

GEOGRAPHY (BRUNEI)

Paper 2230/01
Geographical Themes

Key messages

- It is very important that candidates focus on the command words and instructions in the question – ‘describe’, ‘explain’, ‘study’, etc. all have different meanings and require different responses so candidates must be aware of how to respond to these different command words. There is a list of command words in a table at the back of the syllabus (page 36) and candidates should be familiar with what all these words mean so 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. For example, 3-mark questions will require three different points.
- There were quite a lot of general references to the term ‘pollution’ on this paper which had not been seen for quite a while. Pollution must be specified with regards to air, water, noise or visual pollution.
- For the first time in quite a while, there was evidence that candidates did not finish the paper. Candidates clearly have a high level of knowledge and have a great deal to include in their answers. However, it is very important that they think about timing – when candidates did not complete the paper, it was often because they had included too much information in the 2-mark and 3-mark questions in Themes 1 and 2.

General comments

Throughout the paper there was evidence of good geographical knowledge and understanding. Teachers had prepared their candidates very well and there were very few unanswered questions across the paper. In Theme 1, **Question 1** was more popular than **Question 2** but the performance on both questions was comparable. In Theme 2, **Question 3** was very rarely attempted and so there were not many answers to base the comments in this report on. Those candidates who did complete **Question 3** unfortunately scored quite low marks across all of the paper and subsequently **Question 3** was quite low scoring, despite the questions being taken directly from the syllabus. **Question 4** on plate tectonics, earthquakes and volcanoes is always the preferred option and this question was generally answered very well. In Theme 3, **Question 6** was more popular than **Question 5** but the performance on both questions was comparable. Overall, across all questions on the paper the biggest area to be worked on is the need to build a case study effectively into the 7-mark answers which are marked using the levels of response marking grid.

Comments on specific questions

Theme 1: Population and settlement

Question 1

- (a) (i) Candidates were asked to study the photograph and select three features of the area that had shown that regeneration had taken place. Three ideas extracted from the photograph were required such as streetlamps, the fact that it was a clean area and the presence of trees or benches. It is important that candidates select the more obvious features – reference to shops for example did not receive any credit as it was not clear enough that shops were present. Cafés could be clearly seen but shops were a little more unclear. The fact that the buildings were old or contained historical detail did not receive credit as the focus of the question was on the regeneration work that had taken place and answers needed to refer to the fact that buildings had been improved, modernised or that they were well-maintained.
- (ii) In this question the candidate was then expected to make the link between the feature that had been described and how the quality of life would be improved for the people living in the area. Common correct responses referred to the fact the area was pedestrianised, and this resulted in

less air pollution for the people as well as the improved safety aspect at night provided by the streetlamps. No credit was given for any reference to tourism and making money as this was not the focus of the question.

- (b)(i)** A compass direction was the most common response with most candidates acknowledging that the urban area would continue to expand north or north-west. However, credit was also given for stating expansion towards the rural area. Candidates recognised that the rural area had more space and that the floodplain, river and sea could restrict growth. However, some candidates referred to the urban area moving towards the sea for more fishing jobs and tourism, but this was not the focus of the question and received no credit.
- (ii)** A very well answered question with many candidates achieving highly. Reference had to be made to people and the environment for full marks, but this was done well. Deforestation and loss of habitat were the most common environmental problems and unemployment, traffic congestion, crime and pressure on named services were often referred to for the problems for people. The term 'pollution' often appeared but this did need to be named with regards to air or noise for example to receive credit.
- (iii)** It was encouraging to see some candidates getting this correct and recognising the term 'counter-urbanisation'. However, a large proportion of candidates got this incorrect with common incorrect answers referring to 'rural to urban migration' or 'internal migration'.
- (iv)** A wide variety of answers were given for this question. The emphasis of the question was that there was room to develop, it may be a more peaceful area, the land was cheaper, and it was still close enough for people to commute to urban areas for work. The question was not simply stating the problems of urban areas.
- (c)** This question was answered very well. Candidates are familiar with how to answer such questions. The first point is to state the overall change, which in this case was declines/falls, state the figures for the start and the end and then to work out the difference between these two. Additional marks were awarded for any decrease between two periods and recognising that there was no change from 1990–1999. Candidates needed to refer to % in their answers and figures were only credit worthy for the beginning and end and for the difference in between.
- (d)** Many candidates were able to refer to a wide variety of examples to support their ideas. It was recognised that rural areas were perhaps more peaceful with less air pollution and were more community minded but that these areas did lack healthcare, education and employment opportunities in comparison with urban areas. Mistakes were made when candidates compared the LIC/MIC with an HIC not understanding the focus of the question. Overall, there were too many general ideas and not enough reference to specific examples in the responses. Examples must be more integrated into the answer rather than simple references to cities and rural areas. The evaluation aspect of the question was very good, and a great amount of progress has been made in this area by centres.

