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FOREWORD

This booklet contains reports written by Examiners on the work of candidates in certain papers. **Its contents are primarily for the information of the subject teachers concerned**.

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GEOGRAPHY (BRUNEI)

GCE Ordinary Level

Paper 2230/01

Multiple Choice

Question Number	Key	Question Number	Key
1	*C*	21	*D*
2	A	22	D
3	A	23	D
4	D	24	C
5	A	25	C
6	C	26	C
7	C	27	C
8	D	28	A
9	C	29	A
10	B	30	C
11	C	31	D
12	C	32	A
13	C	33	A
14	D	34	B
15	C	35	B
16	B	36	B
17	C	37	A
18	B	38	C
19	C	39	D
20	A	40	D

General comments

The mean score of the 3770 candidates was 21.5 out of a possible 40 marks, very similar to that in November 2001. The standard deviation was 6.05. 28 candidates each scored 35 marks, the highest achieved in the test. 43 candidates scored fewer than 10 marks each, including one whose score was just 1 mark. Most of the questions producing low scores were in the Physical Geography section.

Questions which candidates generally found easy were **1**, **2**, **3**, **13**, **22**, **36**, **37**, **38** and **39**.

Questions which candidates generally found difficult were **6**, **15**, **19**, **20**, **23**, **24**, **27**, **29** and **40**.

Comments on specific questions

Question 6

A failure on the part of many candidates is to focus on individual streams rather than on the general pattern over the whole area. Even able candidates were persuaded that a dendritic pattern was typical of this six square kilometres area but it was the outward-flowing streams from the centre which candidates were expected to recognise as a radial type.

Question 15

The large number choosing option **A** suggests uncertainty about the two types of plate boundary. There may be misunderstanding related to the destruction of plate material where plates converge and the construction of new plate material where they diverge. A common confusion is to associate mountain building with construction rather than destruction.

Question 19

Almost two thirds of candidates wrongly assumed that bank erosion was the key process, although the features labelled X are clearly levees, formed by deposition during flooding.

Question 20

The narrow peninsula near X caused confusion, some candidates identifying it as a tombolo. Candidates were expected to focus on the sheltered sea area where beach material would probably be deposited.

Question 21

Relative humidity of 100% was reached on Day A when the wet bulb reading matched that of the dry bulb thermometer, yet this option attracted the largest number of candidates, including many of the more able. Day D, with a 5 degrees difference in the two readings, has the lowest relative humidity.

Question 23

Surprisingly, over half of the candidates thought that a high annual temperature range and a low relative humidity are associated with this type of climate when the reverse is true.

Question 24

It is the general low level of light intensity in the rain forest which inhibits undergrowth development. River banks receive much more light and consequently have thicker undergrowth.

Question 27

This question was best approached by eliminating the incorrect answers.

Question 29

A large proportion of candidates opted for 'shops and offices' rather than 'factories'. Whilst shops and offices may occur in a linear fashion along main roads these would create only very narrow zones. In addition the central area of the model would have been shaded as the CBD is the main area of shops and offices in a city.

Question 40

Candidates opted in roughly equal numbers for three of the options and it may be that guessing was not uncommon. The description fits the conditions in most countries which are described as "more developed", with low birth and death rates.

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Paper 2230/02
Paper 2
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General comments

The examination achieved differentiation by outcome as performance ranged from very good to poor. It is pleasing that some candidates achieved very high marks. They were gained because these candidates possessed the ability in all three criteria of Knowledge, Understanding and Skills. They understood the question presented, had the ability to learn detail and the skill to present the material competently. However, many candidates also under-performed in all the above criteria and produced poor results.

The sentence above is the key to the reasons for poor performances. The starting point to a good performance is the acquisition of knowledge. The question has to be understood and then one has to have the skill to present the complete answer. Poor performances are thus a result of a lack of knowledge, lack of understanding and the brevity of well developed answers. Previous reports have emphasised the significance of the sub-marks printed on the Question Paper. Weak answers do not present enough material to meet the sub-mark requirement. These answers include vague comments, brief statements and one word answers, all of which lack both the detail and/or relevance to gain good credit.

It is always important that candidates spend time reading the questions thoroughly. Only then will a real understanding of the question requirement become clear. Reference is often made in reports to key words or particular command words, but these cannot be over-emphasised. Last year's report, for instance, highlighted the importance of the words 'Describe' and 'Explain', command words which are frequently used. Two examples of confusion this year illustrate the importance of reading the question carefully. "How may the actions of people cause soil erosion" was interpreted by many as 'Solutions to overcome soil erosion'. In **Question 11 (a)(i)** 'describe the changes in the growth rate of population' was seen as 'describe the changes in population'.

