

FORM TP 2013160



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CARIBBEAN EXAMINATIONS COUNCIL

CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®

COMMUNICATION STUDIES

Paper 02

2 hours 30 minutes

13 MAY 2013 (p.m.)

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This paper consists of THREE questions.
2. Answer ALL questions.

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02114020/CAPE 2013

SECTION A

MODULE 1 – GATHERING AND PROCESSING INFORMATION

1. Read the extract below carefully and answer the questions that follow.

The University of the West Indies (UWI), along with the Caribbean Community and the West Indies Cricket Team, has long been one of three tangible products of the much-talked-about Caribbean integration that have had substantial government support.

It has not, however, been the most accessible of institutions, not least of all because it has only three campuses: Cave Hill in Barbados, St Augustine in Trinidad, and Mona in Jamaica for the fifteen territories it serves. Mona has limited housing on campus and has the additional disadvantage of being far removed from Jamaica's rural areas, with traffic congestion making daily travel a daunting affair.

With this in mind, it is of course welcome that, at the time of writing, UWI is planning to open a 'fourth campus' — this one sited in the most accessible of places, cyberspace. As reported in Wednesday's Gleaner, Professor E. Nigel Harris, Vice Chancellor of UWI, on Monday announced the initiative as part of a five-year US \$600 million plan not only to increase the number of graduates, but also to turn out 'work-ready' ones.

We cannot help thinking, though, that competition is in part a catalyst for this logical development of the long-standing UWI distance-teaching programme. The mental repositioning of the former 'College of Arts, Science and Technology' to the 'University of Technology' has been long complete since the institution was granted university status in 1995. The Northern Caribbean University has had close to a fresh start as it is no longer saddled with the extreme unpopularity of its former name, the West Indies College and, with its Mandeville location, it serves an area from which UWI's Mona campus is physically distant.

In addition, there is the University College of the Caribbean which in 2005 launched its Distance Education and Global Learning initiative, as well as any number of overseas universities which offer a combination of virtual classes and regular face-to-face instruction.

Even with its prestigious position of being 'A Light Shining From the West' for 45 years and of being a full university since 1962, UWI cannot afford to rest on its laurels. New areas of technology arise, new lights shine, and healthy competition in offering tertiary education, as in all spheres of life, cannot but benefit the consumer.

How this competition will affect the cost of education and the attendant opportunities remains to be seen, and we hope that tertiary education will now not only be closer to more persons but also be more affordable to them.

*Adapted from "A campus open to more",
Jamaica Gleaner, 14 July 2007.*

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- (a) State the writer's main point in the extract in no more than 30 words.
- (b) Write an essay, in no more than 500 words, in which you discuss the writer's
 - (i) purpose
 - (ii) organizational strategies
 - (iii) language techniques
 - (iv) tone.

Total 25 marks

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SECTION B

MODULE 2 – LANGUAGE AND COMMUNITY

2. Read the passage below carefully and answer the questions that follow.

He found out Rosa was called Nympha purely by accident. He found it out when by chance he met his cousin on the very day Thomas Appleton, a man whose name he had never been able to disassociate from his own father's death, was being carried in a hearse that had finally come to a stop at the steps of the Church of the Holy Rosary.

"Your father uses to work for a man name Appleton. Dat was before he left the cane fields," his mother had told him. "Appleton. Dat uses to be the overseer."

As he had done so often since he understood the political implications of the difference between the English the missionary teachers in his school spoke and the dialect the people in the street used, Cedric begged his mother to speak good English.

"And what you tink it will get you? What it got your father? He uses to work for Thomas Appleton, and look what happen. He end up a poortail man in Cedros."

But in those days, Anna DesVignes needed to tell her son the story about his father, so she corrected her English. "He used to cut cane but I didn't know him in the cane fields. I was working in the factory then, Usine Ste. Madeline. I used to bring tea at tea time for the bossmen. Put the silver pot on a white linen doily on a silver tray. It was the kind of pot with the round strainer that fit right inside it with a chain. I knew just the amount of tea leaves to put in the strainer. Just the amount for Mr Smith who liked his tea weak. Just the amount for Appleton when he came on Fridays to make his report. He liked his strong. I put a lot of tea leaves in that silver strainer for him before I drop it in the hot water and let it stay there a long time so the tea be strong."

The boy corrected her again. "Dropped it, so the tea would be strong."

"Is a long time. Sometimes I forget to talk proper like I used to."

"You must remember, Ma. You're nothing if you don't talk like them."

She sold fish in Cedros. Cedric knew Rosa had found her out, yet she married him. He overheard her sister warning her, "He is the illegitimate son of a fisherwoman, Rosa. He doesn't even know his father. Are you sure, Rosa? Are you sure? I don't care if he can read Latin and Greek, he's still common. He's still way below your class."

But Rosa didn't blink an eye, neither did her mother who was sitting next to her.

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Yet they didn't know that Anna DesVignes was not always a fisherwoman. There was a time when every afternoon she poured tea and served scones in the board room of the Usine Ste. Madeline sugar factory for a dozen Englishmen. Once, with a military band playing outside, the governor himself, who had come on a mission for the queen, remarked to her, after she had asked, "How many spoons of sugar?" that her English was as good as any he heard spoken on the island. "Better than some Englishmen I know," he added.

"He had expected you to say 'much'", said her son when she told him the story.

*Adapted from Elizabeth Nunez, Bruised Hibiscus.
The Ballantine Publishing Group, 2000, pp 124–125.*

In an essay of not more than 500 words, discuss the following:

- (a) The attitude of Cedric and Anna towards Creole and Caribbean Standard English
- (b) How a televised presentation of the relevant scenes in the extract could help readers to understand their attitude to language.

Total 25 marks

SECTION C

MODULE 3 – SPEAKING AND WRITING

3. Read the scenario below carefully and answer the questions that follow.

It is time for your annual school fair and a decision has been taken to promote the fair as a community event, which should include the participation of the surrounding neighbourhoods. Your class, Upper Six, has been selected by the principal to create the campaign, with you as coordinator.

- (a) In no more than 50 words, outline how your class would go about creating the campaign.
- (b) In no more than 300 words, write a letter to the principal setting out the proposals of your class for the campaign.

Total 25 marks

END OF TEST

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