



MarTEL

Maritime Test of English Language

Phase 3 Standards

Study Guidelines

Senior Deck Officers



with support from all partners



MarTEL PHASE 3

STUDY GUIDELINES FOR SENIOR DECK OFFICERS

Introduction

These study guidelines are designed to assist test takers in recognising and developing higher levels of reading, speaking, listening, and writing skill. The MarTEL Phase 3 Test for Senior Deck Officers assesses the English language proficiency of senior rank deck officers at management and operation level in a maritime linguistic context.

The test will serve as a benchmark for the identification and certification of the proficiency in Maritime English for professional mariners, with regard to the successful execution of their senior management and operational responsibilities.

The test relies on the premise that officers aspiring to move up to senior management level have already demonstrated their professional knowledge of Maritime English by successfully passing the two earlier phases of the tests - MarTEL Phase 1 (for entry onto officer training programmes), and MarTEL Phase 2 (for recently qualified officers, or those nearing the end of their training). Therefore, in recognition of the fact that the aforementioned two phases have already been assessed and passed, the focus of Phase 3 is on the knowledge-base of the individual at a higher level of comprehension, application, analysis, synthesis, evaluation, and also articulation, and debating intelligently various issues of interest and concern to the maritime industry.

At this stage in a test takers' professional career progression, reading professional and non-professional publications, listening to the news in English, and speaking / writing in English is essential.

The exchange of information and oral dialogue in this particular context is expected to be with various high-ranking officials of the maritime industry. This includes people (such as ship-owners, government officials, shipyard owners, maritime insurance brokers, and people who work within international organisations / associations) who have a decisive influence in the maritime sector in its entirety. Therefore, it is necessary for Phase 3 test takers to demonstrate a high level of proficiency in English for social, academic, and professional purposes.

Test takers will be expected to understand stated and unstated functions and the explicit and implicit meaning of the content of written and spoken communication in a wide range of social, academic, and professional contexts, and to express themselves in the spoken and written form effectively with a high degree of accuracy, in the appropriate style.

The MarTEL Phase 3 test for senior deck officers is a computer based test. It is executed in one sitting and has a total duration of **two hours**. When taking the test, it is possible to go back and forth through the questions of each part of a section, but once a part has been completed and submitted, it is not

possible to return. The test-taker can choose which section to start with, but a section cannot be quitted until all of its parts are submitted. No sections may be re-visited. Test-takers are advised to be sure of their answers before moving on to another part.

The test includes the following two areas:

1. Listening and Speaking

Speaking and listening are the key components of oral communication. In this section, test takers are assessed on their combined **listening and speaking skills**. Recorded questions/situations are provided, and a spoken response to each question or scenario is expected from the test taker.

Listening, in this context, is different from simply hearing. The test taker is expected to comprehend recorded messages. This may be an announcement, a broadcast, or a relayed spoken message.

The assessment of this part of the test is based on how the test taker receives the information, elicits meaning from the text, and responds to the information presented in the recording. Success in this section relies on listening carefully, thinking critically, and expressing oneself properly. Test takers must be able to demonstrate the ability to analyse and synthesise the information and express their answers orally.

For the assessment of this part, **non-interactive speaking** is necessary. Test takers record their speech where no audience or counterpart is available to listen or to respond. This seems a little beside the real world requirements of on board activities, but MarTEL is a computer-based test and there is no other way of doing it.

2. Reading and Writing

The assessment of this section will focus on the combined reading and writing skills of the test taker. Effective reading comprehension is required from the test taker, who is presented with a maritime related text, which could be a report or message. The number of the questions will depend on the length of the text(s), and the number of answers necessary to satisfy the test requirements. There are two parts in this section.

Part 1 consists of a text which the test taker must read, and identify appropriate information to fill in forms or write short answers. This part will assess the test taker's ability to read and extract appropriate information from the text, and fill in a form.

