![Government of Western Australia – School Curriculum and Standards Authority]

Summary report of the 2018 ATAR course examination:
Marine and Maritime Studies

Year	Number who sat	Number of absentees
2018	125	5
2017	98	2
2016	62	0

Examination score distribution–Written

Summary

Attempted by 125 candidates Mean 62.88% Max 83.18% Min 30.42%

This examination comprised of three sections. Sections One and Two required candidates to answer all questions, while Section Three required candidates to answer two of four questions.

Section means were:
Section One: Multiple-choice Mean 77.84%
Attempted by 125 candidates Mean 15.57(/20) Max 20.00 Min 9.00
Section Two: Short answer Mean 61.67%
Attempted by 125 candidates Mean 30.84(/50) Max 42.53 Min 13.92
Section Three: Extended answer Mean 55.37%
Attempted by 124 candidates Mean 16.61(/30) Max 27.75 Min 3.00

General comments

This was a straightforward examination with candidates producing sound results in all sections. Most candidates produced responses to most questions across the paper indicating a broad knowledge of the course. A generally high quality of response was noted, in line with previous years.

As indicated by the means, candidates had difficulty in interpreting and achieving high marks in the extended answer questions compared to the short answer and multiple-choice questions. However, a mean of 55.37% for the extended answer section is a very commendable score.

Advice for candidates

- Use diagrams in answers that are relevant to the answer. Consider the diagram for appropriateness and accuracy. Also ensure diagrams are labelled, neat and organised in presentation and show what is intended
- Look at how many marks each question is worth and then include that particular number of specific points in your answer. Some responses this year were weak, vague and lacked sufficient development of ideas.

- Questions need to be read carefully so that exactly what is being requested is understood. Pay particular attention to the verbs used in the question e.g. describe as opposed to identify.

Advice for teachers
- Provide students with opportunities to practise extended answer questions.

Comments on specific sections and questions

This was a straightforward examination with many candidates achieving sound marks in most sections. A generally high quality of response was noted in many questions, especially in Section Two and even more so in Section Three.

Section One: Multiple-choice (20 Marks)

This section resulted in the range of marks shown but was, in general, considerably easier than the other sections. The minimum was high and demonstrated the need for adjustment in difficulty of this section. Candidates achieved very high scores in Questions 7, 11, 15, 18 and 20 with means greater than 90%. These questions were largely recall. The scores for Questions 8 and 10 were much lower, around 50%. Both these questions involved interpretation of information provided in graphical form.

Section Two: Short answer (97 Marks)

The range of candidates' results showed that the breadth of content challenged some while the depth challenged others. Many candidates demonstrated strengths in certain areas by writing strong answers to groups of questions (on topics such as the acidification, or coral bleaching), but few could answer all questions well. Thus, while the maximum possible marks for each question were achieved in almost all questions, no one candidate managed to score highly on all questions. Other candidates gave relatively shallow answers across the range of content. Overall, this section catered for a range of candidate and teacher expertise.

Section Three: Extended answer (40 Marks)

Nearly all candidates made a reasonable attempt at Section Three: Extended answer section. There was a very clear favourite amongst Section Three questions; namely Question 28. Question 30 was also generally favoured by candidates. Question 29 was less favoured.