

FORM TP 2009161



TEST CODE **02114010**

MAY/JUNE 2009

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

**PAPER 01/A**

*1 hour*

**INSTRUCTIONS TO CANDIDATES**

1. This paper consists of 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

Read the following scenario and answer the questions that follow.

Teachers in a certain district have reported that there is a very high truancy rate among secondary school students who live in a particular rural village in the district. A group of students from your Form 6 class has decided to determine the reasons for the high truancy rate.

1. (a) State TWO primary sources and ONE secondary source from which the group might be able to obtain data.

Primary source \_\_\_\_\_

Primary source \_\_\_\_\_

Secondary source \_\_\_\_\_

[3 marks]

- (b) List ONE piece of data that might be obtained from ONE of the primary sources and ONE from the secondary source.

Primary source \_\_\_\_\_

Piece of data from primary source \_\_\_\_\_

Piece of data from secondary source \_\_\_\_\_

[2 marks]

- (c) (i) Provide ONE piece of additional data the group of students should use to make their research more relevant to the wider community.

\_\_\_\_\_

[1 mark]

- (ii) List TWO challenges that the researchers might face after including the additional data.

Challenge 1 \_\_\_\_\_

Challenge 2 \_\_\_\_\_

[2 marks]

Total 8 marks

GO ON TO THE NEXT PAGE

2. (a) Give THREE methods that would be appropriate for collecting data from the primary sources and secondary source identified in your answer to question 1 (a).

Primary source \_\_\_\_\_

Method \_\_\_\_\_

Primary source \_\_\_\_\_

Method \_\_\_\_\_

Secondary source \_\_\_\_\_

Method \_\_\_\_\_

[3 marks]

- (b) Suggest ONE advantage and ONE disadvantage of ONE of the methods of data collection identified in 2 (a) above.

Method \_\_\_\_\_

Advantage \_\_\_\_\_

Disadvantage \_\_\_\_\_

[2 marks]

- (c) State TWO possible contexts within which the findings of the students' study would be most effectively shared.

Context 1 \_\_\_\_\_

Context 2 \_\_\_\_\_

[2 marks]

Total 7 marks

GO ON TO THE NEXT PAGE

SECTION B

MODULE 2 – LANGUAGE AND COMMUNITY

Questions 3 - 6

3. Read the following folk song and answer the questions that follow.

Whe Sammy gone? Sammy gone to plant corn a gully.

Sammy plant piece a corn down a gully

An it grow till it kill poor ole Sammy

Sammy dead, Sammy dead, Sammy dead-o

An is tief Sammy tief mek dem kill im.

An is lie Sammy lie mek dem kill im.

- (a) List THREE characteristics of the song that might make it difficult for a non-Creole speaking visitor to understand it.

Characteristic 1 \_\_\_\_\_

Characteristic 2 \_\_\_\_\_

Characteristic 3 \_\_\_\_\_

[3 marks]

- (b) (i) How might the visitor respond to the language of the song in an entertainment setting?

\_\_\_\_\_

\_\_\_\_\_

[1 mark]

- (ii) How might the visitor respond to a hotel receptionist speaking to him/her in language like that of the song?

\_\_\_\_\_

\_\_\_\_\_

[1 mark]

- (c) State TWO specific roles that this language performs in Caribbean society.