Part 2 consists of an extended writing exercise. This part involves the development and presentation of thoughts in a structured way. Senior deck officers are usually required to write according to a specific format to describe, record, or report an event or incident. A senior deck officer will always benefit from having good writing skills. The test taker is expected to produce an extended piece of writing (such as a report, letter, or message) on a given situations related a certain topic (for example, an investigation into safety/security, equipment trials and performance, human resource problems/actions, etc). The

assessment is based on fluency, content, syntax, spelling, punctuation, grammar, and use of maritime vocabulary.

ASSESSMENT CRITERIA

Senior Deck Officers	LISTENING/SPEAKING
Suggested topics for assessment	<ol style="list-style-type: none"> 1. Ship design technology and stability 2. Automation 3. Port state control 4. Dry docking 5. Risk management 6. Cargo work 7. Navigation watch keeping procedures 8. Ship manoeuvre and pilotage 9. Sea worthiness of ships 10. Passage planning 11. Bridge team management 12. Life saving appliances and fire fighting appliances 13. Notices to Mariners and legal requirements 14. Safe working practice 15. Onboard operations 16. MarPol 17. Col regs 18. Ship security 19. Piracy 20. Emergency response and procedures 21. SAR 22. Ship survey and classification 23. ISM and ISPS codes 24. Meteorological conditions
Tasks	<p>Part 1- 5 items, 30 min duration, 20 % of the full score</p> <p>Part 2 – 5 items, 30 min. duration, 20 % of the full score</p> <p>The listening and speaking section contains 40% of the total available marks.</p>
Skills required	<ul style="list-style-type: none"> • Listen to and understand dialogue in the work place a with crew of different nationalities within the ship, with other ships and ashore • understand detailed information

	<ul style="list-style-type: none"> • understand gist, main ideas • understand inference • identify viewpoints and attitudes • produce fluent and spontaneous speech without undue hesitation.
Task Types	Listening and communicating verbally
Grading and Marking Criteria	<ul style="list-style-type: none"> • Use sentences and questions in dialogues to communicate fluently. • Establish and maintain face to face communication in ships' operation, with other ships and ashore.
Rubrics	Instructions for the test are written, spoken, or both.

Senior Deck Officers	READING / WRITING
Suggested topics for assessment	<ul style="list-style-type: none"> • MarPol • Safe working practice • Accident report • Piracy • Emergency response • Port state control • SAR • Ship security • Risk management • Life saving and fire fighting • Watchkeeping procedure • Notice of readiness • General average and particular average • Note of protest, letters of enquiry
Tasks	<p>Part 1: 1 item (form filling), or 5 items (short answer questions), 20 min duration, 15% of the total score. Part 2: 1 item, 40 min. duration, 45 % of the total score</p> <p>The reading and writing section contains 40% of the total available marks.</p>
Skills required	<ul style="list-style-type: none"> • Write well structured correspondence accurately using sentences and phrases in letters and reports. • locating and identifying relevant information • understanding gist and main ideas • scanning for specific information • understanding cohesive devices within a text • understanding inference • identifying viewpoint and attitude • Analysing research information • Evaluate research information • Conclude research information
Task Types	<ul style="list-style-type: none"> • Filling in forms • Writing an essay • Writing a report

Grading and Marking Criteria	<ul style="list-style-type: none"> • Read and comprehend nautical publications and manuals • Demonstrate comprehension through knowledge of nautical terms, English grammar, and vocabulary. • Select and apply information available in nautical publications such as: instruction manuals, repair notes, company manuals and other admiralty publications or research findings used at sea.
Rubrics	Instructions for the test are written, spoken or both.

Note: Criterion Referencing and a percentage mark

There is a 60% minimum pass mark for each skill combination; hence, an overall mark of min. 60% is required for a pass grade. However, it is at the individual institution’s discretion to set the standards for each section provided that these are not lower than the minimum standards set by the MarTEL Test Team.

Once the tests have been officially launched, to obtain a MarTEL certificate at the Phase 2 and Phase 3 levels (Deck and Engineering), test takers are expected to satisfy the criteria for the grade of pass. The grade will be awarded by a professional seafarer who will judge whether the criteria for pass have been met. At a later stage a criteria for Pass, Merit, and Distinction will be launched

Section one

Listening and Speaking

PART 1

The first part of the listening and speaking test is made up of five short answer questions. An appropriate short spoken answer to each question is expected from the test taker. The test taker's answer will be recorded for assessment.

