

FORM TP 2013158



TEST CODE **02114010**

MAY/JUNE 2013

CARIBBEAN EXAMINATIONS COUNCIL

CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®

COMMUNICATION STUDIES

Paper 01/A

1 hour 15 minutes

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This paper consists of TEN questions.
2. Answer ALL questions.
3. Write your answers to each question in the spaces provided.
4. Notes or other textual materials are not allowed in the examination room.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

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02114010/CAPE 2013

SECTION A

MODULE 1 – GATHERING AND PROCESSING INFORMATION

Questions 1–2

1. Study the situation below and then answer the questions that follow.

It has been reported in the press that students between the ages of 13 and 18 are increasingly using alcohol and cigarettes at school. A group of sixth form students have decided to investigate this matter at their school. They have decided to focus on the age group in question and they are interested in discovering which gender is affected more. The findings of this investigation will be used as part of their Drug Awareness Programme to be conducted at the school.

- (a) Identify TWO methods that the students could use to gather data for their research.

Method (i) _____

Method (ii) _____

[2 marks]

- (b) State ONE strength and ONE weakness of EACH of the methods listed in (a) above.

Method (i):

Strength _____

Weakness _____

[2 marks]

Method (ii):

Strength _____

Weakness _____

[2 marks]

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- (c) One of the students found an article on the Internet entitled “Alcohol: Abuse Among Teenagers at Newton High School”.

Suggest ONE reason why this article could be used as part of the group’s research.

[2 marks]

Total 8 marks

2. (a) Name THREE sources, apart from the students, from whom the researchers could elicit information about the increasing use of alcohol and cigarettes amongst students.

Source (i) _____

Source (ii) _____

Source (iii) _____

[3 marks]

- (b) Suggest TWO possible findings of the researchers in their investigations.

(i) _____

(ii) _____

[4 marks]

Total 7 marks

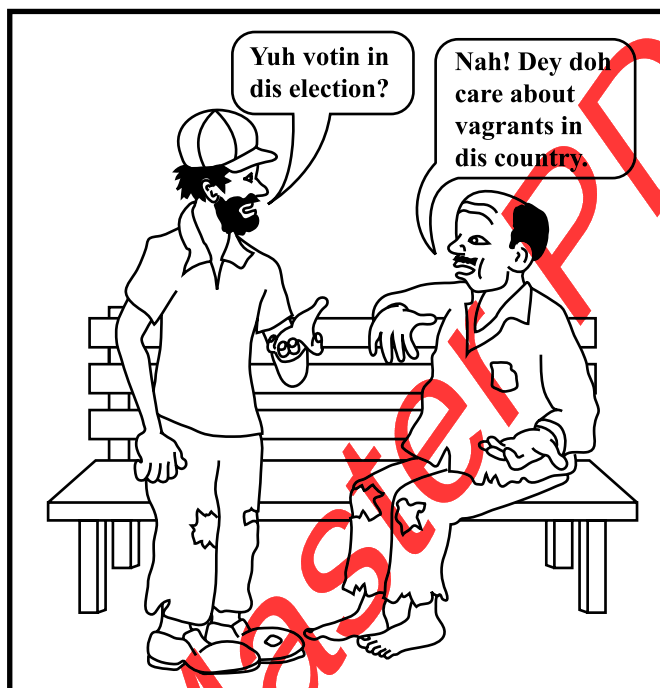
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SECTION B

MODULE 2 – LANGUAGE AND COMMUNITY

Questions 3–6

3. Study the scenario below and then answer the questions that follow.



- (a) Identify the language spoken in the scenario.

[1 mark]

- (b) Give TWO linguistic features in the language of this dialogue that make it different from Standard English.

Feature (i)

Feature (ii)

[2 marks]

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- (c) State TWO reasons why the language used in the scenario may not be considered acceptable in a lecture on “Rights of the Voter”.

Reason (i) _____

Reason (ii) _____

[4 marks]

Total 7 marks

4. (a) State THREE features of a language.

Feature (i) _____

Feature (ii) _____

Feature (iii) _____

[3 marks]

- (b) List TWO purposes of language, apart from directing.

Purpose (i) _____

Purpose (ii) _____

[2 marks]

- (c) (i) Give the Creole language of a **named** Caribbean territory.

Territory: _____

Creole language: _____

[1 mark]

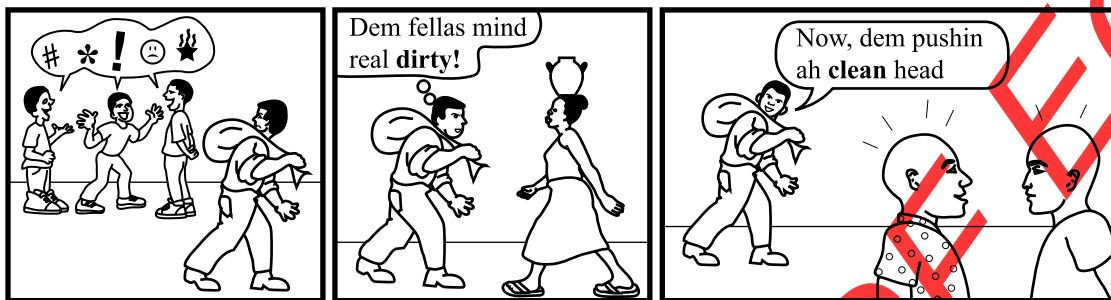
- (ii) Suggest a factor that has influenced the evolution of the creole language of the named territory.

