficult to interpret which symbol represented each type of vegetation.
- (b) (i) The best descriptions of Angle identified it as a linear settlement, built along the road. Marks were also available for descriptions of the relief as gently sloping, naming the services shown or stating that Angle is a village. Candidates who described the situation of Angle generally scored 0 marks.
- (ii) Candidates who used the tourist information or historical features sections of the map key easily identified two pieces of map evidence to show why this area is a tourist destination. Answers referring to vegetation or relief did not gain any credit.
 - (iii) This question asked for a description, so it is not enough to copy a list of words from the map key such as: contours, vertical face/cliff face, outcrop, scree, loose rocks boulders. The response needs to be a description of what is found and where it is found in this area of the map. For example: 'Angle Point and Sawdern Point are both headlands with cliffs and in between them is a bay, Angle Bay, which is sand and mud and has some rock outcrops at low tide'. The key word natural was emboldened in the question to help candidates focus on this but there were still quite a few man-made features included in some candidates' answers.
- (c) (i) Almost all candidates were able to use the map key to identify feature X as a mast.
- (ii) The six-figure grid reference was correctly given by the majority of candidates. Candidates should be reminded that the first tenth of a grid square is 0 not 1, so the absolutely correct answer was 924014 rather than 925015 which was accepted as it was within tolerance for this question.
 - (iii) There were some excellent descriptions of relief which included reference to the hill with a maximum height of 73m, with gentle slopes to the south and a convex slope to the north. Candidates need to study the contours carefully to establish the range of heights and a maximum height if one is shown. They must always include the units of measurement, in this case metres (above sea level), after any figures quoted.
- (d) (i) Careful scrutiny of the map extract enabled the majority of candidates to correctly work out that the oil arrives by sea at the jetties shown, then it is transferred by pipeline to the refinery.
- (ii) The command word in this question was explain so candidates needed to do this and not just state that, for example, there is flat land, it is near water, there is open space, etc. This was a demanding question because four separate explanations were needed for full marks. Not many candidates scored above 2 marks.

Section B: Geographical skills

This section proved to be easier for candidates than both **Sections A** and **C**. The line graph in **2(a)**, the bar graph in **3(b)** and the pie graph in **3(c)** were all handled well.

Question 2

- (a) (i) The vast majority of the candidates plotted the data for 2017, 2018 and 2019 accurately and joined the points up neatly using a sharp pencil and ruler.
- (ii) Almost all candidates correctly identified 2010 as the year in which crude oil production was at its highest.

- (iii) This question required candidates to look at the rate of change shown on the line graph. The steeper the gradient the greater the change. Just less than half of the candidates correctly answered this question.
 - (iv) The overall trend shown in Fig. 2.1 was decreasing, it was not negative or fluctuating. Most candidates understood the term overall.
- (b) (i) This demanding question required at least one accurate distance and one correct compass direction to gain full marks. With this type of question candidates should divide the route into sections and describe each part of the journey. The guidance, 'You should refer to distances and directions in your answer', cannot be ignored as there are reserve marks for these components. Many candidates were able to score 1 or 2 marks.
- (ii) Many candidates were able to suggest reasons why the Temburong Bridge is important for the development of Brunei. Vague answers such as easier, more wealth, accessibility, helps Brunei develop were not credit worthy nor were answers that did not relate to the development of Brunei.