(Instructions are written and narrated)

Instructions: Listen to the following extracts from the "Britania" magazine about the importance of exchange of information with the pilot before boarding and after boarding a ship. Based on the text, your experience and your background knowledge provide appropriate answers orally. The text will be narrated. You may make notes of the main points and answer the following five questions. You have 30 minutes to complete this task.

Extracts from the Internet

BRITANIA : Volume 16: Number 1: March 2009

Pilot boarding – exchange of information

"A bulk carrier was berthed at a bulk terminal for discharge. After completion of discharge, the vessel had to shift one ship's length ahead in order to receive bunkers from a bunker barge. The pilot boarded, and the pilot card with relevant ship's dimensions and manoeuvring details was discussed and signed by the pilot. However, on planning the manoeuvre, the pilot failed to consider the air draft of the ship's port side bridge wing. As a consequence, insufficient clearance beneath the shore cranes was allowed. By the time the Master and pilot realised the error – after starting the manoeuvre – they were unable to take adequate avoidance action. The ship's bridge wing struck the outrigger of one of the shore cranes. Significant damages resulted. Liability to the terminal for repairs to the crane and loss of use exceeded USD1 million.

The Master and pilot considered the manoeuvre to be straightforward and perhaps that it did not require detailed planning. However, this incident illustrates the importance of proper planning even for such short and routine shifting; and of the need for the Master to challenge the pilot if he disagrees with the pilot's planning or execution of such manoeuvres.

In the April 2007 edition of Risk Watch (Vol. 14, No. 2), the importance of exchanging information both prior to and following the boarding of the pilot emphasised for proper planning. That article

concentrated on the recently issued ship-to-shore and shore-to-ship forms to exchange information prior to the pilot boarding. However, following the boarding of the pilot, it is crucial to continue to exchange relevant information (not simply limited to that included in the forms/ checklists) and to discuss and agree the ship's passage plan, etc."

Question 1.

What information did the Pilot and Master discuss agree upon soon after the pilot boarded the ship?

Probable answer points:

Pilot card with relevant information about ship's dimensions and manoeuvring details were discussed and signed by the pilot.

Question 2.

When planning the manoeuvre, what information was ignored by both the Master and the Pilot?

Probable answer points:

On planning the manoeuvre, the pilot failed to consider the air draft of the ship's port side bridge wing.

Question 3.

What was the consequence of not planning the manoeuvre fully?

Probable answer points:

The consequence of ignoring the airdraft there was insufficient clearance beneath the shore cranes. By the time the Master and pilot realised the error – after starting the manoeuvre – they were unable to take adequate avoidance action. The ship's bridge wing struck the outrigger of one of the shore cranes. Significant damages resulted. Liability to the terminal for repairs to the crane and loss of use exceeded USD1 million.

Question 4.

Briefly explain why it is important to exchange information with the Pilot.

Probable answer points:

It is mandatory to discuss the details of proposed plan with the pilot. A pilot card need to be filled in and signed by the pilot. However, this incident illustrates the importance of proper planning even for such short and routine shifting; and of the need for the Master to challenge the pilot if he disagrees with the pilot's planning or execution of such manoeuvres.

Question 5.

Briefly explain your opinion about consulting the passage plan with the pilot, in addition to discussing the information included in the pilot card forms /checklists.

Probable answer:

This incident clearly explains and emphasizes the importance of exchanging information and proper planning both prior to and following the boarding of the pilot. It also mentions about the article published in 'Risk Watch' that concentrates on the recently issued ship-to-shore and shore-to-ship forms to exchange information prior to the pilot boarding. However, following the boarding of the pilot, it is crucial to continue to exchange relevant information not simply limited to that included in the forms/ checklists and to discuss and agree the ship's passage plan with the pilot.