Role 1 \_\_\_\_\_

Role 2 \_\_\_\_\_

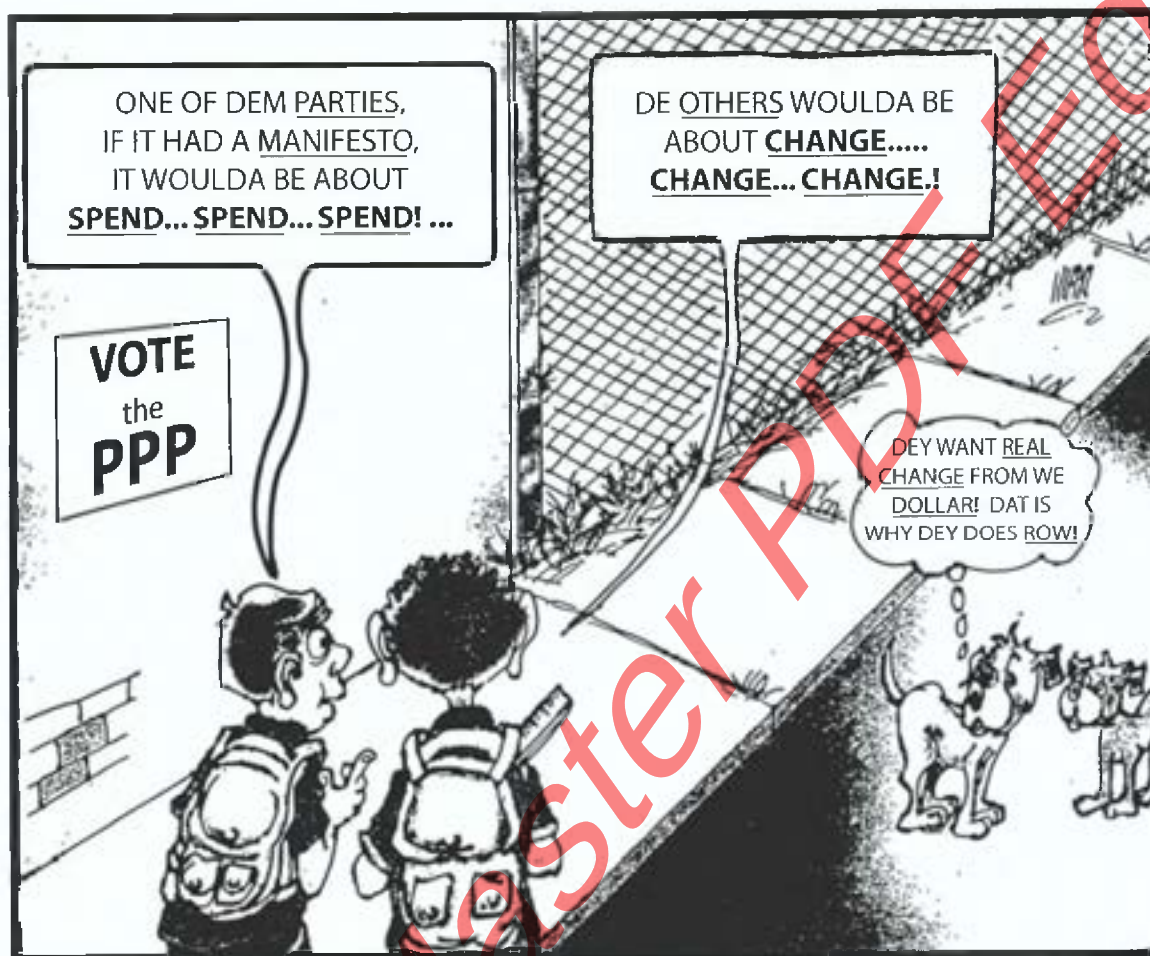
[2 marks]

Total 7 marks

GO ON TO THE NEXT PAGE



4. Read the following scenario and answer the questions that follow.



*Trinidad Guardian, November 2007.*

- (a) Give FOUR reasons why the students' speech can be described as language.

Reason 1 \_\_\_\_\_

Reason 2 \_\_\_\_\_

Reason 3 \_\_\_\_\_

Reason 4 \_\_\_\_\_

[4 marks]

GO ON TO THE NEXT PAGE

- (b) State TWO non-linguistic reasons why the students are NOT speaking Standard English.

Reason 1 \_\_\_\_\_

Reason 2 \_\_\_\_\_

[2 marks]

- (c) (i) Define the term 'register'.

\_\_\_\_\_  
\_\_\_\_\_

[1 mark]

- (ii) Identify the register that is being used in this scenario.

\_\_\_\_\_

[1 mark]

Total 8 marks

5. (a) Define the term 'dialect'.

\_\_\_\_\_  
\_\_\_\_\_

[1 mark]

- (b) Give TWO examples of dialectal variation found within a **named** Caribbean territory.

Caribbean territory \_\_\_\_\_

Example 1 \_\_\_\_\_

Example 2 \_\_\_\_\_

[2 marks]

- (c) State TWO specific purposes for which EACH dialectal variation named in 5 (b) above can be used.

Dialectal variation \_\_\_\_\_

Purpose 1 \_\_\_\_\_

Purpose 2 \_\_\_\_\_

Dialectal variation \_\_\_\_\_

Purpose 1 \_\_\_\_\_

Purpose 2 \_\_\_\_\_

[4 marks]

GO ON TO THE NEXT PAGE

6. Read the following advertisement and answer the questions that follow.

**PK TRADING**  
Your Home Store

has... *Christmas!*

The widest range of  
**Pre-lit & Regular Christmas Trees**  
in all sizes

*Plus!* Wreaths  
Garlands  
Christmas Lights  
and more...

