

CCEA Key Skills Communication  
(Summer Series) 2011

## Chief Examiner's Report

# communication (Level 3)



## Foreword

This booklet contains the Chief Examiner's Report for CCEA's Level 3 Certificate in Key Skills: Communication from the Summer Series 2011.

CCEA's examining teams produce these detailed reports outlining the performance of candidates in all aspects of the qualification in this series. These reports allow the examining team an opportunity to promote best practice and offer helpful hints whilst also presenting a forum to highlight any areas for improvement.

CCEA hopes that the Chief Examiner Reports will be viewed as a helpful and constructive medium to further support teachers and the learning process.

This report forms part of the suite of support materials for the specification. Further materials are available from the specification's microsite on our website at [www.ccea.org.uk](http://www.ccea.org.uk)



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## KEY SKILLS: COMMUNICATION

### Chief Examiner's Report

#### Level 3

As in previous series, achievement from CCEA centres in the external test exceeded the percentage of candidates who achieved a pass grade nationally.

The majority of candidates were entered at the appropriate level and most centres had considered this issue carefully. Performance was very good in general, although a few candidates seemed not to apply themselves to the test and obtained single figure scores.

The paper tested Level 3 communication skills in a fair and balanced way and was consistent in its demands with those of recent series. It was deemed to be very accessible and its topic was very obviously both popular and appropriate. There was no evidence of candidates having difficulty in completing the paper.

The test paper followed the pattern of previous papers and covered the higher order skills of reading and synthesising information from extended documents. Candidates were required to organise information and to adopt an appropriate style of writing. There were four documents in the Sources Booklet, one of which was devoted to an image.

#### **The following specific comments highlight particular aspects of candidates' performance in the May 2011 series:**

- Once again, candidates were required to extract factual material from a number of documents and to explain the extent of agreement between the documents. They identified the main points correctly but showed weaknesses in explaining the extent of their agreement. This type of question has appeared regularly in the past but, generally, it has been done less well.
- The test, as always, required candidates to synthesise key information, to organise it and to express it clearly. There was still ample evidence of weak synthesis.
- The extended-answer question in this series asked candidates to write a letter. Although there was evidence of improvement in letter writing in some centres where teachers had obviously concentrated on this skill, the general lack of competence in letter writing was very disappointing. Too many candidates appeared to be unaware of the appropriate layout and structure of a letter, and essential details such as addresses, date, salutation and matching close were often missing.
- In this paper, as in all previous papers, many marks were devoted to technical accuracy. It is regrettable that the opportunity to gain these marks was often squandered by inaccurate spelling, poor punctuation and faulty grammar.
- Once more it is necessary to remind candidates of the need to read questions carefully in order to understand their requirements. On completion of their work, few candidates seemed to check that they had met all the demands of the questions.
- Finally, candidates should be made aware of the need to allocate time to answering questions in proportion to the marks available for those questions. Some candidates spent too much time and effort on the first question which carried few marks.

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