Question 2

- (a)(i)** Candidates were very unsure of the definition for the whole term. Many candidates got parts of the definition correct but not the full definition.
- (ii)** Generally, this was well answered and candidates were within the tolerance allowed. Unfortunately, some candidates did not add both parts together and just wrote the two percentages which received no credit.
- (b)** Candidates answered this question quite well but often did not include four separate points so missed out on full marks. The physical reasons often referred to hilly land and infertile soil and the common correct human responses referred to the fact that people did not want to work in agriculture and that the pay was much less. Incorrect answers referred to the lack of machinery, lack of labour and shortage of fish which did not receive any credit.
- (c)(i)** Trawling was often incorrectly referred to here but this did not stop the candidates from achieving full marks as credit was given for the fact that nets were lowered into the water, fish got caught in the nets and the nets were pulled back in.

- (ii) It was encouraging to see candidates answering this question so well. They clearly understood the importance of the fishing industry to the people and referred to the jobs that were provided, that Brunei needed to be more self-sufficient and diversify the economy. Although no credit was given for the fact that food was provided through fishing, recognising that this food was a source of protein did receive a mark.
- (d)(i) Candidates did recognise that 'internal migration' referred to people moving within a country and the vast majority gained this mark. Often reasons given for the migration included job opportunities, education and healthcare and described why people moved within a country successfully.
- (ii) This was another very well answered question relating to graphs. As with the graph in **Question 1**, the overall change with data needed to be referred to and then any changes within the graph could be identified, such as the decrease between 1911–1931 with supporting data.
- (iii) A wide range of answers were seen in this question with many achieving highly and answering the question asked. When specific case studies were referred to such as international migration from Mexico to USA or Turkey to Germany, candidates were able to write with confidence and gain high Level 2 and Level 3 marks. Reference to the fact that the young people left, elderly were left behind but that remittances did help were often referred to in the country of origin. For the destination country, more workforce was available but there was often overcrowding and increased pressure on named services such as education and healthcare. On occasions candidates referred to the causes for the migration which received no marks. The emphasis of the question was on the country so if reference was made to how individuals benefitted from the migration a maximum of 3 marks were awarded.

Theme 2: The natural environment

Question 3

- (a)(i) Most candidates correctly identified that the answer was storm.
- (ii) When candidates got this question partly correct, they simply stated how many people had died from flooding and consequently many misread the question or were not sure exactly what the question was asking.
- (b)(i) This question proved to be quite challenging for candidates, despite being clearly listed on the syllabus. The marks which were awarded were for simple points including deposition, river flooding and because of heavy rain. Rarely were any marks awarded for the fact that heavier material was deposited first or the more advanced statements describing the process.
- (ii) There were some references to correct responses including deforestation, more concrete or tarmac and this resulted in more overland flow. But often the question was misunderstood by the candidate.
- (c)(i) Correct responses referred to low rainfall, increase in river load and the channel being obstructed by rocks or vegetation. No credit was awarded for litter in the river.
- (ii) Many candidates did not know these terms and often achieved 0 marks. Feature A was often referred to as tributaries which received no credit. There were a wide range of incorrect answers from the candidates.
- (d) Other than **part (a)(i)**, this was the highest scoring part of **Question 3** and candidates understood the impacts on the people involved. Often deaths were referred to as well as the loss of homes and jobs. Management strategies were referred to and it was very encouraging to see candidates evaluating the effectiveness of these strategies. To progress further, the case study needs to be more integrated into the answer and should form the main focus of the answer.

