

FORM TP 2006189



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**CARIBBEAN EXAMINATIONS COUNCIL**  
**ADVANCED PROFICIENCY EXAMINATION**  
**COMMUNICATION STUDIES**

**PAPER 02**

*2 hours 30 minutes*

**11 MAY 2006 (p.m.)**

**INSTRUCTIONS TO CANDIDATES**

**Answer ALL questions.**

## SECTION A

### MODULE 1 – GATHERING AND PROCESSING INFORMATION

**1. Read the extract and answer the questions that follow.**

Look at them behind their counters – young, neatly outfitted in their starched fast food uniforms or their linen and polyester clerk suits. They quickly and effortlessly tap the keys on their cash registers and computers, answer phones, and look quite efficient, don't they? They seem as if they can think, don't they? Don't let the pressed clothes and technology fool you; many of them can't. Let there be a glitch or a breakdown and then you'll see what lies beneath the suits and uniforms and beyond the counters – operators of broken-down cash registers and computers who will fumble to spell and calculate. And you, older than they, will wonder what they spent their primary and secondary school years learning.

You can spot them everyday, everywhere. Last week, for example, I saw the brain of a young attendant at a fast food outlet shut down the instant his computer crashed. Before the crash, he had appeared capable as he punched the appropriate keys for the orders. But when he was faced with having to write down what his customers wanted, he could only operate in slow motion. I know because, to my misfortune, I was about to order a tuna sandwich and a large orange juice when the system failed. After a minute or two of trying to spell the two items, he scrunched up the piece of paper and started writing afresh on a second sheet. I was not sure I'd get the correct meal.

Two days after this calamity, I encountered one of Mr. Illiteracy's pals, a Miss Innumeracy, in a store downtown when I was trying to pay a bill of \$26.05 with two twenty-dollar bills. Because of a mix-up, the cash register was closed, and so the young girl had to calculate on paper how much change to give me. After an eternity of scratching her head and calculating on a sheet of paper, she handed me \$14.05, but, thanks to my Standard Five teacher, I had already calculated in my head that I should have received \$13.95. When I told her so, she seemed mentally paralysed. Luckily, another suited girl, who looked senior in age and rank, came to her rescue. She whipped out a calculator, pressed a few keys, and, presto, gave me the right change, scolding Miss Innumeracy for her bad math!

I left, thinking sadly that there was nothing I could do to help them make up for the years they had spent in their classrooms not bothering to learn how to read, write, count, or think.

*Adapted from Suzanne Mills, "Between the Lines",  
Trinidad and Tobago Newsday, June 2, 2004, p.11.*

- (a) State the writer's MAIN point in no more than 30 words.
- (b) Write an essay in no more than 500 words in which you include reference to the following:
  - (i) The writer's purpose
  - (ii) Strategies and language techniques used
  - (iii) Appropriateness of the tone.

**[25 marks]**

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## SECTION B

### MODULE 2 – LANGUAGE AND COMMUNITY

2. Read the excerpt carefully and answer the questions that follow.

The following is a discussion between Andrea, a university student, and Natasha, a primary school student whom Andrea tutors.

Natasha was very intelligent, almost unchildlike, and Andrea felt at a loss. She didn't know how to talk to children who didn't particularly act like children, didn't know what tone to adopt, what subject might be good. She said, "Do you like dolls?" and Natasha said: "When I grow up I'm going to be an astronaut."

Andrea hadn't heard that one before. Doctor, teacher, nurse and policeman she was used to, but not astronaut. Especially not from a child who'd probably never been further than Kingston. She felt herself pitying the child for being so ambitious, knowing her ambitions would never be fulfilled. She said, "That's a good profession. Why do you want to do that?"

"So I can float around. My teacher says there's no gravity in space, so you have to float. They showed a movie at school about it. And I know that's what I want to do."

Andrea burst out laughing. How many people were there who wanted to float? Natasha was staring at her and she tried to stop laughing, swallowed hard.

Natasha said, "What are you going to be? A doctor?"

"No" Andrea said. "I'm studying languages. You know, French and Spanish. I'll probably teach when I graduate."

"Oh." She was unimpressed and Andrea felt belittled.

Natasha spoke good English, which was strange because her mother knew only dialect. When Mrs Jackson brought Natasha, she had tried to speak 'properly', but Andrea knew it was beyond her. She herself spoke Creole to the woman, to put her at ease, but Mrs Jackson had been insulted. She left quickly, telling Natasha she'd be back for her at one o'clock.

*Adapted from Alecia McKenzie, "Natasha",  
Satellite City and Other Stories, Longman, 1992, p.31 - 32.*

In an essay of no more than 500 words, discuss:

- (a) Natasha's possible motivation for achieving a good command of the English Language
- (b) Any possible justification for Andrea's surprise that Natasha spoke English so well
- (c) What Mrs Jackson's behaviour reveals about her attitude to the use of the Creole
- (d) How communication could be enhanced through a video presentation of this scene.

[25 marks]

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**SECTION C**

**MODULE 3 – SPEAKING AND WRITING**

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

You are a school counsellor who has been asked to make separate addresses to parents and guardians of teenagers aged 14 – 17, and to the teenagers themselves. The address would be based on the sensitive subject of sexual activity and sexually transmitted diseases (STD's).

- (a) Identify and justify the difference in approach that you would use in your address to BOTH audiences. Your response should focus on your use of content, language and register.
- (b) Describe those strategies and visual aids that could be used to enhance your presentation to BOTH audiences.

**[25 marks]**

**END OF TEST**

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