

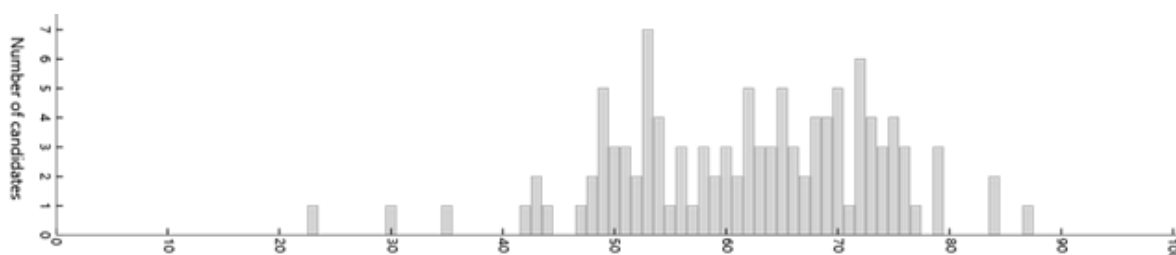


## Summary report of the 2023 ATAR course examination report: Marine and Maritime Studies

Year	Number who sat	Number of absentees
2023	111	0
2022	115	0
2021	122	3
2020	103	0

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 of these.

Attempted by 111 candidates                      Mean 61.97%                      Max 87.22%    Min 23.19%

Section means were:

Section One: Multiple-choice attempted by 111 candidates	Mean 73.11% Mean 14.62(/20)	Max 19.00    Min 9.00
Section Two: Short answer Attempted by 111 candidates	Mean 61.59% Mean 30.79(/50)	Max 45.09    Min 9.81
Section Three: Extended answer Attempted by 111 candidates	Mean 55.17% Mean 16.55(/30)	Max 27.00    Min 1.88

### General comments

The 2023 examination mean was higher than the previous year's mean, with all sections having a higher mean than in 2022. Section Three had the lowest mean of the three sections, as it has done in previous years. Candidates tended to respond to the Extended answer questions in an essay format when this is not a requirement. Most candidates attempted all questions, suggesting it was an accessible examination of an appropriate length. Results indicated that candidates covered the depth and breadth of the course and that full marks were achievable. Areas of strength were Science Inquiry Skills (Question 23) and coral communities (Question 29). Areas of weakness were maritime archaeology (Question 22), ecotourism and whales (Question 24), and Leeuwin current and marine ecosystems (Question 27).

### *Advice for candidates*

- Ensure that you can address all aspects of the syllabus, which includes the three strands Science Inquiry Skills, Science Understanding, and Science as a Human Endeavour.
- Ensure that you 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. The verbs in this glossary help clarify what a question is asking and the type of response that is required.
- Highlight or underline key words in questions to ensure that you are providing the information required by the question in the way required. 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.
- Include clear workings and units of measurement in your calculations. There are often marks allocated to these aspects.
- Diagrams with annotations should be neat, clear, and organised. Annotations may need to be in sentence form to provide the level of detail required.
- The Extended answer section does not require essay format responses. Other options include: continuous writing, writing that incorporates bullet points, diagrams, annotations, and tables. Headings and sub-headings are encouraged. The amount of information required is dependent on what the question is asking and the marks allocated. Use the spare pages provided to plan your response. Structure your answer so that it is easy for the marker to read and understand.

### *Advice for teachers*

- Ensure that students can address all aspects of the syllabus, which includes the three strands Science Inquiry Skills, Science Understanding, and Science as a Human Endeavour.
- Ensure that students are familiar with the terminology of the syllabus, such as longitudinal study and primary and secondary data, as found in both Units 3 and 4. Note, the Science Inquiry Skills strand appears to be very similar in Units 3 and 4, but there are minor differences to be aware of.
- Ensure 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. This document could be used by students to analyse past and practice examinations to work out what the question is asking of them.
- Provide students with, or get them to create, a table comparing the guidelines for interacting with different marine life.

## ***Comments on specific sections and questions***

### **Section One: Multiple-choice (20 Marks)**

Section One achieved a mean of 73.11%, demonstrating a good understanding of course content by candidates. Questions 10, 14 and 19 proved to be the most challenging. The correct answer for Question 14 was option (b), but a high number of candidates selected distractor (c); it is unlikely that a material can withstand any amount of pressure, as incorrectly stated in this answer.

### **Section Two: Short answer (107 Marks)**

Most candidates answered all questions and demonstrated a broad understanding of the syllabus, but their answers lacked depth at times.

**Section Three: Extended answer (40 Marks)**

Candidates slightly favoured Question 27 as one of their choices. Questions 27 and 30 had lower means than the other two questions. Some extended answers seemed to lack planning, which affected the efficiency of the response.