Question 4

- (a)(i) This question was answered very well with B being identified as the correct answer in the vast majority of answers.
- (ii) This question was also well answered but slightly less so than (i).

- (iii) Again, this question was answered well. Candidates did well in all three of these part questions.
 - (iv) When candidates recognised that the question was referring to convectional movements and that the magma rises and sinks and this process is repeated, they achieved 3 marks very easily. However, often this was not recognised and candidates did not achieve highly in this question overall. Common mistakes referred to describing how the plates moved rather than the cause of the movement.
- (b)
- (i) Common correct responses referred to the fact that they were clustered together, in a linear pattern, around the Pacific Ring of Fire and close to earthquakes. No credit was given for any reference to plate boundaries as this was not clear from the map.
 - (ii) There were some very good and detailed sketches and this was a very high achieving question. The features had to be clearly labelled to get the mark and for the diagram to receive the reserve mark it was important that the magma chamber was below the volcano.
- (c)
- This is an area of the syllabus that the candidates are very familiar with and achieved highly on. Common responses were fertile soil, higher yields, valuable rocks providing income, geothermal energy and tourism. Often full marks were awarded. General points such as good for farming, good soil and nowhere else to live did not receive any credit.
- (d)
- The impacts on people of volcanic eruptions were very well described but all too often these impacts were far too general and did not refer to a specific volcanic eruption which was the expectation of the question. This restricted the marks awarded and without specific examples it was very difficult to achieve more than 4 marks. When examples were referred to, they included Mount Merapi and Mount St. Helens. Management strategies were described in varying amounts of detail and on occasions there was confusion with the management strategies used for earthquakes. Marks would have been higher on this question if the case study had been used to support the points made rather than very general ideas such as people died, homes were destroyed, jobs lost, etc.

Theme 3: Economic development

Question 5

- (a)
- (i) Secondary was recognised as the correct answer by the vast majority of candidates.
 - (ii) Considering the graphs in **Questions 1** and **2** were very well understood and achieved highly, this graph did not achieve the same level of success. The basic ideas should also have been followed here – overall change, data for the range and the difference between the data. Too many candidates went through this graph year by year stating that there was an increase and then a decrease. There were marks awarded for the increase or decrease but this had to be a small or a large increase/decrease.
 - (iii) Reference to greater disposable income and the use of public transport were the common correct answers but the candidates did find this question challenging and often incorrectly referred to the fact that there were no materials left which was incorrect.
- (b)
- (i) This was a well answered question and it was very good to see the features being identified as well as the reason to accompany this – for example river for transport or open space for expansion. No credit was awarded for a location away from a city so there is less chance of accidents. There are flats and apartments seen in the photograph, so this is an area where people live.
 - (ii) Another very well answered question and this is an area of the syllabus that the candidates clearly feel confident answering. People and the environment had to be referred to and most candidates did. Pollution had to be named to receive credit. Common answers referred to deforestation and loss of habitats as well as water pollution, air pollution and the links to poor health with air pollution.
- (c)
- The strategies are clearly set out in the syllabus and when candidates had revised this part, they were able to achieve very highly as they were awarded a mark for the strategy and then an additional mark for developing the strategy. On occasions it was clear that the candidate was not familiar with the strategy but general points such as more laws, renewable energy and recycling did

receive credit. However, it was difficult for candidates to gain very high marks in this question when they were not able to recall the different strategies.

