

General comment

The candidates' papers were marked with over half of the students achieving a pass. A number of papers would have benefitted from planning and preparation with a view to covering all points required. Candidates should state when any assumptions are made, some essays were short making assumptions which were incorrect. Maps were used widely by all candidates who selected the relevant questions. It is worth repeating that more explanation on, or about, the maps would help maximise the marks achieved. Showing features such as continents, oceans, main ports, canals, headlands, currents etc. would assist. Ship diagrams would benefit from inserting labels in the correct places and the plans, elevations and cross section should be in proportion.

Question One

This is a three part question requiring a general understanding of the types of LOI needed. Majority of answers covered LOI's for 'Non Production' and 'Change of Destination' with a large number of answers failing to mention 'Comingling'. Many answers did not mention that the LOI should be as per Owner's P&I Club wording or state that a value limit and a time limit should not be included.

Question Two

Diagrams were generally acceptable, a number showed, or appeared to show, cofferdams between tanks which results in a confusing diagram. More marks would have been achieved by covering the current trades that Panamax tankers are employed in, not just 'cross Panama'. The New Panama Canal dimensions were not mentioned by many students and some unlikely trades proposed. In general maps were poorly labelled, missing; oceans, capes, ports, weather and current patterns.

Question Three

Some confusion as to how 'In transit Losses' should be measured or indeed that some load ports are notorious for their inaccurate gauging equipment and such figures should not be used; very few students mentioned 'Vessel's Experience Factor', VEF. A number of candidates confused 'Remaining On Board' ROB with In Transit Loss. Better answers pointed out that samples of cargo loaded are frequently taken and a set carried on board.

Question Four

A number of candidates explained the reasons for having subjects without giving any examples. Some students had not prepared for this question and were therefore unable to identify the various forms of subject are currently used. The topic of ethics was generally well covered with better answers highlighting those associated with being 'on subjects'.

Question Five:

It was disappointing that some essays covered one topic e.g. the supply of tankers. Better marks were achieved by those candidates that expanded their answer mentioning the USA shale oil production leading to reduced imports of WF and ME crude changing the destination to India and the Far East. Pipelines have affected trades and OPEC has not cut back its production in response to low oil prices. Alternative sources of energy was overlooked by many students. Where the two examples of crude oil trades which have been affected were shown on the map, very little explanation was given. Those answers giving a lot of historical information about crude oil trades did not earn additional marks.

Question Six:

Conditions applicable for a tanker to tender a valid Notice of Readiness generally was well covered. Some students found difficulty identifying periods which are excepted from laytime. Some candidates generally understood what events are counted as 'half time'. Better essay writing would help many students achieve a higher mark in this question.

Question Seven

It was evident that a number of candidates confused 'swell' and 'bad weather'. The answers that identified the areas where ports are affected by swell, which may be closed and tanker shifted off the berth, only a few students went on to outline wording, in the charter party, that would protect owners from the additional shifting time and expenses associated with same.

Question Eight

A number of answers were short, confused and lost marks by failing to give examples of areas where the WRAP are applicable today. A number of students forgot to identify who would pay when a vessel is employed under time charter. Worryingly few students mentioned that in a voyage charter 'who pays' is usually a negotiable term.