*'Tis the Season to be Jolly,*

**BIG BEAR**  
WIN! WIN! WIN!

**PK TRADING**  
Your Home Store

**Has Everything & More**

Adapted from *Trinidad Guardian*, November 2007.

- (a) (i) State ONE purpose of the advertisement, other than to sell the product.

Purpose \_\_\_\_\_

[1 mark]

- (ii) List TWO strategies used in this advertisement.

Strategy 1 \_\_\_\_\_

Strategy 2 \_\_\_\_\_

[2 marks]

GO ON TO THE NEXT PAGE

- (iii) State ONE way in which EACH of the strategies listed in 6 (a) (ii) above can achieve the purpose of the advertisement.

Way 1 \_\_\_\_\_

\_\_\_\_\_

Way 2 \_\_\_\_\_

\_\_\_\_\_

[2 marks]

- (b) Give THREE examples of technology that may have been used to produce this advertisement.

Example 1 \_\_\_\_\_

Example 2 \_\_\_\_\_

Example 3 \_\_\_\_\_

[3 marks]

**Total 8 marks**

GO ON TO THE NEXT PAGE



SECTION C

MODULE 3 – SPEAKING AND WRITING

Questions 7 - 10

7. (a) List TWO barriers to communication.

Barrier 1 \_\_\_\_\_

Barrier 2 \_\_\_\_\_

[2 marks]

- (b) State ONE way of coping with EACH barrier.

Barrier 1 \_\_\_\_\_

Way of coping \_\_\_\_\_

Barrier 2 \_\_\_\_\_

Way of coping \_\_\_\_\_

[2 marks]

- (c) State THREE reasons why feedback is an important part of the communication process.

Reason 1 \_\_\_\_\_

Reason 2 \_\_\_\_\_

Reason 3 \_\_\_\_\_

[3 marks]

Total 7 marks

8. An overseas student has just joined your school as part of the school's annual student exchange programme. She believes that she is not welcome at the school.

- (a) Suggest THREE non-verbal cues from students that might make the overseas student feel unwelcome.

Cue 1 \_\_\_\_\_

Cue 2 \_\_\_\_\_

Cue 3 \_\_\_\_\_

[3 marks]

GO ON TO THE NEXT PAGE

- (b) State THREE verbal statements that might make the student feel welcome.

Statement 1 \_\_\_\_\_  
Statement 2 \_\_\_\_\_  
Statement 3 \_\_\_\_\_  
[3 marks]

- (c) State TWO non-verbal behaviours that might make the student feel welcome.

Behaviour 1 \_\_\_\_\_  
Behaviour 2 \_\_\_\_\_  
[2 marks]

**Total 8 marks**

9. The overseas student has been asked to inform an assembly of students about her culture.

- (a) Identify FOUR verbal means that the student could use.

Means 1 \_\_\_\_\_  
Means 2 \_\_\_\_\_  
Means 3 \_\_\_\_\_  
Means 4 \_\_\_\_\_  
[4 marks]

- (b) List TWO written forms of communication that the overseas student might use to introduce her culture, and give a benefit of using EACH form.

Form 1 \_\_\_\_\_  
Benefit \_\_\_\_\_  
Form 2 \_\_\_\_\_  
Benefit \_\_\_\_\_  
[4 marks]

**Total 8 marks**

GO ON TO THE NEXT PAGE

10. You have been asked to help the overseas student referred to in question 9 with her presentation.

- (a) State FOUR elements in the communication process that she needs to consider before making her presentation.

Element 1 \_\_\_\_\_

Element 2 \_\_\_\_\_

Element 3 \_\_\_\_\_

Element 4 \_\_\_\_\_

[4 marks]

- (b) Explain to the overseas student the following terms with which she is not familiar.

Interpretation \_\_\_\_\_

\_\_\_\_\_

Conceptualization \_\_\_\_\_

\_\_\_\_\_

Encoding \_\_\_\_\_

\_\_\_\_\_

[3 marks]

Total 7 marks

END OF TEST

*The Council has made every effort to trace copyright holders. However, if any have been inadvertently overlooked or any material has been incorrectly acknowledged, CXC will be pleased to correct this at the earliest opportunity.*