- (d)** When an industrial zone or factory was referred to higher marks could be achieved as the answer was specific and referred to place names, statistics and other references relating to the industrial zone or factory. However, all too often comments were very simple and included ideas such as flat land, large area, river present, coastal location and an available labour force. To gain higher marks, the example must be included in the main body of the answer. Some candidates did appear to forget to answer the evaluation part of the question relating to the factors which have been the most important with regards to locating the industrial zone or factory.

Question 6

- (a) (i)** There were a variety of answers here but the focus of the mark scheme was that it involves travelling from one country to another or is international tourism. The majority of candidates answered this correctly.
- (ii)** This question was answered well. Candidates were able to refer to the variety of attractions present in Fig. 6.1 and the fact that these were iconic tourist attractions. Another point which was mentioned was the range of transport methods available and the range of countries which were represented.
- (iii)** In order to achieve credit the factors had to be explained and no credit was awarded for simple listing of factors. For example, increased disposable income is a correct factor but there had to be the link which suggested that people had more money to travel before the mark could be awarded. Often the correct factors were listed but just not explained.
- (b) (i)** The vast majority of candidates got this correct and recognised that the tourist numbers were increasing.
- (ii)** There were a range of possible reasons that could have been referred to which are detailed in the mark scheme but many of these ideas were not considered by the candidates. The common correct answers were the fact that the countries were close to Brunei and consequently this made it easier or cheaper to travel. Some candidates did recognise that there were high population countries referred to such as China and received credit for this.
- (c) (i)** The question was more than just 'list' the attractions. The name of the attraction as well as a description was necessary. For example, Ulu Temburong National Park is a natural attraction in Brunei but the mark was awarded for the link to the large area of protected rainforest. With regards to cultural attractions, Kampong Ayer would receive no marks on its own but received recognition when the 'water village' was referred to. There had to be at least one natural and one cultural attraction.
- (ii)** The methods are clearly set out in the syllabus and refer to familiarisation trips, trade shows, advertising, the role of embassies abroad and the role of Royal Brunei Airlines. Many candidates knew these methods very well and achieved full marks. A mark was awarded for the method and then another mark for development of the method. For example, a mark was awarded for the term 'advertising' and then an additional mark was awarded for an example of advertising such as 'social media'. No credit was awarded for any reference to discounts or package holidays.
- (d)** It was clear to see that candidates knew the general advantages and disadvantages of tourism in Brunei for the local people. These ideas referred to jobs, more taxes, but more congestion and named types of pollution such as air and noise. On occasions the candidate referred to the advantages and disadvantages for the whole country rather than the local people, which was the focus of the question, and no marks could be awarded for reference to GDP on its own. The higher levels were often not achieved as an area in Brunei was not referred to or only an attraction was named which was not sufficient. It is important that the area is the focus of the answer and not just an afterthought.

GEOGRAPHY (BRUNEI)

Paper 2230/02
Geographical Skills

Key messages

- Candidates need to know the difference between 'site' and 'situation' (**Question 1(a)(ii)**).
- When preparing for the examination candidates should practise measuring distance on maps (**Question 1(a)(iii)**).
- It is essential to give the units of measurement when referring to distance (km in **Question 1(a)(iii)**) or quantities (\$ in **Question 3(b)(i)**).
- Candidates need more practice interpreting physical geography characteristics from maps (**Question 1(c)**).
- Clearer use of contrasting qualitative vocabulary, for example, more/less (**Question 3(b)(ii)**) and **Question 4(a)(v)**) will enable candidates to improve their marks.
- Candidates should take great care when plotting data (**Question 4(a)(iv)**) and adding shading to graphs (**Question 4(b)(ii)**).
- To progress, weaker candidates need to avoid one-word answers and basic statements that lack detail. The most successful candidates are those who read the questions carefully and give full answers using the number of lines provided as a guide to how much they should be writing.

General comments

Candidates are very familiar with most of the mapwork skills but need to remember to always give units of measurement. Measuring distance and understanding scale on maps are still proving to be quite challenging.

The difference between 'describe' and 'explain', 'site' and 'situation', and 'physical' and 'human', were not clearly understood by quite a few candidates.

