

CHIEF EXAMINER'S REPORT: MAY 2005

COMMUNICATION LEVEL 3

General Comments

This paper provided an appropriately challenging test within the Level 3 specification. The subject matter of Youth Culture proved to be of interest to the candidates although it did encourage rather more personal responses than usual, which unfortunately were not always based on the information contained in the source documents.

Most candidates attempted question 1, although many answers were unnecessarily long. Some candidates failed to select information from both documents required. Candidates should be discouraged from writing at length for questions which require the straightforward identification of points/ reasons as this impacts on the time available for the remaining questions. Preparation in examination technique is required for all candidates.

The second question confused some candidates who appeared unable to differentiate between pre-war, post war and present day. This reinforced the importance of careful reading of the question. Many were sidetracked by youth culture as they know it today rather than as depicted through the source documents. Again some candidates used information from only one, rather than the two, documents required and so limited their response.

Most candidates identified the meaning of the images linked to the appropriate texts but many failed to demonstrate synthesis for the second part of question 3. Some mistakenly confused imagery with images and a lot omitted the image in document 3 altogether.

Most candidates identified reasons for the changes in differences between youth and adult culture but many failed to actually explain them. Most candidates identified relevant quotes from document four but there was often little attempt to interpret and link them to the previous part of the answer, with weaker candidates simply quoting verbatim.

Some candidates produced genuinely effective articles for a teenage magazine which were of a good standard. Most candidates, however, wrote essays, many of them serious essays, which gave a systematic account of the development of youth culture, which were often not suited to the teenage audience. Few candidates used appropriate headlines/titles and quite a few lifted information directly from the texts rather than expressing in their own words, which demonstrated little understanding of the issues.

Unfortunately few candidates scored above the middle of band two for spelling, punctuation and grammar owing to too many spelling errors, haphazard punctuation and, at times, loose syntax.

Recommendations to Centres.

Centres are encouraged to remind candidates:

- to read questions carefully in order to answer appropriately. Many candidates spend too long writing for questions one and two. Where candidates are asked to “identify”, a brief outline of the point is all that is required.
- that answers should be restricted to information contained in the source documents. Personal opinion should be avoided unless specifically requested in the question.
- of the importance of careful time management to ensure sufficient attention can be given to all questions, especially the extended answer which carries half the marks for the paper.