

### General comment

The overall standard for the Port and Terminal examination in 2015 was excellent. Students displayed a wide knowledge of the synopsis and could also introduce working examples into their answers. Some students struggled on questions regarding financial controls and the concept of added value port services, but that aside an excellent level of answer was generally attained this year. The questions were chosen from a wide range of subjects within the syllabus. Port equipment, financial controls, the concept of the port as a part of the supply chain, marketing and health and safety policies were all covered.

### Question One

This question was very well handled generally, and some students did exceptionally well in some cases. Students demonstrated knowledge of jetty layout, loading equipment, and were able to discuss chocks and type loading arms. The shore-side infrastructure of terminals including tank storage and control rooms was also handled well. Some students gave insightful answers on health and safety regulations in the terminals which demonstrated an excellent awareness and knowledge of the subject matter.

### Question Two

This was a banker question for students, with the vast majority of students being able to name a significant number of relevant pieces of equipment such as straddle carriers, gantry cranes, reach stackers, forklift trucks. Generally very well handled by the students.

### Question Three

Unfortunately, this was a poorly answered question. Students appeared unaware of the general concept of cash flow, and failed to develop a structured answer to deal with improving the situation. Perhaps indicating students from an operational background. Instead the students focused on improving and developing additional aspects of profitability, which may well improve the health of the profit and loss account, but not necessarily the cash flow.

### Question Four

This was another poorly answered question with students failing to understand the concept of added value services. Some students scored poorly on this question as they failed to grasp the general concept of the question and created answers that were completely incorrect.

### Question Five

This was a very well answered question as students understood the positioning of the port in the context of its role in the overall supply chain. Students gave consistent and excellent examples that in many cases looked at the hinterland and adjoining countries and placed the port in its context of a regional and in some cases global supply chain.

**Question Six**

This question had a mixed bag of answers and it was clear that a large percentage of students had little or no experience in handling passenger ships. The crucial access / egress to and from the vessel were generally overlooked and there was limited HS commentary on the specifics of a terminal which may process a large number of people on a daily basis. Most HS comments were general in nature.

**Question Seven**

A good answer to this question. Most students favoured an answer that focused on the actual cargo handling, and these were very detailed and scored highly. Unfortunately, there was limited commentary on the actual berth and draft required to facilitate the handling of Panamax vessels, it was disappointing that this aspect was largely overlooked, and slightly tainted what was otherwise a very well handled question.

**Question Eight**

This question had a fair attempt, ISGOTT – was well handled, trust Port – student provided a good discussion demonstrating sound knowledge but almost all students failed to give an example. HASAWA- Students handled this really well and were very comfortable with HSE legislation. MIDAS Port- Generally well handled but lacking examples.