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## FOREWORD

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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.**

# HISTORY (BRUNEI)

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## GCE Ordinary Level

<p><b>Paper 2171/01</b> <b>Multiple Choice</b></p>
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<i>Question Number</i>	<i>Key</i>	<i>Question Number</i>	<i>Key</i>
1	<b>A</b>	21	<b>B</b>
2	<b>C</b>	22	<b>D</b>
3	<b>C</b>	23	<b>A</b>
4	<b>C</b>	24	<b>C</b>
5	<b>D</b>	25	<b>D</b>
6	<b>D</b>	26	<b>D</b>
7	<b>D</b>	27	<b>D</b>
8	<b>B</b>	28	<b>B</b>
9	<b>B</b>	29	<b>D</b>
10	<b>B</b>	30	<b>A</b>
11	<b>C</b>	31	<b>A</b>
12	<b>C</b>	32	<b>D</b>
13	<b>C</b>	33	<b>C</b>
14	<b>D</b>	34	<b>C</b>
15	<b>C</b>	35	<b>C</b>
16	<b>A</b>	36	<b>D</b>
17	<b>B</b>	37	<b>C</b>
18	<b>A</b>	38	<b>A</b>
19	<b>D</b>	39	<b>C</b>
20	<b>A</b>	40	<b>D</b>

### General comments

There were 163 candidates who took this Paper, producing a mean score of 23.5, which was a significant improvement on the mean of 22.0 in the June 2002 Paper.

The questions which proved to be the easiest, with over 85% choosing the correct key, were **1, 5, 12, 15, 16, 26, and 35**.

The questions which gave the most difficulty, with fewer than 40% choosing the correct key were **27, 28, 29, 33, 36, 37, 38, 39 and 40**. This was disappointing as the November 2002 Paper had seen a reduction in the number of questions on which candidates had difficulty.

The tendency towards a more consistent approach, noted in both the June and November Papers in 2002, was not apparent in this Paper. Indeed, it was the case that few problems were encountered on the Brunei and Indonesia sections, but candidates struggled with those on Thailand, and in particular on the Philippines. Very few candidates knew the answers to the last five questions on the Philippines.

**Comments on specific questions**

**Question 1**

This proved a popular starter with almost all candidates giving the correct answer.

**Question 2**

This, however, proved much less successful.

**Question 29**

Most candidates had Chulalongkorn providing compulsory primary schooling in this question, but his extensive educational reforms did not make such schooling compulsory.

**Question 34**

This was well answered,

**Questions 35 - 40**

Candidates struggled with these questions. It seems that the Philippines is not a popular topic and that the Joint Preparatory Committee on the Philippines Affairs was largely unknown to the candidates.

**Paper 2171/02**

**Paper 2**

**General comments**

All the candidates seemed to achieve their best results in answers to questions in **Section A**. The extract based **Question 1**, about Western Expansion in the reign of Sultan Abdul Momin, produced many of the highest marks for a single question in the whole examination. Candidates usually answered all parts of the question, though **Questions 1 (b)** and **(c)** were often done briefly and with rather general material. **Question 2** was also well done though **Questions 2 (d)** (6 marks) and **(e)** (8 marks) were rarely answered with sufficient detail to score maximum marks. This was also true of **Question 3 (e)** (8 marks).

Though there were candidates who scored well across all three sections of the Paper, many candidates did significantly less well on **Sections B** and **C**.

In **Section B**, most candidates chose to do **Question 4** about Federated Malay States 1896, but answers often lacked depth of knowledge and candidates frequently misread the **(c)** and **(d)**.

In **Section C**, few candidates chose to do **Question 8** on the Philippines. Those answering **Question 6** on Indonesia often produced good answers to parts of the question but answers to **(d)** and **(e)** were rarely full enough to gain maximum marks. Answers to all parts of **Question 7** usually lacked detailed knowledge and clear focus on the requirements of the questions.

There were many candidates who wrote well in answering the questions, showing both knowledge and understanding. Many more, who dealt adequately with **Section A**, fell away badly in their performance on the other sections.

**Comments on specific questions**

**Section A**

*History of Brunei 1800 - 1967*

**Question 1**

This was on Western Expansion in the reign of Sultan Abdul Momin, was compulsory and was the best answered of all the questions.

- (a) This asked for the countries from which Moses, Torrey and Overbeck came. Few candidates gained full marks.
- (b) This was about the agreements between James Brooke and Sultan Abdul Momin in 1853 and 1855. Most candidates gained some marks but some gave details of agreements in the 1840s, before Abdul Momin was Sultan.
- (c) On the interest of Western countries in Brunei, was answered in many cases in very general terms and few gained full marks (4) on this part.
- (d) This asked about events between 1865 and 1881 leading to the setting up of the British North Borneo Company. This was often fully answered, showing how Moses, Torrey, Overbeck and Dent all held leases at times.
- (e) This asked why 'Brunei would have little land of its own left' in the 1880s. Candidates often mentioned the activities of Charles Brooke and the British North Borneo Company in a single sentence and failed to elaborate or give details. Candidates who explained the Amanat of 1885 or mentioned specific territories, were well placed to gain most of the marks.

**Question 2**

This was about the background to the History of Brunei 1800-50.

