

MARITIME ECONOMICS

The 2025 examination in Maritime Economics presented candidates with an opportunity to demonstrate their understanding and application of core concepts in this specialised subject. Maritime Economics remains a critical field, bridging theoretical knowledge with practical insights essential for navigating the complexities and endless opportunities within the maritime industry.

This report aims to provide a comprehensive analysis of candidates' performance in the examination, highlighting strengths and areas requiring improvement. It serves as a guide for educators, candidates, heads of departments, principals, and curriculum advisers to enhance teaching strategies and align future assessments with the intended learning outcomes. This report must be read in conjunction with the 2025 November examination paper that was written on the 4th of November 2025.

The examination comprised both theoretical and applied questions, ensuring a balanced evaluation of candidates' capabilities.

Overall, candidates displayed a commendable understanding of key topics, particularly in areas such as the maritime world, and parts of shipping operations. However, challenges were noted in questions requiring critical analysis and the synthesis of information, which suggests greater emphasis is needed on developing higher-order cognitive skills during teaching and learning.

QUESTION 1 THE MARITIME WORLD

In the past, multiple-choice questions (MCQs) were the most well-answered question type; however, there has been a decline in performance this year. Questions with various cognitive levels and levels of difficulties have been tested in this section. Candidates needed to be a little more careful and focused when reading each MCQ question and respective distractors.

Many candidates failed to pick the correct answer for Question 1.7 which examined loadline marks. It was evident that candidates were not adequately prepared regarding the practical application of ships' loadlines. Other questions, such as 1.13, highlighted a knowledge gap in the drydock section of the Grade 11 curriculum. A few candidates, seemingly fewer than the past year, managed to score full marks in this question.

Future candidates must be encouraged to read the multiple choice questions and ALL of their respective options/distractors in full before attempting to answer.

The question on matching Column A with Column B was answered well by most candidates.

QUESTION 2 THE MARITIME WORLD

Again, candidates responded well to this question, which was expected as topics on the maritime world are covered in the first term and would then be examined throughout the year.

2.1.2 Exposed that MARPOL, as an abbreviation was not taught in full in certain centres as there were centres where not a single candidate answered the question correctly. Educators must make sure that abbreviations are used interchangeably with full meanings.

- 2.1.8 This question was problematic to answer for most candidates despite the meaning of the one type being provided in the introductory text, and indicated that the two systems work opposite to each other.
- 2.2 This question was generally well responded to by most candidates. The biggest downfall for many candidates was calculating the percentage change. There was a similar challenge with percentage calculation in the previous examination cycle. Educators must be intentional with teaching percentage change calculations to future candidates. This is an important part of data analysis.

While candidates demonstrated a solid understanding of the maritime world topics overall, there is room for improvement in addressing specific question requirements and adhering to instructions. Encouraging progress was observed in several areas, where most candidates performed well, but issues such as incomplete explanations, lack of clarity, and failure to follow instructions resulted in some candidates losing marks. Educators should emphasise the importance of answering questions as asked, using full sentences, and following instructions precisely to avoid the unnecessary loss of marks. Additionally, ensuring candidates are familiar with industry-specific terminology, such as abbreviations like MARPOL, will further enhance their performance in future examinations.

QUESTION 3 SHIPPING OPERATIONS

This is the longest question with the most marks. Approximately 40% of the curriculum is examined in this section of the examination. It was encouraging to see an improvement in this question. However, candidates could have done better if attention to detail was given. The following are questions where candidates mostly struggled:

- 3.1.4 This question showed that there is a substantial gap in knowledge when it comes to actual SOLAS and the items which are covered under the convention. A number of candidates also struggled in answering the question on where classification society of a vessel is engraved on the ship's hull.
- 3.2 Although this question was intended to be easy, it proved to be particularly challenging for the candidates. Many candidates drew the incorrect cross section, and most did not show the actual ship dimensions as requested. Those who know the longitudinal section of the ship drew the 'Noah's Ark'. Although candidates were not penalised for this, it highlighted a lack of classroom visual aids, particularly images of ships.

