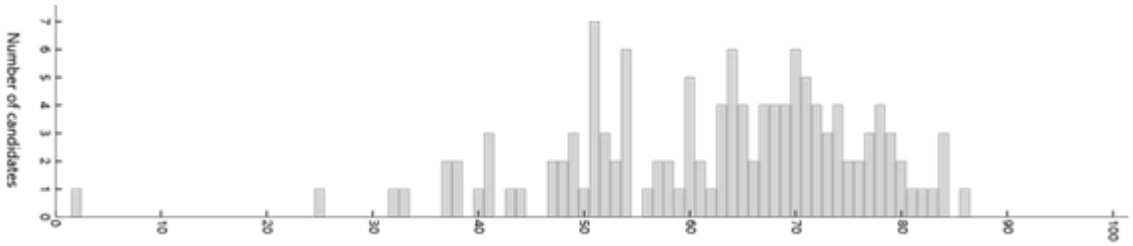
Government of **Western Australia**
School Curriculum and Standards Authority

Summary report of the 2024 ATAR course examination report:
Marine and Maritime Studies

Year	Number who sat	Number of absentees
2024	127	3
2023	111	0
2022	115	0
2021	122	3

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



Summary

This examination contained three sections. Candidates were required to answer all questions in Section One (Multiple-choice) and Section Two (Short answer). Section Three (Extended answer) contained four questions with candidates required to answer any two.

Attempted by 127 candidates	Mean 62.20%	Max 85.83%	Min 2.00%
Section means were:			
Section One: Multiple-choice	Mean 80.79%		
Attempted by 127 candidates	Mean 16.16(/20)	Max 20.00	Min 2.00
Section Two: Short answer	Mean 56.22%		
Attempted by 126 candidates	Mean 28.11(/50)	Max 42.62	Min 0.00
Section Three: Extended answer	Mean 59.76%		
Attempted by 126 candidates	Mean 17.93(/30)	Max 28.50	Min 0.00

General comments

Most candidates attempted all questions, which suggests that the examination was both accessible and of an appropriate length. Candidates demonstrated a greater range of answer structures for their Extended answers than in previous years, with tables, diagrams and dot points being frequently used to appropriately organise answers. Results indicate that candidates had covered the depth and breadth of the course and that full marks were achievable. Areas of strength were Science as a Human Endeavour (Question 23) and Science Inquiry Skills (Question 24). Areas of weakness were maritime archaeology (Questions 21 and 29) and scuba and snorkel science (Questions 25 and 26).

Advice for candidates

- Ensure that you address all aspects of the syllabus, which includes the three strands of Science Inquiry Skills, Science as a Human Endeavour and Science Understanding.
- Make certain that you have a strong working knowledge of the *Glossary of key words in the formulation of questions*, which can be found on the course page. The verbs in this glossary help clarify what a question is asking to ensure that you are providing the type of answer that is required.
- Highlight or underline key words in questions to ensure that you are providing the information required by the question. Re-reading questions will also assist with this.
- Use the number of marks as a guide to structure your answer.
- Familiarise yourself with the terminology of the syllabus. This will ensure that you can both define a concept and apply your understanding in the correct format.
- Include clear workings and units of measurements in your calculations. There are often marks allocated to these aspects.
- Diagrams should include annotations that are neat, clear and organised. Annotations may need to be in sentence form to provide the level of detail required.
- Include examples where possible to give depth to your answer.
- The Extended answer section does not require essay format answers. Other options include: continuous writing, writing that incorporates bullet points, diagrams, annotations, and tables. Headings and sub-headings, along with highlighting and underlining, are encouraged. Structure answers so that they are easy for the marker to read and understand.
- Be aware that the amount of information required in answers is dependent on what the question is asking and the marks allocated. Use the spare pages provided to plan your answers, if necessary.

Advice for teachers

- Make certain that students can address all aspects of the syllabus, which includes the three strands of Science Inquiry Skills, Science as a Human Endeavour and Science Understanding.
- Ensure that students can define terminology associated with the syllabus, such as ‘over-fishing’, ‘archaeological survey’ and ‘barotrauma’, which are found in both Units 3 and 4. Use these terms on a regular basis and provide students with a glossary of definitions to assist them in developing a stronger knowledge base and to help them identify which concept to apply in an examination.
- Confirm that students have a strong working knowledge of the *Glossary of key words used in the formulation of questions*, which can be found on the course page. A copy of this document should be provided to students. Students could use this document to analyse questions to work out what is being asked of them.
- Review student understanding of maritime archaeology concepts; provide them with specific examples and key points relating to the Batavia, including survey techniques and the conservation process of common artefacts.
- Explicitly differentiate the effects, equipment, injuries and requirements associated with free divers and scuba divers. It would be beneficial for teachers to differentiate between nitrogen narcosis, the bends/DCS/decompression sickness, carbon dioxide poisoning and oxygen toxicity so that students fully understand the different consequences of improper diving practices.
- Encourage students to check that they can adequately answer all parts of an Extended answer question before embarking on their answer.
- When teaching about marine protected areas (MPAs) provide students with tangible examples of how an MPA can assist in conservation.

Comments on specific sections and questions

Section One: Multiple-choice (20 Marks)
Section One achieved a mean of 80.79%, demonstrating a good understanding of course content by candidates. Questions 4, 5, 17 and 19 proved to be the most challenging.

Section Two: Short answer (105 Marks)
Most candidates attempted all questions and demonstrated a basic understanding of the syllabus. Many answers lacked depth and candidates had trouble applying their understanding in unfamiliar contexts. Candidates did well in their calculations and demonstrated a strong understanding of the role of scientific research in managing marine environments.

Section Three: Extended answer (40 Marks)
Candidates favoured Questions 27 and 28, indicating that the majority of candidates felt they had a strong knowledge base for these two topics. A considerable number of answers showed planning and clear structure, using tables, headings and bullet points to deliver information.