- (a) Was answered fully by most candidates who chose this question, naming three of the traditional land holding rights.
- (b) This was about the responsibilities of Wazirs, was well done by many who named their offices and gave details of their functions.
- (c) Many answers to this question about the importance of rivers in the administration of Brunei were too general to gain full (4) marks. Some description of the settlements and checkpoints was needed for full credit.
- (d) This was about the trade between Brunei and China before 1850 and was allocated six marks. Details of commodities, use of Brunei Town as an entrepot, popularity of goods from Brunei in China could be the core of answers. Though candidates covered some of the material, full marks were rarely awarded.
- (e) On the links between the Islamic religion and the government and people of Brunei, candidates could have covered: such items as the Sultan's role (official religion, as head of government, religion and institutions), the close relationship on matters of law and administration and the involvement of religious leaders in the role of advisers. Many answers picked out some elements but, again, full marks were rarely awarded.

**Question 3**

This was on the discovery of oil and its effects was one of the best answered questions on the Paper.

- (a) On the ways the discovery of oil affected the growth of Seria Town was usually well answered, often for three marks.
- (b) This was about how Cochrane and Marriott helped in the discovery of oil. Two elements which could be used were how they came to suspect that oil was present and the follow up by geologists and others leading to its discovery in commercial quantities.

- (c) Asked for details of the development of oil production (the drilling of wells, increased production, refining etc.). Many candidates did not write about production and went on to material appropriate to (d) on the wider effects of the development of the oil industry.
- (d) This was about the importance of the discovery of oil to the government and people in the 1930s and was well and fully answered by many candidates. The revenue, debt repayments, improved public facilities and the development of Seria and the Belait district were possible elements in the answer.
- (e) This was about the effects of World War II on oil production, covered the 'oil denial' destruction of facilities, Japanese efforts to restore production and policy of destruction in 1945 and later restoration of output. Candidates related some of these episodes, sometimes without much explanation and rarely with enough material to get full marks (8).

## **Section B**

### *History of Malaysia 1800-1963*

#### **Question 4**

The Federated Malay States, 1896, was chosen by many candidates. Answers to (c) and (d) often dealt with the situation under the Residential System rather than the effects of the setting up of the Federal Malay States (FMS).

- (a) Asked for the names of three of the Federated Malay states. Many candidates answered fully and correctly.
- (b) Concerned Sir Frank Swettenham and the 'early events' of the FMS. Some candidates mentioned his earlier role. Details about proposing the FMS, the persuasion of the Sultans and the offices he held once the FMS was formed were given by many candidates. Exact details of his various titles were confused by some candidates.
- (c) For four marks, this was about how the residents of the states were affected by the changes, for example, they lost powers, took orders from the Resident-General and were generally less powerful and independent. Many answers were off the point.
- (d) This was about the Sultans and how they were affected by the working of the FMS. They had complained about losing powers to the Residents before the FMS was formed and expected to regain some authority. They found that they had no actual power at the Durbars, that the Resident-General gave orders without consultation and complained about over-centralisation of authority. Later changes (Federal Council) made improvements. As already noted, many candidates wrote about the Residential period.
- (e) This was about the reasons why the FMS was formed, and was answered fully by some though a number of candidates mentioned points without explanations and failed to gain full marks as a consequence.

#### **Question 5**

About Malayan Union (1946-48) and the rise of nationalism, was not popular among candidates. Many of the answers were brief and/or incomplete.

- (a) This asked for the names of British people involved in setting up the Malayan Union. Few candidates named three correctly.
- (b) About how the agreement of Sultans to the Malayan Union was obtained – this received few full answers. MacMichael's speedy consultations, threatening attitude and failure to allow Sultans time to consider would provide enough scope for full marks.
- (c) About citizenship rights, this concerned a major source of Malay opposition to the scheme. Questions about the loyalty of non-Malays, Malay rights and the possibility of Malays being outnumbered would provide material for answers.

- (d) This, about the activities of UMNO up to 1948, was an eight mark question. Most attempts at this question had some appropriate points but not enough for full marks. Some answers went beyond the date of 1948.
- (e) About the abolition of Malayan Union, was not answered fully. Usually candidates only referred to the unpopularity of MU among Malays.

### **Section C**

#### *History of South East Asia 1800-1950*

#### **Question 6**

This was about the Japanese occupation of Indonesia.

- (a) Asked for the names of three Indonesian leaders during the occupation. Hatta, Sukarno, Sjahrir and Sjarifuddin were mentioned most.
- (b) This asked 'What was Peta?' Many candidates said it was an organisation set up by the Japanese but gave little detail beyond that.
- (c) This, about the doctrine of Pantja Sila, was well known. The link with Sukarno and the details of what it contained were included in many answers.
- (d) On the preparations for independence for Indonesia, this was often answered with two developed points. Full marks were rarely obtained.
- (e) On the ways the Japanese occupation affected the lives of Indonesians. This was frequently answered by naming three of four aspects of that time, but these were rarely developed fully or not linked specifically to Indonesia.

#### **Question 7**

This was about King Chulalongkorn and the modernisation of Siam. It was the choice of many candidates.

- (a) This asked for the names of countries visited by Chulalongkorn before he was crowned. Many candidates guessed that they were France, Britain and other western countries rather than the neighbouring countries of Indonesia (Java), India, Malaya etc. which he did visit.
- (b) Was about how Chulalongkorn dealt with the customs of slavery and compulsory labour. Many candidates only said that they were abolished and went into no further detail. Such answers only scored one mark.
- (c) This, about government finances, was rarely answered fully. Answers dealing with corruption and the control of expenditure were rare.
- (d) About education under Chulalongkorn, and not answered in correct detail. References to Mongkut and the later introduction of compulsion and establishment of Chulalongkorn University were made in many answers.
- (e) This was about why Chulalongkorn wanted to modernise Siam, and was often answered by how he attempted to do so instead.

#### **Question 8**

Only a few candidates answered this question on constitutional reforms in the Philippines 1901-36. None of these were full responses.