

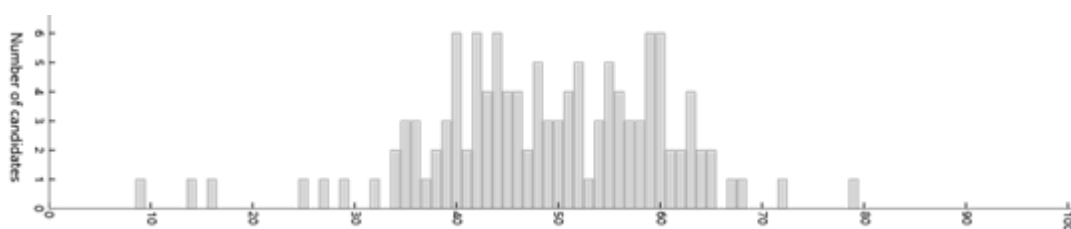


Summary report of the 2021 ATAR course examination report: Marine and Maritime Studies

Year	Number who sat	Number of absentees
2021	122	3
2020	103	0
2019	108	2
2018	125	5

The number of candidates sitting and the number attempting each section of the examination can differ as a result of non-attempts across sections of the examination.

Examination score distribution–Written



Summary

This examination consisted of three sections with candidates being required to answer all questions in Section One (Multiple-choice) and Section Two (Short answer). Section Three (Extended answer) was comprised of four questions with candidates being required to select and answer any two of the questions.

Attempted by 122 candidates Mean 48.68% Max 77.38% Min 8.51%

Section means were:

Section One: Multiple-choice	Mean 60.61%		
Attempted by 122 candidates	Mean 12.12(/20)	Max 17.00	Min 6.00
Section Two: Short answer	Mean 44.17%		
Attempted by 122 candidates	Mean 22.08(/50)	Max 37.63	Min 0.51
Section Three: Extended answer	Mean 48.24%		
Attempted by 121 candidates	Mean 14.47(/30)	Max 24.75	Min 0.00

General comments

The 2021 examination mean was lower than the previous year's mean. Many candidates' responses lacked sufficient detail to attain full marks in the higher order questions. In a number of cases, candidates misinterpreted the terminology of the syllabus. A number of candidates appeared not to have finished the paper, which may suggest poor time management.

Advice for candidates

- Draw diagrams with clearly labelled or annotated points that help address the question. This requires practise.
- Link diagrams to the structure of your response. Mention the diagrams in the text of the answer, use these to develop the depth and breadth of your response.

- Study the specific terminology used in the syllabus. The syllabus content is diverse and wide-ranging, therefore investing time to understand the language will support in understanding questions and how to best answer them.
- Use the number of marks allocated to each question as a guide to structuring the content of your answer.
- Identify the key words of the question and then address each part piece by piece.
- Section Three responses do not need to be presented in essay format. You may use headings with detailed points which address the question. This may help to support the structure of your response and ensure you address the question and its various components.
- Use past examinations to become familiar with the format and types of questions which can be asked. This is also good revision as it may reveal an area of weakness in your knowledge.

Advice for teachers

- Use the syllabus to guide students in its requirements, key terminology and examinable content.
- Consider both the breadth and depth of syllabus content when teaching students, in order that they will be able to provide full answers during examinations.
- Use past examinations as tools to guide your students in the depth of knowledge required in examinations. Offer opportunities for students to practise these skills, under timed conditions, as part of their revision.
- Include and focus on graphs, data, scientific method and diagrams when teaching the course. These help students clarify material being covered.
- Ensure all students have access to the *Glossary of key words used in the formulation of questions*. These verbs clearly set out what each question is asking, and what is expected of students in their response.

Comments on specific sections and questions

Section One: Multiple-choice (20 Marks)

Section One achieved a mean of 60.61% and had a spread of scores ranging from 6 to 17 out of 20. Questions 4, 12, 13, 18 and 19 proved to be particularly challenging. For these incorrect responses, some selected distractors were possibly due to candidates not reading the stem of the question and distractors carefully enough, so the best fitting answer was not selected. Candidates needed to pay close attention to the terminology used to avoid this.

Section Two: Short answer (50 Marks)

Section Two had a mean of 44.17%. The spread of marks indicated many candidates found this section of the examination to be difficult despite the inclusion of a variety of question styles. The majority of candidates had a basic understanding of most syllabus concepts, but lacked sufficient depth of knowledge to access the full available marks in higher order questions. The majority of candidates attempted to respond to each part of each question.

Section Three: Extended answer (30 Marks)

Questions 28 and 29 were chosen by the majority of candidates with Question 30 attracting the least number of candidates. A number of issues arose in this section which reflected a need for candidates to undertake regular practise in response writing in order to retain focus on the various elements of these multilayered questions.