Section one

Listening and Speaking

PART 2

(Instructions are written and narrated)

Instructions: Listen to the recording about a ship which hit rocks while carrying chemicals and provide appropriate spoken answers. There are five questions in this part. You have 30 minutes to answer. You may take notes of the main points if you wish.

The Independent: Extract from the internet

Ship carrying chemicals hits rocks near Mull

By Matthew Beard

Tuesday, 8 May 2001

"Six crew members were rescued from a cargo vessel carrying hazardous chemicals after it ran aground on rocks off the west coast of Scotland yesterday.

"The 3,700-ton *Lys Foss* was on the way from Sweden to Belfast when it hit rocks near the island of Mull just after 5.30am. The coastguard launched an operation involving the lifeboat from Tobermory, the coastguard rescue helicopter, police and the local fire brigade.

The ship was holed close to the engine room and diesel leaked into the water. The accident was not thought to pose a serious threat to the environment; however, despite the fact the vessel was carrying 20 tons of oil with the hazardous chemicals. A spokesman for Clyde Coastguard, said: "The only actual pollution is light diesel sheen. There is no great environmental concern."

"Six of the eight crew members were taken off the Swedish-registered boat but the master and one other stayed on board the vessel as it was drained. Shipping inspectors were assessing the damage to the hull before deciding on further action. No one was hurt in the incident".

"The Master of the ship has a statutory obligation to report such incident to the nearest coastal state which should be kept advised to the way the casualty situation progresses. Full co-operation should be

extended to the authorities and all reasonable requests for information should be met. The master should also provide relevant details as action being taken to limit further discharge, assistance or salvage resources requested, details of any personnel injuries sustained, whether any medical assistance is required. Should no outside assistance be required, this should be clearly stated.”

Now answer the questions:

Question 1.

Briefly explain the statutory requirement of a Master in the case of an incident involving an oil spill.

Probable answer:

The statutory requirements of a Master is to report details of incident, immediately, to the nearest coastal state. He/she should extend the full co-operation to the authorities. He /she should provide the action taken to limit further discharge, whether salvage assistance is required, details of any personnel injuries sustained and whether any medical assistance is required.

Question 2.

How many crew members were rescued, and what was the main reason for the Master and one of the members of the crew to stay on board?

Probable answer:

Six members of the crew were rescued. The main reason for the Master and one other crew member to stay on board is to make sure that oil spillage is drained and to avoid further discharge. However, in this situation the Master should be the last person to leave the ship.

Question 3.

How was the rescue work carried out, and who was involved in the rescue operation?

Probable answer:

Rescue work was carried out by the coastguard who launched an operation involving the lifeboat from Tobermory, the coastguard rescue helicopter and the police. The fire brigade was also involved in the operation.

Question 4.

What was the main cause of the accident? What was the extent of the accident, where and when did it happen?

Probable answer:

On Monday, 7 May 2001, just after 5.30 am, the ship hit rocks and ran aground at the west coast of Scotland, near the island of Mull.

The ship was holed close to the engine room and diesel leaked into the water. The accident was not thought to pose a serious threat to the environment. The only actual pollution was light diesel sheen.

Question 5.

From your knowledge and experience, explain in a few words what else you could have done in the event of such an emergency?

Probable answer:

I would ensure that immediate steps are taken to minimise harmful effects, restore the situation to normal and inform employees who may be affected. Make sure that the ship has a proper contingency plan to deal with such incidents in the future.

How to succeed in this section

In these tests, the test taker is expected to carefully listen to the recording, and respond orally with the correct answer to the question, or present his / her opinion.

To succeed in this section, a test taker is expected to present a synthesis of information and points of view with appropriate interpretation and evaluation of facts presented. The test taker needs to extract the correct information as well as demonstrate his/her basic speaking skills. The test taker must be able to differentiate between fact and opinion in order to successfully complete this section.

To improve listening skill it is advisable to listen to English language media such as the radio, TV and film. To improve the speaking skill, it is advisable to practice speaking English as much as possible. Assessment of this skill is based on using grammar correctly, using maritime terminology, addressing the subject properly, fluency, evaluation of facts and opinions.