Most marks on Paper 2 are skills-based, so candidates need to pay attention to detail when reading the resource information as the answers are often provided in the resource. Candidates should use information from the resources to answer the questions set.

The quality of candidates' responses to **Section C: Geographical investigation** are much improved, especially when attempting the AO3 Judgement and decision-making questions (**4(a)(v)** and **4(b)(iii)**). This is very encouraging to note.

Almost all candidates managed to complete Paper 2 in the 1 hour 45 minutes allowed, so timing was not an issue.

Comments on specific questions

Section A: Mapwork skills

Question 1

The map questions, based on the 1:50 000 map extract of Montego Bay on the Island of Jamaica, were generally very well answered. It was evident that many candidates had practised their mapwork skills in preparation for the examination.

- (a) (i)** Almost all candidates were able to correctly name the airport in grid square 5305.

- (ii) Whilst it was clear that many candidates did not know the difference between 'site' and 'situation', those who wrote at length often managed to score all 3 marks available. Those who only wrote three points sometimes missed out because they only wrote about either site or situation, not both. To gain full marks candidates had to include points about both site and situation.
- (iii) The majority of candidates could identify the direction of travel by giving a compass direction, but measuring the distance travelled proved to be more challenging. This is a skill that needs to be practised, using a piece of paper or ruler and the scale shown underneath the map extract. On this map the scale is 1:50000 so 2 centimetres to 1 kilometre (one grid square). There is also a linear scale if candidates know how to use it. For questions involving distance candidates must always give the units of measurement used, in this case km. Candidates do not need to do complicated calculations using 1:50000 if they know (or can read from the map) that 2 cm = 1 km.
- (b) This straightforward question was very well answered. A minority of weaker candidates only gave the abbreviations shown on the map (e.g. FS) or stated the type of service (e.g. education), so did not gain the marks available as they were required to name the services.
- (c) It was clear that quite a few candidates did not understand the difference between physical and human features because they wrote about both. However, if they wrote a full answer using the lines available, they often managed to score full marks because they included descriptions of at least three physical features of the coastal area. Candidates need to be aware that it is not enough to write single words, for example, coral, island, bay, when asked for a description. Stronger candidates' answers included points such as: there are coral reefs surrounding Bogue Islands; there is an area of mangroves in grid square 5000; there are sandy beaches in Montego Bay.
- (d) The format of this question whereby candidates had to use the key to match map locations with types of land use, proved to be very straightforward, so most candidates easily scored the full 4 marks available.
- (e) (i) This question proved to be difficult as it required candidates to study the key very carefully in order to give the correct answer. Feature X is a road and feature Y is a lake. Candidates who answered 'Class C' for X and 'Pond or Lake' for Y failed to gain the marks. The map key often has two features alongside each other on the same line, so it is important that candidates identify the correct one rather than name them both, or state the type of road but not that it is a Road – Class C.
 - (ii) Care should be taken when plotting features onto a grid. Candidates who used a ruler and pencil to measure and plot the quarry onto Fig. 1.2 accurately located it compared to those who only looked at the map and approximated it.
 - (iii) Many candidates still do not understand that 1 grid square on a map represents 1 square kilometre (km²). This is the same whether the scale is 1:25 000 or 1:50 000. They do not need to measure in centimetres and then do complicated calculations to arrive at the answer, they only need to count the number of grid squares.

Section B: Geographical skills

Question 2

This question based on the geography of Brunei did not require any prior knowledge of aquaculture but still proved to be quite demanding.

- (a) Candidates who did not study the resource Fig. 2.1 very carefully failed to notice that there were aquaculture activities in both Tutong district and Brunei-Muara district, so tended to only gain one of the two marks available by stating that they were located near to the coast.
- (b) Candidates' responses to the photographs demonstrated that many candidates did not understand what quaternary activities involved.
- (c) This 3-mark question required candidates to use the stimulus Fig. 2.3 and the map Fig. 2.1 to explain, not describe, the choice of factory location. Only a small number of candidates managed to score full marks by including points such as: 'It is near the District Capital in Tutong for labour'; 'It is near the coast for transport to markets'; 'It is near the aquaculture activity for raw materials'.