A clear example of candidates lacking the knowledge to develop an answer fully is **Question 4 (a)**. The source material provided key ideas on factors influencing timber extraction. Too often, candidates presented little or no information to develop the answer fully. The lack of skill to extract relevant information from source material is illustrated by **Question 6 (a)**. Very few candidates scored good credit for this part, even for part **(iv)** where there was every opportunity to score well.

There was evidence of candidates making positive use of the variety of resources provided. Many made good use of the diagrams of coral reefs in **Question 2 (b)** which stimulated sound responses for each part of the section. A similar comment applies to **Question 5 (b)** where the information provided was clearly understood and used. The diagram in **8 (a)(i)** and the table in **(b)(i)** were both well used by most candidates. Good use was also made of the diagram provided of a composite volcanic cone in **Question 7 (b)(iii)** which was fully annotated. However, candidates generally failed to present a good diagram for answers to **Question 8 (c)** as most lacked the required detail. Improvement in the ability to present well-labelled diagrams would certainly benefit candidates.

There were opportunities for candidates to develop value judgements. Views were required in **Question 7 (b)(ii)**, but candidates experienced problems with this question. To a lesser extent, views entered into answers on the second part of **Question 3 (b)(iv)** and **Question 11 (c)**, but the answers were also factual in part. In both these there were worthwhile, logical responses, but also superficial comments. Opportunity was also provided for reference to local examples in certain answers. This was the case in **8 (d)**, where answers often revolved around home examples of rice cultivation. Local examples were also evident in answers to **4 (c)** and **10 (b)**.

Most candidates followed the rubric instructions and only answered four questions. In fact, fewer candidates than in many previous examinations presented more than four answers. Weaker candidates, however, often answered both alternatives in **4 (c)**. Time management did not appear to be a major problem.

Comments on specific questions

Question 1

Few candidates selected this question and the quality of the answers was very variable. Most were able to pick out at least one of the two factors in answers to **(a)(i)**, but encountered more problems with providing detailed answers to **(ii)**. In **(b)(i)**, too many candidates presented the criteria of the two axes of the graph, rather than explaining the relationship between them. Some candidates provided knowledgeable answers to **(b)(ii)**. In **(c)(i)**, some candidates were unsure of the term 'the lower course' and so included information on features such as waterfalls and potholes. Although answers to **(c)(ii)** were variable, it was pleasing to note that many followed the rubric instruction by answering, at least in part, by means of a diagram.

Question 2

Unfortunately, in **(a)(i)**, many candidates ignored the references to scale and orientation in the question. Too many also included comments on human features e.g. houses in their answers. Certain relevant physical features were identified, but very few were aware of a bar with both the terms spit and tombolo commonly presented. Apart from some basic knowledge, candidates also encountered problems with explanations in **(a)(ii)**, especially for the marsh. In part **(b)** many candidates identified correctly the different types of coral reef, provided detailed responses to **(b)(ii)** and were aware of the various conditions favouring the growth of coral and the formation of coral reefs.

Question 3

This was a popular question and answers to part **(b)** were generally of a good standard. Although in **(a)** most were able to locate a fault line, few were able to recognise the anticlinal oil trap. It is disappointing that candidates experience problems with geological aspects of a question, a point clearly indicated by many poor answers to **(a)(ii)**. However, answers to all aspects of **(b)** were much better. It was accepted that certain information was relevant to both **(i)** and **(ii)** and this was allowed in both parts. Candidates were particularly aware of the benefits of the oil and gas industry to Brunei. Likewise, candidates were aware of potential problems in various aspects of the industry, as well as the need for diversification in Brunei's economy to overcome the fact that both oil and natural gas are non-renewable.

Question 4

A popular question. In **(a)** too few candidates were able to elaborate on the factors provided in the source material. Too often, these factors were repeated with only vague comments presented as additional material. A minority of candidates, however, wrote in depth with relevant details. Candidates presented sound answers to **(b)(i)**, but not so to **(ii)**. The aim that the two locations would prove to be good stimuli for detailed answers to **(ii)** was not realised. Candidates were given every opportunity to score high marks on this part of **(b)**, but overall responses were disappointing, even for aspects such as types of fish and methods of fishing. Generally, answers were more common on the conservation of forest resources than fish reserves. Candidates, too, were generally more knowledgeable of the former with the importance of features such as selective logging, control of timber extraction and re-forestation commonly presented. Although some candidates were aware of fish farming, answers on this alternative lacked detail. Weak candidates sometimes gave responses to both alternatives.

