

**FORM TP 2011158**



TEST CODE **02114010**

MAY/JUNE 2011

**CARIBBEAN EXAMINATIONS COUNCIL**

**ADVANCED PROFICIENCY EXAMINATION**

**COMMUNICATION STUDIES**

**PAPER 01/A**

*1 hour 15 minutes*

**INSTRUCTIONS TO CANDIDATES**

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

**SECTION A**

**MODULE 1 – GATHERING AND PROCESSING INFORMATION**

**Questions 1 – 2**

**Study the scenario below and then answer Questions 1 and 2.**

A group of Communication Studies students at Vader High School is researching student use of the Internet for educational purposes.

- 1.** (a) List TWO data collection methods, other than personal observations, that would be suitable for gathering data for this research.

Method 1: \_\_\_\_\_

Method 2: \_\_\_\_\_

**[2 marks]**

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

Strength of method 1: \_\_\_\_\_

\_\_\_\_\_

Weakness of method 1: \_\_\_\_\_

\_\_\_\_\_

Strength of method 2: \_\_\_\_\_

\_\_\_\_\_

Weakness of method 2: \_\_\_\_\_

\_\_\_\_\_

**[4 marks]**

- (c) Give ONE advantage and ONE disadvantage of the use of personal observations for collecting data for this type of research.

Advantage: \_\_\_\_\_

\_\_\_\_\_

Disadvantage: \_\_\_\_\_

\_\_\_\_\_

**[2 marks]**

**Total 8 marks**

**GO ON TO THE NEXT PAGE**

2. (a) State THREE pieces of information the students should seek in their research.

(i) \_\_\_\_\_

\_\_\_\_\_

(ii) \_\_\_\_\_

\_\_\_\_\_

(iii) \_\_\_\_\_

\_\_\_\_\_

**[3 marks]**

(b) Name FOUR sources, other than the student users, that could provide data on how the Internet can be used for educational purposes at school.

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(iii) \_\_\_\_\_

(iv) \_\_\_\_\_

**[4 marks]**

**Total 7 marks**

**Module Total 15 marks**

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**SECTION B**

**MODULE 2 – LANGUAGE AND COMMUNITY**

**Questions 3 – 6**

**3. Read the dialogue below and then answer the questions that follow.**

Renaldo: Miss John, why yuh makin me learn English in school for? I does talk good English already!

Miss John: Renaldo, what you are speaking is not “good English” at all. In fact, it isn’t even a language. One day you will understand the need to learn proper English.

(a) Identify **THREE** aspects of Renaldo’s speech that are **NOT** examples of “good English”.

- (i) \_\_\_\_\_  
\_\_\_\_\_
- (ii) \_\_\_\_\_  
\_\_\_\_\_
- (iii) \_\_\_\_\_  
\_\_\_\_\_

**[3 marks]**

(b) Give **TWO** reasons why Renaldo’s speech may be considered language.

- (i) \_\_\_\_\_  
\_\_\_\_\_
- (ii) \_\_\_\_\_  
\_\_\_\_\_

**[2 marks]**

(c) Suggest **TWO** ways in which learning Standard English might be useful to Renaldo one day.

- (i) \_\_\_\_\_  
\_\_\_\_\_
- (ii) \_\_\_\_\_  
\_\_\_\_\_

**[2 marks]**

**Total 7 marks**

**GO ON TO THE NEXT PAGE**

4. The following is an email exchange between a teacher and one of his students. Read the exchange and then answer the questions that follow.

Hi Sir

What's up?

It real cool that we cud email we work 2 u. i sending u a essay i just write. I think it gr-8. Tell me what u tink.

George

Dear George

Your email was very disrespectful. Please re-write it. Then I will think about looking at your essay.

Yours faithfully,  
Mr. Jack

- (a) Suggest TWO reasons why Mr. Jack saw George's email as being disrespectful.

(i) \_\_\_\_\_

\_\_\_\_\_

(ii) \_\_\_\_\_

\_\_\_\_\_

[2 marks]

- (b) Give THREE reasons why Mr. Jack might have asked his students to email their work to him.

(i) \_\_\_\_\_

\_\_\_\_\_

(ii) \_\_\_\_\_

\_\_\_\_\_

(iii) \_\_\_\_\_

\_\_\_\_\_

[3 marks]

GO ON TO THE NEXT PAGE

- (c) Suggest **THREE** other electronic means which Mr. Jack can use to communicate with his students.

- (i) \_\_\_\_\_  
(ii) \_\_\_\_\_  
(iii) \_\_\_\_\_

[3 marks]

**Total 8 marks**

**5. Read the dialogue below and then answer the questions that follow.**

Fred: Henry, how you goin boy? I hear you jus come down from foreign. Is studyin you was studyin?

Henry: Fred, it's been a while, hasn't it? Yes, I've been studying abroad. Nice to see you, my friend.

Fred: But how you talkin hoity-toity so? Like you forget where you come from? I went away already and I doh talk like you. Loosen up nah man!

- (a) Give **THREE** possible reasons why Henry has chosen to speak exclusively in Standard English.

- (i) \_\_\_\_\_  
\_\_\_\_\_  
(ii) \_\_\_\_\_  
\_\_\_\_\_  
(iii) \_\_\_\_\_  
\_\_\_\_\_

[3 marks]

- (b) Give **THREE** possible reasons why Fred has chosen **NOT** to speak exclusively in Standard English.

