

FORM TP 2008173



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CARIBBEAN EXAMINATIONS COUNCIL

ADVANCED PROFICIENCY EXAMINATION

COMMUNICATION STUDIES

PAPER 03/B

1 hour 30 minutes

07 MAY 2008 (a.m.)

INSTRUCTIONS TO CANDIDATES

Answer ALL questions.

SECTION A

MODULE 1 – GATHERING AND PROCESSING INFORMATION

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

Individuals willing to share their work space with HIV-positive colleagues may still be reluctant to employ a person living with HIV/AIDS in their home to take care of their children. Such ambivalence emphasizes the need for further education on HIV/AIDS in the world of work.

- 5 *The ILO/USDOL HIV/AIDS in the World of Work* programme is one attempt to confront this situation. Arlene Husbands, the National Project Co-ordinator for the International Labour Organization (ILO) in Barbados, is working on one of the several projects sponsored in over 20 countries across the world by the ILO and the US Department of Labor (USDOL). Five of these projects are based in the Caribbean.

10 **Reducing Risk Behaviours**

The project seeks to reduce HIV/AIDS risk behaviours among targeted workers and to reduce employment-related discrimination against persons living with or affected by HIV/AIDS.

- 15 The Project Co-ordinator is working in collaboration with ILO tripartite constituents – Government, employers, trade unions – and the National HIV/AIDS Commission to develop workplace policies that protect people living with HIV/AIDS (PLWHA) (see <http://www.ilo.org/public/english/standards/norm/subject/tripartite.htm>).

- 20 The workplace must become proactive in response to the epidemic, given the high rates of known infection in the age group 25 – 45 and the possibility that many others are infected without yet being aware.

- 25 The first requirement is an education programme in the workplace. Employees are encouraged to know their HIV status and, where necessary, to seek early treatment since it is now accepted that early treatment can play a major role in extending the quality of life of a person infected with HIV. Encouraging employees to know their status must however never be used as a tool for screening. Nor should employees be required to have mandatory testing.

*Adapted from "Recognizing HIV/AIDS in the world of work",
Newsletter of the UNDP Subregional Office for Barbados and the OECS,
Vol. 2 No. 2, August 2005, p.2.*

You have discovered the above article while doing research on HIV/AIDS.

- (a) In no more than 60 words, summarize the arguments put forward in the article.
[5 marks]
- (b) In no more than 150 words, in point form, write an evaluation of the article that explores the credibility of the information.
[15 marks]

Total 20 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.

Bee reach back home, his shadow long on the ground in front him, his face swell up like a frog that take all the stones the boys pelt it with and if it get hit once again will burst. I watch Bee. I don't ask him anything. I don't know what word to begin with, what tone to use. He sit down. He ain't say nothing. Then he see the letter the postman bring where I rest it on the ledge in the kitchen. So I tell him: 'They send for Reggie to go to high school.'

He reach out his hand, take down the letter, open it, and as he read it his face come down a little from the mountain. He look at me. He look away, and I know the words in him to say, but I know there is things that words can't say.

I talk again: 'Reggie will be fourteen just now. If he is to go to high school at all, is best we send him now.'

Bee eyes wander all over the kitchen, and he ain't look at me. He shift a little on the bench and his voice take on a kind of strain as if what he going to say is too heavy for him, have me straining too, like when you watching a man take up a too heavy load, in your mind you straining with the load too.

'Eva, that Ivan Morton look at me and ask what I want to worship as Baptist for. That jackass ask me that. Give me a long lecture about how he up there trying his best to lift his people out of darkness and how – listen to this – how he surprise that a man like me who support him so strong in the election could still hold on to that backward suggestion that the law should change to allow us to worship as heathen.

'Tell me he not against the principle of the freedom of worship but what worrying him is that I, we should still be in the dark ages in these modern times when we could settle down and be civilize.'

'Bee...'

'And Mr Civilize sit down there in the whiteman house on the whiteman chair with the whiteman tie and cuff-links and wristwatch on telling me: "We can't change our colour, Dorcas, but we can change our attitude. We can't be white, but we can act white." And all I want is to worship God in my way.'

Earl Lovelace, *The Wine of Astonishment*,
Heinemann Educational Books, 1982, pp. 12–13.

In an essay of no more than 300 words, write an analysis of the above excerpt, taking into consideration:

- (i) Dialectal variation
- (ii) Attitudes to language
- (iii) Communicative behaviours.

Total 20 marks

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SECTION C

MODULE 3 – SPEAKING AND WRITING

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

According to Glyn Davies, in his book, *A History of Money from Ancient Times to the Present Day*, many things have been used as money in different places and times. They include amber, beads, cowrie shells, drums, eggs, feathers, gongs, hoes, ivory, jade, kettles, leather, mats, nails, oxen, pigs, quartz, rice, salt, thimbles, vodka, yarns, and zappozats (decorated axes).⁵ Almost all of these means of exchange have fallen into disuse.

Some historians believe that cattle were the earliest form of money, closely followed by crops, which became popular when human beings moved to a less nomadic, more agricultural way of life. They believe that these earliest forms of money were in use as long ago as 9,000 to 6,000 BC. Indeed, in Africa in the middle of the 20th century, cattle were still in use as a means of payment.¹⁰

Coins came later. According to the British Museum, "The Greek historian Herodotus, writing in the 5th century BC, famously stated that the 'Lydians were the first people we know to have struck and used coinage of silver and gold.' " But the Museum says that Herodotus was not quite correct because the "earliest coins were in fact made from electrum, an alloy of gold and silver."¹⁵

Coins continue to be used in the modern world and, along with notes, cheques, credit cards, debit cards, smart cards and cash cards, grease the wheels of our world. But coins and notes, which have been with us for so long that we almost completely take them for granted, seem themselves to be passing into history. Even the cheque, a relatively modern invention, now seems cumbersome and out of date. Cards are the predominant means of paying for goods and services in most of the world. Davies observes that, by 1995, ninety per cent of all transactions (by value) in the United States were made electronically.²⁰

This trend towards 'virtual money' continues to gather pace throughout the world. Though travellers still have the option of buying travellers' cheques, most now prefer to use their internationally accepted credit or debit cards to pay for hotel rooms, rental cars, meals, and shopping, or to withdraw cash from an ATM. In fact, if they buy on-line or by phone, they don't have to present a card; all they have to do is provide the number on it. Nothing is passed from hand to hand.²⁵

Money has become a number!

Adapted from Richard Costas, "Currency Notes", Caribbean Beat, 75th Issue, September/October 2005, pp.84-86.

In an essay of no more than 250 words, discuss:

- (i) The writer's style in producing this piece
- (ii) The intended audience
- (iii) What the writer hopes to achieve
- (iv) Two contexts in which this piece can be used .

Total 20 marks

END OF TEST

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