- (d) This question was also challenging as simple answers such as: 'it's easy'; 'for more income' and 'for more production' were not credited. As candidates are asked for two reasons, they should make two separate points and develop each one to ensure they score both marks. For example: 'in order to diversify the economy to reduce reliance on oil and gas' and 'to reduce imports so that Brunei becomes more self sufficient' are both credit worthy responses to this question.

Question 3

The resources in this question, Fig. 3.1, a map showing the major volcanoes in the Philippines and the tectonic plates and Fig. 3.2, which shows information about the Mayon volcano eruption, caused problems for candidates who did not study the information provided in detail.

- (a) (i) Fig. 3.1 showed which plate the Philippines is located on, but many candidates named the type of plate boundary instead.
- (ii) The number of volcanoes was correctly stated by nearly all candidates.
- (iii) Despite being told that the Philippines is located on a convergent plate boundary, a significant number of candidates did not draw their arrows on Fig. 3.1 pointing towards each other.
- (b) (i) The calculation required in this question was straightforward but quite a few candidates either did not show their working as requested or failed to give the unit of measurement (\$). A few candidates subtracted rather than added together the losses so gained no marks.
- (ii) There was enough information on Fig. 3.2 to gain both marks available provided that candidates made two different comparisons between Legazpi City and Ligao City. When comparing, candidates should use terms like more/less/only, nearer/closer/further, bigger/smaller.
- (c) This knowledge-based question was about volcanic eruptions not earthquakes and was about prediction not prevention or preparation. It is vital that candidates answer the question set. When asked to describe, it is not sufficient to only state, so responses such as: 'observe the volcano', 'monitor the smoke', 'measure the changes', and 'record data' were too vague. More than half of candidates scored 0 marks.

Section C: Geographical investigation

Question 4

This Geographical investigation on the impact of tourism on Venice was very well answered by many candidates, evidence perhaps that they had undertaken some fieldwork or virtual fieldwork and/or prepared well for the examination by using past examination papers to familiarise themselves with the skills involved in different types of Geographical investigation.

- (a) (i) In the past, questions about pilot studies were not well answered by candidates but this examination showed that many more candidates now understand the importance of doing pilot studies. Some candidates lost marks because they gave very simple answers, such as: 'to practise'. The number of lines available is an indication of how much candidates should write. In this case there were two lines for each reason, so a one-word answer is unlikely to be adequate.
- (ii) It was clear when candidates had experience of carrying out an Environmental Quality Survey (EQS) as they quickly gained the 2 marks available for this question. They might have undertaken a field trip or practised the skill in the classroom by looking out the window or observing an image presented to them in order to assess the environmental quality.
- (iii) This straightforward calculation was correctly answered by most candidates. A small minority failed to submit an answer onto Fig. 4.3.
- (iv) The completion of this graph was also missed out by a few candidates but those who attempted it almost always gained full marks by plotting the points neatly and accurately using a pencil and ruler. The quality of graph completion has improved over time.
- (v) This AO3 Judgement and decision-making question required detailed arguments using the data provided to gain full marks. It was not enough to argue that tourism does have a negative impact

on the environment, candidates needed to compare the three tourist sites with the residential area and their arguments needed to be backed up with facts and figures from Fig. 4.3 and Fig. 4.4.

- (b)(i)** Most candidates could name a sampling method, but the description of their chosen method proved to be more difficult, especially for those who chose random sampling.
- (ii)** The pie graph was neatly and accurately completed by most candidates. It is essential that candidates bring a pencil, ruler, and eraser to the examination. For this question a protractor would also have been useful but not essential as the figure to be plotted was straightforward. When practising for the examination candidates should be reminded that their shading should replicate the key provided.
- (iii)** This AO3 Judgement and decision-making question was very well answered. Most candidates made a logical conclusion and justified it by giving valid arguments supported by relevant data. A most impressive end to the examination.