Section Two

Reading and Writing

PART 1

The reading and writing test is designed to assess the proficiency of test takers in their capacity to read carefully and express themselves in writing. This could be replying to a letter, writing a report to communicate the results of an investigation, providing directions or guidance, or filling in forms.

Scenario and instruction:

You are the Master of the Turkish Oil Tanker M/T Yalova, length 250M, breath 45 M tonnage capacity 175300 tonnes (DWT) carrying 150,000 tonnes of crude oil. On 14th September 2010, at 0930 hours, your approximate position was 42° 25'N. 28° 31'E and your course was 092° T, speed 12.5 knots, and your ship's call sign is TKCP5, MMSI number 271002569. You are coming from Odessa, bound for Istanbul port to discharge the cargo. Istanbul radio frequency is 2187 KHz, UHF 16. Weather condition is fine wind Northerly 12 knots, sea slight to moderate. You had an accident with a cargo ship m/v BURSA. Your number one tank on the starboard side is breached. No fire and all shipboard systems are operational. The quantity of oil lost from breached tank is unknown. However, outflow of oil is much reduced and the situation is stable. Slick is moving south towards the land. Your owner, Turkish Ship Management of 92 Cami Mah, Istanbul, telephone, 0212 3376849, has requested you to write a report about the incident with your ship board contingency plan of the accident and/or spillage of harmful oil near the Turkish coast.

Task:

From the information provided in the text, and from your background knowledge and experience write an initial report. Include the appropriate facts from the text and fill in the IMO form attached. You have 20 minutes to complete this task.

Information to be provided in the Initial report

International Maritime Organization, in 1989, adopted Resolution A648(16) "General Principles for Ship Reporting Systems and Ship Reporting Requirements, including Guideline for Reporting Incidents Involving Dangerous Goods, Harmful Substances and/or Marine Pollutants"

When transmitting initial report to the authorities of the nearest coast state, the formal report should confirm with the guidance contained in A 648 (16) and it should contain the following information:

- a. Name of ship, call sign and flag
- b. Date and time (GMT) of incident (a six digit)group giving day of month (first two digits), hours and minutes (last four digits);
- c. Ship's position, either latitude or longitude (a 4 digit group) giving latitude in degrees and minutes suffixed with N (North) or S (South) and (a 5 digit group) giving longitude in degrees and minutes suffixed with E (East) or W (West); or
- d. By true bearing (first 3 digits) and distance (stated) from a clearly identified landmark;
- e. True course (as a 3 digit group)
- f. Speed at time of incident (in knots and tenths of knots as a 3 digit group);
- l. Route information – details of intended track;
- m. Full details of radio stations and frequencies being guarded;
- n. Time of next report (a six digit group as in b);
- p. Type(s) and quantity(s) of cargo on board;
- q. Brief details of defects, damage, deficiencies or other limitations. This must include the condition of the ship and the ability to transfer cargo, ballast or fuel;
- r. Brief details of pollution. This should include the types of cargo, an estimate of the quantity

- discharged, whether the discharge is continuing, the causes of the discharge and' if possible, an estimate of the movement and area of the slick;
- s. Weather and sea condition, including wind force and direction and relevant tidal or current details;
 - t. Name, address, telex and telephone number of the ship's owner and representative (charterer, manager or operator of the ship or their agents);
 - u. Details of length, breadth, tonnage and type of ship;
 - x. Miscellaneous – to include other relevant details such as action being taken to limit further discharge, assistance or salvage resources requested, details of any personnel injuries sustained, whether medical assistance is required. Should no outside assistance be required, this should be clearly stated.

Note: The alphabet reference letters in the above listing are from A648(16). The letters do not follow the complete alphabetical sequence as certain letters are used to designate information required for other standard reporting formats, for example, those used to transmit route information.

