

FORM TP 2011160



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CARIBBEAN EXAMINATIONS COUNCIL
ADVANCED PROFICIENCY EXAMINATION
COMMUNICATION STUDIES

PAPER 02

2 hours 30 minutes

09 MAY 2011 (p.m.)

INSTRUCTIONS TO CANDIDATES

- 1. This paper comprises THREE questions.**
- 2. Answer ALL questions.**

NOTHING HAS BEEN OMITTED.

SECTION A

MODULE 1 – GATHERING AND PROCESSING INFORMATION

1. Read the extract below carefully and then answer the question that follows.

Though it's true that tsunamis are ocean waves, calling them by the same name as the ordinary wind-driven variety is a bit like referring to firecrackers and atomic warheads both as "explosives". Triggered by volcanic eruptions, landslides, earthquakes, and even impacts by asteroids or comets, a tsunami represents a vast volume of seawater in motion – the source of its destructive power.

On the open ocean, tsunami waves approach speeds of 500 mph, almost fast enough to keep pace with a jetliner. But gazing out of the window of a 747, you wouldn't be able to pick it out from the wind-driven swells. In deep water, the waves spread out and hunch down, with hundreds of miles between crests that may be just a few feet high. A passenger on a passing ship would scarcely detect their passing. But in fact, the tsunami crest is just the very tip of a vast mass of water in motion, as a tsunami can travel great distances with little loss of energy. The 1960 earthquake off the coast of Chile generated a tsunami that had enough force to kill 150 people in Japan after a journey of 22 hours and 10,000 miles.

As the waves in the tsunami reach shore, they slow down due to the shallowing sea floor, and the loss in speed is often accompanied by a dramatic increase in wave height. Tsunamis also flood in suddenly without warning. Tsunami waves usually don't curve over and break, like Hawaiian surf waves. Survivors of tsunami attacks describe them as dark "walls" of water. Impelled by the mass of water behind them, the waves bulldoze onto the shore and overwhelm the coast, snapping trees like twigs, toppling stone walls and lighthouses, and smashing houses and buildings into kindling.

The contours of the seafloor and coastline have a profound influence on the height of the waves – sometimes with surprising and dangerous results. During the 1993 tsunami attack on Okushiri, Japan, the wave "runup" on the coast averaged about 15 to 20 metres (50 - 65 feet). But in one particular spot, the waves pushed into a V-shaped valley open to the sea, concentrating the water in a tighter and tighter space. In the end, the water ran up to 32 metres (90 feet) above sea level, about the height of an 8-storey office building.

Adapted from Daniel Pendick,

Courtesy WNET.ORG (<http://www.pbs.org/wnet/savageearth/tsunami/index.html>)

Write an ESSAY of not more than 500 words in which you identify the writer's main point and purpose, and comment on THREE organisational strategies and THREE language techniques used to achieve the purpose. The strategies and techniques identified should be supported by specific references to the extract.

Total 25 marks

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SECTION B

MODULE 2 – LANGUAGE AND COMMUNITY

2. Read the extract below carefully and then answer the question that follows.

Carol threw many a tantrum in the bathroom, screaming at Eudora to hurry up and get the soap off her and Eudora said, 'Awright White-lady,' after which she would sometimes mutter under her breath, 'You damn lil red ants!' Then Carol enjoyed running all over the house naked with Eudora shouting after her: 'Come put-on yu frack! Caral! Come put-on yu frack!' The day
5 Carol started calling her dress her 'frack', Auntie Beatrice was near hysterical: 'If you can't speak properly when you speak to these children then don't bother to say anything to them at all! It's not that you never went to school in Grenada! What class did you go up to?'

'T'ird Standard, Ma'm,' replied Eudora without raising her eyes.

- 10 'Well! There you are! Third Standard! That means you could very well speak properly if you wanted to! You came over here to better yourself, girl, so I don't understand why you have to go on talking like Grenadian people!'

Eudora always looked as though she was on the point of crying. She went about singing in a mournful voice the chorus:

- 15 Don't pass dey
Don't pass dey
Yu go get big-belly...

- 20 During the day when Auntie Beatrice and Uncle Norman were at work and the others at school (Auntie Beatrice said that I would go to school with Carol and Jessica soon), Eudora leaned over the banister and talked gaily with people going up the road, laughing quite as boisterously as Tantie. Sometimes people came in to her. There was a young man who always had a matchstick in his mouth and a cap on back to front. He chewed the matchstick and eyed her up and down slowly with the matchstick hanging out of one corner of his mouth and the other corner stretched upwards in a saucy sneer: 'How the Seen-Giargies gal?'

- 25 'Gwan, you hear, you ever hear me say "Seen-Giargies"? I from St. George's, boy, an gwan I tell you, come-out the people house. You want the Madam put me out on the streets?'

'Let she put yu out nuh. Yu could come down by me,' and he made a swipe at her as she fled giggling to the kitchen.

*Adapted from Merle Hodge, Crick Crack, Monkey.
Heinemann Educational Publishers, 1970, pp. 38 – 39.*

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In an ESSAY of no more than 500 words, discuss the following:

- (a) What in the passage indicates Eudora's social status and her attitude to language
- (b) What Auntie Beatrice's behaviour reveals about her perceived social 'superiority' and her attitude to language
- (c) How social tensions between the characters in ONE of the following pairs are conveyed verbally and non-verbally:
 - Eudora and Auntie Beatrice
 - Eudora and Carol.

Total 25 marks

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SECTION C

MODULE 3 – SPEAKING AND WRITING

- 3. Read the following scenario carefully and then answer the question that follows.**

You are a member of the Abstinence Club in your high school. You are concerned about the small numbers of students that attend your weekly meetings. You have been asked to organise a campaign that would convince students to attend meetings.

In an ESSAY of no more than 500 words, write a proposal for your advertising campaign. Include the following:

- (a) Strategies you would use to attract students to club meetings and justification for these strategies
- (b) Language varieties and registers you would consider appropriate
- (c) The information you think must be relayed during this campaign.

Total 25 marks

END OF TEST

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