Question 5

Answers to this question were few in number and were generally weak. Most candidates were not able to cope with the general concept of plantation agriculture as an important agricultural system in **(a)**. Answers to part **(b)** were better, as the source material provided in Fig. 6 was used to identify the relevant factors favourable to the expansion of palm oil production. Research, investment and the value of palm oil were common factors presented as vital to its production. Although some candidates also introduced other factors from their studies, overall, this was a disappointing aspect of answers. Candidates were generally knowledgeable on both the various advantages and the problems associated with plantation agriculture. Thus, this section produced good responses with slightly more credit gained from a range of problems than advantages.

Question 6

Very few candidates selected this question and answers were disappointing. Few were able to use the resource map well and for all parts **(a)(i)-(v)** inclusive, candidates did not seem to have the skills required to cope with them. The term 'integrated' was not well understood and very few positive answers were seen for **(ii)** and **(iii)**. Part **(iv)** provided the opportunity for candidates to identify relevant evidence favouring iron and steel manufacture, but most failed to do so. Important producing areas for the selected types of mining were not known by many candidates. Some did not attempt this part, while some only offered countries as the locations. Candidates were more knowledgeable on tin mining than the other two types, but even for this answer, concentrated on one type of mining. Candidates were more aware of the problems that mining pose to the environment.

Question 7

Quality of answers to this question were variable, with more on the weak side of average. In **(a)(i)**, descriptions were limited to 'near plate boundaries' with little knowledge of the global distribution of the features. Explanations in **(a)(ii)** rarely went beyond basic understanding of plate activity and generally lacked depth and detail. Elaboration of answers were even more lacking in **(b)(i)** and **(b)(ii)**. In both parts, there was little else other than 'away from plate boundaries'. These parts were the main reason for the question gaining relatively low marks. Candidates possessed a better understanding of the features of a composite volcanic cone and gained good credit from good annotations on the diagram and/or relevant text details.

Question 8

A popular question, which produced some answers of good quality and others which started well but which declined in later sections of the question. Most were able to name the weather instrument and also identify the different parts of it on the insert provided. In **(b)(i)** candidates also knew the location requirements of the instrument and so analysed the source material competently. Most were also knowledgeable on how the weather instrument is used to give an accurate reading. However, in part **(c)**, most candidates failed to provide worthwhile answers, revealing limited ability to construct well-labelled diagrams. Good, balanced answers were presented on rice cultivation with reference to rainfall, temperature, soil and relief conditions in well located areas. Unfortunately, the opposite of this was also common, with vague reference to the various physical conditions without any location mentioned.

Question 9

Candidates encountered problems coping with the analysis, description and explanation of climatic statistics. This was clear in answer to part **(a)**. Better marks were obtained for X in **(i)** as many were able to recognise 'high temperatures' and 'heavy rainfall' from the table provided, but answers to Y were weak. Too many candidates made comparison between Y and X rather than stating the features of Y. Candidates generally find it difficult to explain climatic features and this was clear again in **(a)(ii)**. Answers to part **(b)** were also disappointing. Apart from the occasional reference to 'muddy' conditions, candidates were not aware of the reasons for mangrove forests. A similar comment applies to part **(ii)** as there were very few detailed answers on the description of these forests. It was accepted that **(c)(i)** could be interpreted in two ways and so answers which concentrated on the reasons for soil erosion and those which concentrated on the effects of soil erosion both gained credit. A common problem in **(c)(ii)** was that candidates presented solutions to overcome soil erosion instead of why the action of people helped to cause soil erosion.

Question 10

This was a popular question, which produced many answers of good quality. This was despite the fact that candidates encountered problems with the term 'urbanisation' in **(a)**. The range of opportunities to score good credit in **(b)** was also accepted by good candidates. There was a sound understanding of the causes of problems resulting from rapid urbanisation, especially of those for 'housing shortages and squatter settlements' and 'traffic congestion'. Many candidates also dealt fully with the various measures which have been taken to deal with these problems. Answers on 'increased pollution' and 'water supplies' were less common. A general weakness in answers, apart from stronger candidates, was a reluctance to refer to examples to illustrate the measures presented.

Question 11

This was also a popular question, but answers overall were poor, lacking in understanding of what was required and thus the ability to develop good responses. Answers to **(a)(i)** were generally satisfactory, although weaker candidates stated the total population of the different years rather than the rate of growth of population. Good answers to **(a)(ii)** were few. A similar comment applies to **(b)(i)** where many candidates referred to an increase in population rather than a decline. Better answers were presented on **(b)(ii)** as this was an aspect of population which candidates clearly understood. As a result, good credit was obtained from detailed reasons presented. Responses to **(c)** were variable. Some showed a good awareness of the problem of an aging population and the measures taken to overcome them. Weaker candidates concentrated more on measures to help the aging population alone, rather than the country overall.