



# EXAMINER'S REPORT MAY 2022

## INTRODUCTION TO SHIPPING

### General comments:

The May 2022 paper was a wide and comprehensive exam covering the major elements of the syllabus.

Many students made a very good attempt at the paper with a wide range of marks received. This session saw a great improvement in the maritime geography question evidencing improved study and revision efforts. Unfortunately, in this session time management was poor and some students struggled to complete all five questions in a balanced and timely manner. Some students improved on the structure by adding a clear introduction, discussion and conclusion, but many still struggle to grasp this need for clear structure. Those with improved structure and well-developed answers did very well scoring higher marks generally. Overall the session was a solid performance given a comprehensive Introduction to Shipping paper.

### Question 1:

**1. Discuss the rights and the duties of a port agent to his principal. Use shipping examples to support your answer.**

What was being looked for by the examiner

This question was attempted by a fair number of students.

Most students were able to cover the main rights and duties of an agent with a good supporting discussion. Many struggle to illustrate this with shipping examples. The duties, before arrival, during the ships call and post departure was required. Organising a ships berth, stevedores, ships' clearance, bunkers and so on would have been simple but effective examples.

**Question 2:**

**Define and discuss ALL these shipping terms.**

- a. PSC
- b. ISM
- c. SOLAS
- d. IACS

What was being looked for by the examiner

This was a straightforward definition question aimed at assessing students' ability to define and discuss key terms. Numerous students were able to nail this question scoring high marks. However, some struggled with the IACS definition. Understanding the role of Classification Societies is critical to the industry. These are common definitions used in the industry and students should be aware of and familiar with them.

**Question 3:**

**3. Discuss the role of IMO and identify ONE convention established by the IMO to facilitate safety at sea.**

What was being looked for by the examiner

This was a straightforward regulation question that gave students the opportunity to demonstrate their extensive shipping knowledge. The vast majority of students did quite well on discussing the role of the IMO. However, many students covered security and environmental conventions and not the safety conventions such as SOLAS or COLREG.

**Question 4:**

**Identify and discuss the role and responsibilities of a Dry Cargo Chartering broker.**

This was another popular question with many students. Students did well in identifying the role of a dry bulk broker. A deeper discussion around the process of broking and the brokers extensive knowledge of the market. Insight into the Baltic Dry Index would have been really good also. Few students confused the dry bulk sector with wet bulk sector. Students should pay a bit more attention to the details of the question.

**Question 5:**

**Distinguish the difference between a liner and a tramp service, giving examples of each, and discuss the type of cargoes that may be carried by the two services.**

What was being looked for by the examiner

This was not very popular question. The intent was to allow students to distinguish the difference between liner and tramp. Many students were able to give a high-level discussion on both but some still confused the fixed route for liners and ad hoc for tramp. Using examples such as Liner shipping is not restricted to just container ships but also applies to other types of cargoes/ships like RoRo, Bulk and Break Bulk cargo would have added value to student's discussions.

**Question 6:**

**Discuss how the rise and fall of tides are caused and why they vary, and explain their effect on shipping.**

What was being looked for by the examiner

This was not a popular question for students. Some struggle to demonstrate a basic understanding on what causes tidal movement. Some said it is a phenomenon which is not entirely correct as it is scientifically explainable and predictable. Tide tables (tidal predictions) are published which show the times of high and low water for each port for months and even years in advance. The commercial elements such as delays and groundings should have been included to maximise marks.

**Question 7:**

**Answer ALL parts of the question.**

**a) Using the world map provided, identify TWO load and TWO discharge grain ports.**

**b) Using the world map provided, draw the supporting trade routes used for the carriage of grain, including the load and discharge ports and the oceans, seas and waterways.**

**c) Identify and discuss TWO factors which may affect the demand and supply of grain. .**

What was being looked for by the examiner

Many students were able to identify both load and discharge ports, but unfortunately some identified the countries instead. Some of the trade routes were not correctly illustrated, this is room for improvement. Some students were unable to really identify supply and demand factors. But those who did cover weather, embargos and the present crisis on Ukraine did very well.

**Question 8:**

**Answer On the world map provided show the location of the following important features of the world's maritime trade routes.**

**Continents:**

- i. Asia
- ii. Africa
- iii. Europe
- iv. South America
- v. Australasia

**Waterways:**

- vi. Straits of Hormuz
- vii. Torres Straits
- viii. Panama Canal
- ix. Malacca Straits
- x. Suez Canal

**Oceans:**

- xi. Atlantic
- xii. Pacific
- xiii. Indian
- xiv. Arctic
- xv. Southern

**Major Ports:**

- xvi. Singapore
- xvii. Rotterdam
- xviii. Shanghai
- xix. Los Angeles
- xx. Rio Grande

What was being looked for by the examiner

This question was done well by many students. Some provided an almost flowless reply which was very impressive. There has been a major improvement in the maritime geography question and is very promising development. Some studentS were still unable to identify major ports and water ways, a bit more attention during studies and revision would be great.