Probable answer: Initial report

IMO form

- a. M/T YALOVA**
- b. 140930**
- c. 4225 N, 02831 E**
- e. 090**
- f. 125**
- l. BOUND ISTANBUL PORT FROM ODESSA**
- m. ISTANBUL RADIO 2187 KHz, VHF 16, INMARSAT NO. 271802569**
- n. AS REQUIRED**
- p. CRUDE OIL 150,000 TONNES**
- q. COLLISION WITH CARGO SHIP M.V. BURSA, TANK NO ONE STARBOARD**

BREACHED, NO FIRE & ALL ESSENTIAL SHIPBOARD SYSTEMS OPERATIONAL

- r. QUANTITY OF CRUDE OIL LOST FROM BREACHEED TANK PRESENTLY UNKNOWN. OUT FLOW MUCH REDUCED & SITUATION STABLE. SLICK MOVING SOUTH TOWARDS LAND.**
- s. WEATHER FINE WIND NORTHERLY 12 KNOTS, SEA SLIGHT TO MODERATE.**
- t. OWNER M.V YALOVA, TURKISH SHIP MANAGEMENT COMPANY, 92 CAMI MAH, ISTANBUL, TEL: 0212 3376849**
- u. LENGTH 250 M BREATH 45 M TONNAGE 175,300 DWT. TYPE OIL TANKER.**
- x. ARRANGING VIA OWNER IN ISTANBUL FOR TRANSFER OF ALL CARGO TO SHORE. LIAISING WITH LOCAL AUTHORITIES WITH REGARD TO PREFERRED TRANSFER LOCATION. FENDERS WORK BOLT WILL BE EQUIPPED WITHBOOM TO RESPOND TO ANY FURTHER SPILLAGE DURING TRANSFER OPERATION. NO PERSONNEL INJURIES SUSTAINED.**

P & I club advised, local correspondence is Capt. M. Turgay Istanbul, Tel: 0212 556439

MASTER

How to succeed in this section?

To succeed in this section, test takers are expected to extract the appropriate information and fill in the document in the appropriate format. Test takers are expected read the text carefully and respond where necessary in writing. Test takers need to think critically to differentiate between fact and opinion.

To improve the reading skill, read professional and non-professional publications. Test takers are required to read the text closely, absorbing information thoroughly, scan the text to find a particular item of information if asked, read critically and analytically when assessing an opinion or argument and evaluate what is read in terms of quality, effect and reliability.

Section Two

Reading and Writing

PART 2

Task

From the information provided in the part one of the scenario, write a formal report about the incident to your owner. Your formal report should have the answers to the following questions:

- a. When notification is required
- b. Who to notify to transmit the statutory report
- c. Brief note of what to notify
- d. What steps you will take to minimise the escape of oil
- e. What are your stability and stress considerations
- f. What is your initiating clean up response

Your report should also have the following headings and you have 40 minutes to complete your answer:

- i) The title of the report
- ii) Introduction
- iii) Terms of reference
- iv) Body of information available
- v) Analysis and findings
- vi) Conclusions and
- vii) Recommendation
- viii) Appendices (if any)

How to succeed in this section?

Your report should not be an essay reflecting personal emotions and opinions. Making it clear that you have an open mind when writing your report will, in most cases, make your conclusions and recommendations more acceptable to your readers. The emphasis, therefore, should be on the factual material presented and the conclusions drawn, rather than on any personal beliefs, biases, or prejudices.

Check that everything you write is factually accurate. The facts should be capable of being verified. Moreover, arguments should be soundly based and your reasoning should be logical. You should not write anything that will misinform, mislead, or unfairly persuade your readers. Accurate information in writing is essential for effective communication and decision making.

Your writing should be selective, accurate, objective, concise, clear and consistent. It will also be as simple as it can be. You should guard against over-simplifying. You should again keep your readers firmly in mind and keep asking yourself whether or not they will be able to follow the logic of your presentation. Use the correct forms of words. This may mean using forms that express the right tense, case or gender. Also, remember the following tips of good writing skill.

- Put words together in the correct word order.
- Use vocabulary meaningfully.
- Make the main sentence components, such as subject, verb, and object, clear to the reader.
- Make the main ideas distinct from supporting ideas or information.
- Make the text coherent, so that other people can follow the development of the ideas.
- Be careful with spelling and punctuation.
- Use Maritime English terminology and phrases meaningfully.