- (i) \_\_\_\_\_  
\_\_\_\_\_  
(ii) \_\_\_\_\_  
\_\_\_\_\_  
(iii) \_\_\_\_\_  
\_\_\_\_\_

[3 marks]

GO ON TO THE NEXT PAGE

- (c) Identify ONE specific context in which Standard English may be more appropriate than Creole.

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[1 mark ]

- (d) Identify ONE specific context in which Creole may be more appropriate than Standard English.

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[1 mark ]

**Total 8 marks**

GO ON TO THE NEXT PAGE

6. Read the scenario below and answer the questions that follow.



- (a) Based on Sean's response, identify ONE social function of language

[1 mark]

- (b) List THREE Functions of language, other than the social function, and give ONE example of EACH function

(i) Function

Example

(ii) Function

Example

(iii) Function

Example

[6 marks]

Total 7 marks

Module Total 30 marks

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**SECTION C**

**MODULE 3 – SPEAKING AND WRITING**

**Questions 7 - 10**

7. A class of first-year secondary school students is extremely noisy. The Principal walks into the classroom and the class immediately becomes quiet.

- (a) Suggest **THREE** non-verbal cues from the Principal that might have caused the students' reaction.

(i) \_\_\_\_\_

\_\_\_\_\_

(ii) \_\_\_\_\_

\_\_\_\_\_

(iii) \_\_\_\_\_

\_\_\_\_\_

**[3 marks]**

- (b) What **THREE** non-verbal behaviours could the students have exhibited on seeing the Principal enter the classroom?

(i) \_\_\_\_\_

\_\_\_\_\_

(ii) \_\_\_\_\_

\_\_\_\_\_

(iii) \_\_\_\_\_

\_\_\_\_\_

**[3 marks]**

- (c) If the class had not become silent, what **TWO** verbal cues could the Principal have used to achieve silence?

(i) \_\_\_\_\_

\_\_\_\_\_

(ii) \_\_\_\_\_

\_\_\_\_\_

**[2 marks]**

**Total 8 marks**

**GO ON TO THE NEXT PAGE**

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

Lisa, the Manager of Company X, is conversing with her friend, Marva.

Lisa: Last Friday, we had a luncheon for all the maintenance workers of the company but hardly any of them turned up.

Marva: That's strange! Were they officially invited?

Lisa: Of course! I put an invitation on their notice board. The invitation read: "Management invites you to a luncheon Friday 30th. It will be *gratis*.<sup>1</sup>"

Marva: Hmmmm. I wonder why they did not accept the invitation.

<sup>1</sup> free

(a) Suggest FOUR factors that could account for the workers' non-attendance.

- (i) \_\_\_\_\_  
\_\_\_\_\_
- (ii) \_\_\_\_\_  
\_\_\_\_\_
- (iii) \_\_\_\_\_  
\_\_\_\_\_
- (iv) \_\_\_\_\_  
\_\_\_\_\_

[4 marks]

(b) State TWO OTHER methods which Lisa could have used to attract a more positive response to the invitation, and give ONE reason why EACH method might have been successful.

Method 1: \_\_\_\_\_  
\_\_\_\_\_

Reason: \_\_\_\_\_  
\_\_\_\_\_

Method 2: \_\_\_\_\_  
\_\_\_\_\_

Reason: \_\_\_\_\_  
\_\_\_\_\_

[4 marks]

Total 8 marks

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**Read the scenario below and then answer Questions 9 and 10.**

The prefect body of Mamoral High has embarked upon a clean-up campaign to address the school's problem of littering. The prefects have been permitted to launch their campaign at the Monday morning assembly.

- 9.** (a) Identify ONE part of the communication process that the prefects might engage in during the planning stage of the campaign and illustrate how they would do so.

Element: \_\_\_\_\_  
\_\_\_\_\_

Illustration: \_\_\_\_\_  
\_\_\_\_\_

**[3 marks]**

- (b) Identify ONE barrier that could prevent the audience from effectively receiving the intended message. Illustrate how the barrier might be removed.

Barrier: \_\_\_\_\_  
\_\_\_\_\_

Illustration: \_\_\_\_\_  
\_\_\_\_\_

**[3 marks]**

**Total 6 marks**

- 10.** (a) State FOUR methods by which the prefects could arouse student interest in the campaign.

Method (i) \_\_\_\_\_  
\_\_\_\_\_

Method (ii) \_\_\_\_\_  
\_\_\_\_\_

Method (iii) \_\_\_\_\_  
\_\_\_\_\_

Method (iv) \_\_\_\_\_  
\_\_\_\_\_

**[4 marks]**

**GO ON TO THE NEXT PAGE**

- (b) For EACH method identified in 10 (a), explain how it could help the prefects convey their message effectively.

Method 1: \_\_\_\_\_

Explanation: \_\_\_\_\_

\_\_\_\_\_

Method 2: \_\_\_\_\_

Explanation: \_\_\_\_\_

\_\_\_\_\_

Method 3: \_\_\_\_\_

Explanation: \_\_\_\_\_

\_\_\_\_\_

Method 4: \_\_\_\_\_

Explanation: \_\_\_\_\_

\_\_\_\_\_

**[4 marks]**

**Total 8 marks**

**Module Total 30 marks**

**END OF TEST**

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