

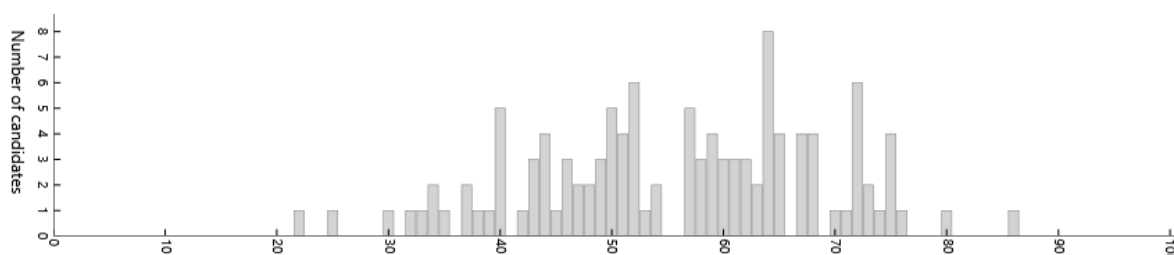


Summary report of the 2022 ATAR course examination report: Marine and Maritime Studies

| Year | Number who sat | Number of absentees |
|------|----------------|---------------------|
| 2022 | 115 | 0 |
| 2021 | 122 | 3 |
| 2020 | 103 | 0 |
| 2019 | 108 | 2 |

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 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 115 candidates Mean 55.64% Max 85.75% Min 21.63%

Section means were:

| | | | |
|--------------------------------|-----------------|-----------|----------|
| Section One: Multiple-choice | Mean 69.35% | | |
| Attempted by 115 candidates | Mean 13.87(/20) | Max 19.00 | Min 7.00 |
| Section Two: Short answer | Mean 53.45% | | |
| Attempted by 115 candidates | Mean 26.72(/50) | Max 43.25 | Min 9.25 |
| Section Three: Extended answer | Mean 50.16% | | |
| Attempted by 115 candidates | Mean 15.05(/30) | Max 25.50 | Min 1.12 |

General comments

The 2022 examination mean was higher than the previous year's mean. Many candidates' responses lacked sufficient detail to attain full marks in the higher order questions. Overall, a lot of rote learning appeared to be demonstrated. Candidates often struggled to apply their understanding to the question and context provided.

Advice for candidates

- Definitions of key terms are important. It is recommended that you develop a glossary of key terms relevant to the course, such as toynbee, valsalva and frenzel. Definitions that are not clear lead to poor or confusing explanations of bigger concepts.
- Refer to the number of marks allocated to each question as a guide to structuring the content and depth of your answer.

- Section Three responses do not need to be presented in essay format. You may use headings with detailed points that address the question. This may help to support the structure of responses and also assist you in responding to the question and its various components.
- Identify the key words in the question and then address each part piece by piece.
- Practise setting out your working clearly to ensure you have a chance of achieving at least part marks for calculation questions.
- Practise past examinations to become familiar with the format and types of questions that can be asked. This is also a good revision technique, as it may reveal an area of weakness in your knowledge.
- Use the syllabus document as a checklist and go through each point carefully to ensure that you have revised all concepts relating to each point.

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 to enable them to be able to provide comprehensive 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 the skills required, under timed conditions as part of their revision.
- Include a focus on graphs, data, scientific method and diagrams when teaching the course. These help students to develop a clear understanding of the material being covered.
- Ensure all students have access to the *Glossary of key words used in the formulation of questions*, available on the course page. These verbs clearly set out what each question is asking and what is expected of students in their response.
- Teachers should consider looking for opportunities to help students conceptualise the various mandated distances required in interactions with different cetaceans, such as taking students to the school oval to mark the distances out.
- It is recommended that teachers focus their teaching on the major ocean currents specifically identified in the syllabus when teaching this area of content.

Comments on specific sections and questions

Section One: Multiple-choice (20 Marks)

Section One achieved a mean of 69.35% and had a spread of scores ranging from 7 to 19 out of 20. Questions 1, 3 and 13 proved to be particularly challenging.

Section Two: Short answer (100 Marks)

The mean for the short answer section was 53.45%. Candidates needed to pay close attention to the number of marks allocated to each question. Many candidates gave lengthy, repetitive responses to questions that were only worth a few marks, whilst questions that required more comprehensive responses were answered with little detail.

Section Three: Extended answer (40 Marks)

Most candidates selected Question 29 whereas Question 30 was selected by very few. Many responses provided by candidates were confusing to read and lacked planning or organisation of ideas.