



INTRODUCTION TO SHIPPING

GENERAL COMMENTS

There is now definite evidence of a positive forward and upward facing learning curve reflected in the scores awarded. Very few students failed to achieve pass ratings and of those unfortunate few it is suggested that the cause of the low scores was lack of study. The updated examination answer booklet did not appear to present any problems for the students, answers spread over several pages did lead to additional time spent on marking.

Question One

A straight forward question, which did not require much explanation provided that the correct entries were made on the world map. Common errors and omissions were lack of a North/South division of the Atlantic and Pacific oceans and the St. Lawrence, as well as the meridians. High scores for this answer as expected.

Question Two

The answers reflected upon the numbers of students who presumably are engaged in the dry bulk trades. Pleasingly, most answers took advantage of the offer to support their answer with a diagram, which in the main was well presented, apart from a common error numbering the hatch/holds. Good to read about economies/diseconomies of scale plus the expanded Panama canal, which demonstrated reading of trade publications. Surprisingly there were few cargo examples which would have better illustrated your answer.

Question Three

When the question was set it did seem quite simple and easy to follow but unfortunately answer evidence did present some difficulties. The first part to the question naming the three ports were invariably focused in the Middle East. Where the problem did occur, it was to discuss trade three voyages from the loading ports. The majority of answers only showed one voyage. A further criticism is to mention that the geographical locations of the discharge ports were questionable.

Question Four

Quite well answered although many comments focused upon displacement. One of the reasons for setting this question was to encourage the use of examples, which in this case would have neatly supplemented the definitions and descriptions. Comment was also expected but missing concerning lumpsum freight. The parties who might be interested in such information was expected to include parties from a wide range of brokers, cargo handlers, sale and purchase. Sadly only the latter featured strongly. Once again cargo examples were missing and should have been used to demonstrate a clear understanding of the subject material.

Question Five

A popular case study which was quite well understood. Some good legal points were mentioned including the often difficult to explain VICARIOUS LIABILITY. A notable omission from many answers were the circumstances where the clause does not protect the servants or agents. Once again the use of examples which would have better illustrated answers.



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Question Six

This question proved to be popular and pleasingly contrasted and compared in-house management with independent. Many students took the opportunity to explore the history of management growth and the reasons for its popularity and adoption, both by single/small fleets and multi unit fleets. Crewing agencies were very popular and persuasive reasons were given for using this division of management. Importantly, not only was total management explored but also the prime reasons for employing this sector. The role and usage of SHIPMAN was prominently included.

Question Seven

A well answered question with many students quite correctly paying particular attention to conventional cargo handling methods through to skids, pallets, ro-ro and containers, each with their own advantages, disadvantages and projected future. Considerable comment was given to the actual construction of the various box types, coupled with intermodalism and its incorporation into the supply chain concept. Some answers even went to far as to pass comment upon a futuristic projection linking intermodalism with the unmanned ships. A noteworthy absentee under disadvantages was the high cost of restitution and box demurrage.

Question Eight

Both types were fairly accurately described with probably over emphasis upon the role of the seawaybill. Receipt function, Evidence of contract of carriage and Document of title 'R. E. D', was mentioned in practically all answers, although there were some doubtful comments about evidence of contract. There was also some confusion between the role of a charter party and a documentary letter of credit.

Concluding Comments

Whilst these comments are partially repeating those made within the introductory comments and previous reports, it is again worth congratulating tutors and distance learning centres upon preparing students for the examinations; those remarks are still valid, although emphasis must be placed upon the need to concentrate more upon geographical study. It is easy for examiners to criticise students for lack of geographical knowledge but if they are not taught, then they cannot be blamed.