[2 marks]

Total 8 marks

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5. Read the comic strip below and then answer the questions that follow.



*Adapted from The Daily Express, Trinidad.
19th November, 2007.*

- (a) (i) State the attitude that the passer-by displays towards the language of the first group of young men.

[1 mark]

- (ii) Give TWO reasons that might account for this attitude.

Reason (i) _____

Reason (ii) _____

[4 marks]

- (b) The passer-by uses a different adjective to describe the two groups of young men. Choose ONE of the adjectives and explain what he uses it to mean.

Adjective: _____

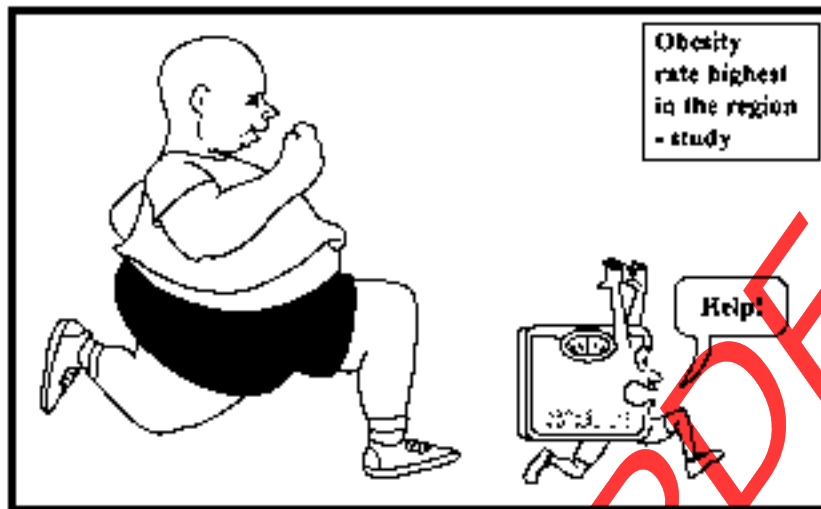
Explanation: _____

[2 marks]

Total 7 marks

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6. View the illustration below and then answer the questions that follow.



Adapted from The Caribbean Trinidad, 24th November 2007

PRESSURE!

- (a) Give TWO reasons why the messages in this illustration might successfully reach the public

Reason (i)

Reason (ii)

[4 marks]

- (b) (i) Suggest TWO technological devices that could be used to sensitize teenagers about the growing rate of obesity in society

Device (i)

Device (ii)

[2 marks]

- (ii) Explain how you would use ONE of the devices suggested in (b)(i) above, to convey the message of the cartoon

Device

How you would use device

[2 marks]

Total 8 marks

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SECTION C

MODULE 3 – SPEAKING AND WRITING

Questions 7–10

7. Read the scenario below and then answer the questions that follow.

The Minister of Health has decided to visit a rural area that has been severely affected by recent flooding. He has on his agenda an address to members of the community about the precautions they need to take against diseases that might arise from flooding. He has asked you in your capacity as Communications Specialist to write the speech.

- (a) State THREE elements of the communication process that you need to consider before beginning to write the Minister's speech.

Element (i) _____

Element (ii) _____

Element (iii) _____

[3 marks]

- (b) Name TWO other forms of communication, apart from a speech, that the Minister could use to convey his message.

Form (i) _____

Form (ii) _____

[2 marks]

- (c) Give ONE reason why ONE form of communication you named in (b) above might be more effective in creating interest.

Form of communication _____

Reason _____

[2 marks]

Total 7 marks

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8. Read the scenario below and then answer the questions that follow.

A student from another school has recently been transferred to your school and is now a member of your class. However, since she arrived, she has sat by herself at the back of the class, made no eye contact with any of her classmates, and left the class in a rush at the end of the school day. Some members of your class say it appears that she feels superior to the class.

- (a) Suggest a possible interpretation of the non-verbal communication behaviours of the new student.

[2 marks]

- (b) State TWO types of non-verbal communication that the class could use to make the new student feel welcome.

Type (i) _____

Type (ii) _____

[2 marks]

- (c) Write TWO statements that could have the same effect as the types of non-verbal communication given in (b) above.

Statement (i) _____

Statement (ii) _____

[4 marks]

Total 8 marks

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9. Read the scenario below and then answer the questions that follow.

The hibiscus plants at your school are gradually being destroyed by the mealybug. The school's agricultural club has embarked on a project to alert the students, staff, and community about the effects of the insect's actions and some of the preventative measures that they could take to stem these effects.

- (a) Suggest **THREE** mediums that could help convey the club's message effectively.

Medium (i) _____

Medium (ii) _____

Medium (iii) _____

[3 marks]

- (b) Select **TWO** of the mediums that you have identified in (a) above and, for **EACH**, explain why it would be effective.

(i) Medium _____

Reason _____

(ii) Medium _____

Reason _____

[4 marks]

Total 7 marks

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10. Study the scenario below and then answer the questions that follow.

Irena's grandfather recently received a cellphone as a gift. Irena sent him the following text message but did not get a response:



- (a) What are TWO possible barriers to communication in this situation?

Barrier (i)

Barrier (ii)

[4 marks]

- (b) Suggest a way to facilitate communication between Irena and her grandfather.

[2 marks]

- (c) Suggest a form of communication, EITHER verbal OR non-verbal, by which the grandfather could express a lack of understanding.

Verbal

OR

Non-verbal

[2 marks]

Total 8 marks

END OF TEST

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS TEST.