Cargo handling calculations were generally well answered, but caution is raised once more against candidates taking short cuts or doing calculations in their head without showing their calculations. This resulted in the loss of marks for some candidates.

- 3.3.5 This question was not well answered. Many candidates did not know the services asked about here, and those who did, failed to explain them as required by the question.
- 3.4 Candidates were comfortable with this question and showed calculations when calculating number of days spent at sea. Most candidates, however, were not successful in calculating the total number of days on the charter. Common mistakes were leaving out the final four days at anchor and not applying the fact that the last voyage is a single one, and the ship need not to go back to the port of load.

- 3.5 This question was not responded to well. Ship agency is covered in Grade 11. This should give sufficient time to revise such sections as they can be incorporated into much of the Grade 12 work. The question examining email drafting was satisfactorily answered. Most marks were awarded for the content, but four marks were awarded on professional email practices such as a formal greeting.

After so many examination questions and examiner's reports, there appears to be no noticeable improvement in candidates' ability to calculate the general average. Educators need to be intentional about teaching the skill required for this question.

While there has been a noticeable improvement in the overall performance of Question 3, there remains significant room for growth. Many candidates demonstrated a good foundational maritime knowledge; but a lack of attention to detail, failure to understand specific scenarios, and challenges with application-based questions led to lost marks. Encouraging candidates to thoroughly analyse questions, apply scenario-specific knowledge, and follow command words can further improve results. Educators are urged to reinforce these concepts and ensure practical application is emphasised, as it is critical for both examinations and real-world maritime contexts.

QUESTION 4 INTERNATIONAL TRADE

This question remains the least favourably answered question compared to the rest of the questions. In this section of the question paper, candidates are expected to have sound knowledge of shipping logistics and maritime geography. Poor performance in this question remains a concern.

- 4.1 Most candidates demonstrated knowledge of how to approach this question; however, confusion over the number of days led to a significant loss of marks. Unfortunately, because most candidates were confused by the number of days, there was a huge loss of marks here. Despite this, it was encouraging to see many candidates showing calculations and workings to all their calculations questions.

- 4.3 & 4.4 Are still proving to be difficult for candidates. Intentional and constant practising of these questions is needed. It was encouraging to see a slight improvement in 4.4 compared to the previous examination cycle. However, a lot of candidates struggled with the schedule question and showed lack of understanding of the concept all together. There is hope though, and hope possibility that future candidates may do better in similar questions.

Overall, the performance on this section reflects significant gaps in candidates' knowledge of shipping logistics, maritime geography, and attention to detail in specific concepts. Calculation-based errors, a lack of awareness, and struggles with large numerical values further emphasise the need for thorough preparation and foundational reinforcement. With focused teaching strategies and consistent practice, future candidates can achieve better results.

QUESTION 5 MARINE ENVIRONMENTAL CHALLENGES

This question covers a relatively small section of the curriculum; hence it is the question with the least marks – only 30 marks. This year, there was a decrease in the average mark percentage received by candidates when compared to the previous year.

A number of candidates still confuse a TRS with a mid-latitude cyclone. This requires serious attention. The formation of fog is still problematic, especially when questions ask for region specific formation. Attention must be given to this. The question on ballast water exchange was well answered by most candidates.

Conclusion

The examination showcased both strengths and areas requiring targeted interventions among candidates. While there were notable improvements in questions related to the Maritime World and Shipping Operations; significant challenges persisted, particularly in sections demanding higher-order thinking and scenario-based applications, such as International Trade and Shipping Logistics. The examination's structure, aligned with curriculum standards, effectively tested foundational knowledge and advanced competencies, yet underscored the need for enhanced teaching strategies to address persistent gaps, including poor adherence to instructions, incomplete explanations, and difficulties with specific maritime terminologies and concepts.

Moving forward, it is imperative for educators, HODs and curriculum advisers to focus on bridging these knowledge gaps by emphasising practical application, critical analysis, and industry-specific competencies. Strengthening foundational knowledge in earlier grades, integrating scenario-based teaching methods, and fostering meticulous attention to question requirements will better prepare future candidates.

Lastly, and as expressed in the previous year's report, to do well at the end of the year, candidates need to stay focused and work diligently every single day.