Question 3

- (a) Geographical descriptions of a location can either use compass directions, latitude and longitude or proximity to named features on the map. References to above, below, left and right are not acceptable. Many candidates were able to score at least 1 mark on this question.
- (b) This 4-mark question with a reserve mark for using data from the bar graph was well answered. The best candidates divided the graph into two sections and described the changes from 2004 to 2012 and then from 2012 to 2020. Weaker candidates described the changes year by year which was time consuming and repetitive. Candidates who only described the overall change were unable to gain full marks for this question.
- (c) (i) The pie graph completion had quite a high omission rate. Candidates should be reminded that not all questions on this paper will have an answer line as they sometimes require the completion of a figure or table. In questions like this, the instruction of where to complete the task will be emboldened in the question – in this case 'complete Fig. 3.3.' The best responses were neat and accurate whilst weaker candidates plotted the segments in the wrong order, shaded the segments the wrong way around, did not take enough care plotting the line at exactly 85% or applied shading that was untidy or had little resemblance to the key. A sharp pencil, ruler and eraser are essential for graph completion questions.
- (ii) The vast majority of candidates identified cattle ranching as the correct answer.
- (iii) Most candidates could state one reason why tropical rainforests are a valuable resource that needs to be conserved. Candidates should be wary of writing single word answers as they are unlikely to be sufficient. The mark scheme, which is written for the Examiners, might include a list such as: timber, food, tourism, medicine, but the candidates are expected to demonstrate knowledge of their chosen reason not just write a single word answer such as oxygen.

Section C: Geographical investigation

Question 4

This questionnaire based Geographical investigation was challenging for candidates who had not had the opportunity to conduct a questionnaire themselves.

The data presentation and interpretation posed few problems for candidates. The area of Geographical investigation that candidates seemed least familiar with was data collection. Candidates found **part (b)** on sampling and using a questionnaire, and **part (f)(ii)** on reliability of data collection, difficult to answer.

- (a) (i) Most candidates could name a suitable type of graph to present the data shown in the table.
- (ii) Candidates struggled to understand the idea that a total population of 4 million was unlikely to make 84 million visits to the mall, so therefore it is likely that there are a very large number of tourists visiting the mall.

- (b) (i) Only a minority of candidates knew that asking every tenth person is called systematic sampling.
- (ii) Very few candidates could state one advantage of using systematic sampling to collect data.
- (iii) This question about using the questionnaire was often misunderstood by candidates whose answers focused on designing a questionnaire not how to use a questionnaire. Candidates who have the opportunity to practise data collection techniques have a much better understanding of how to conduct geographical fieldwork.
- (c) (i) The horizontal bar graph was generally plotted and shaded correctly with only a small number of candidates drawing a mini bar graph within the horizontal bar. Some candidates missed out this graph completion question. It is very important that candidates work carefully through the exam paper, being sure to read every question, and not just answering those with lines to write on.
- (ii) This 2-mark AO3 Judgement and decision-making question was very well answered by the majority of candidates who understood the requirement to make a conclusion and then support their answer with evidence. When data is quoted it is essential to include the units of measurement used, in this case per cent from Fig. 4.3.
- (d) (i) Despite many candidates correctly stating that the data in Table 4.2 was secondary, only a minority of these could explain that this was because the information had been collected by someone else and was not first hand as the candidates had not actually been to the mall to collect the data.
- (ii) The majority of candidates correctly selected shops from Table 4.2 as the most common type of land use.
- (e) (i) Reading the pie graph posed few problems for candidates. Most worked out that food was the most popular reason for visiting the mall.
- (ii) This 3-mark AO3 Judgement and decision-making question was competently answered by many candidates who started their answer by stating 'yes' or 'no', that the results did or did not support the hypothesis, and then provided clear evidence to support their decision, including quoting accurate data from Fig. 4.4. Some weaker candidates merely repeated the hypothesis, gave data that was not precise, for example, more than or less than 30 per cent, or omitted the units of measurement (per cent).
- (f) (i) It is clear from the responses to this question that many candidates did not know how to formulate a hypothesis. A short session practising writing hypotheses in class in preparation for a real or hypothetical Geographical investigation will enable candidates to demonstrate this skill in an exam situation. However, almost half of the candidates who answered this question suggested a valid hypothesis.
- (ii) Evaluating the outcomes of a Geographical investigation, in this case the reliability of data collection, is a demanding task, particularly if candidates are applying it to a scenario they might not have experienced themselves. The concepts of bias and anomalies seemed to be unfamiliar to the vast majority of candidates. If candidates have the opportunity to undertake a Geographical investigation it is important to evaluate their work. Discussion of problems collecting or presenting the data and how these could be improved will help them when it comes to evaluating other candidates' investigations.