

**FORM TP 2010157**



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MAY/JUNE 2010

**CARIBBEAN EXAMINATIONS COUNCIL**

**ADVANCED PROFICIENCY EXAMINATION**

**COMMUNICATION STUDIES**

**PAPER 03/B**

*1 hour 30 minutes*

**05 MAY 2010 (a.m.)**

**INSTRUCTIONS TO CANDIDATES**

**Answer ALL questions.**

## SECTION A

### MODULE 1 – GATHERING AND PROCESSING INFORMATION

**1. Read the following extract carefully then answer the questions that follow.**

In a study by the Center for Disease Control and Prevention (CDC), around 30 percent of students thought they were overweight. In reality, less than 14 percent of students were “at risk for becoming overweight.” (The term ‘overweight’ refers to students whose body mass index was above the 85<sup>th</sup> percentile.)

**5** Yet the 14 percent figure is also a problem. Nearly one-third of students get little or no physical activity, reports the CDC. Higher weight and a sedentary lifestyle increase the risks for diabetes, heart disease, and other health problems. Meanwhile, young people at the higher ranges of the weight scale often feel more frustrated by the gap between what they see in the mirror and what they see in the media.

**10** Puberty complicates things. Girls get taller and gain an average of 25 pounds. They need the added fat for breast development and to enable them to conceive and carry babies as adults. “Young women don’t believe that they should gain fat,” says Sarah Stinson, head of the eating disorders program at Fairview Red Wing Health Services (FRWHS) in Minnesota. “They are terrified of it and don’t understand the healthy role of natural body fat in development.”

**15** Boys get taller and more muscular as their bodies mature. That’s generally consistent with our culture’s ideal for males. But not all boys mature at the same rate. And not everyone gains muscle like the images featured in sports and fitness magazines.

When teens have a poor body image, self-esteem dips. Relationships suffer too. Conversations with friends may center on dieting and exercise, to the exclusion of other topics. **20** Teens focus more on how they look than on what they want to accomplish in life. Instead of bonding with each other, they often become competitive. That fuels feelings of isolation. In the worst cases, eating disorders and other unhealthy behaviors develop. Eating disorders are more common among females than males. Yet the National Eating Disorders Association says about 10 percent of patients are male. (Besides a poor body image, other factors are often to blame. **25** These include feelings of being out of control and, in some cases, a history of physical or sexual abuse.)

*Adapted from Kathiann M. Kowalski, “Body Image: How do you see yourself?” Adolescent Psychology, Fourth Edition, McGraw-Hill/Dushkin, pp. 40 - 41.*

Your best friend is depressed because she thinks she is overweight. You come across the article above which helps you to understand her problem.

- (a) In no more than 90 words, summarize the points raised in the article. **[ 5 marks]**
- (b) In no more than 150 words, write an evaluation of the article, in point form, 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 following extract carefully then answer the question that follows.

When I first met Zulma, I didn't understand much of what she said, especially when she talked quickly, which was often. Within two or three weeks though, I was understanding most of what she was saying. Her talk had all these hills and valleys – nothing like my flat, old, boring Canadian talk. Where I would say 'I', she would say 'me' or 'ah'; where I said 'her', she would say 'she'; but that was only the beginning of how we talked differently, although it was supposed to be English we both spoke.

When I asked her on the way home that evening to teach me Tobago-talk (that was what I called it), she got all quiet and serious; she didn't say anything for a while. Then: 'Is what you want to talk like that for? You speak nice already.'

'I like the way you talk. I want to talk like that. Sometimes I hear my mother on the phone with her Jamaican friends; when they get going, I can hardly understand them.'

'Your mother talk dialect?'

'Yep, but she likes to pretend she doesn't know how to; she thinks it's better to sound like a Canadian. In any case, after a while you begin to lose your accent, you know, like you're doing.' I nudged her and smiled.

'Me? Never! Me never going lose me accent. I'se a Tobagonian and I'se proud of it.'

'All right, all right, I'm sorry.' I laughed. 'I didn't mean to insult you.'

'Well, I want to talk like you . . . if you'll teach me.'

'You serious?'

'Uh huh, then I'll be bilingual.'

'Oh, all right. When you want to start?'

That was how our lessons in Tobago-talk started.

*Adapted from Marlene Nourbese Philip, Harriet's Daughter, Heinemann, 1988, pp. 10-11.*

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

- (i) language 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 following extract carefully then answer the question that follows.

**Our Environment and a Sustainable Future**

The Earth as home to humankind provides us with an environment that is sometimes reliably benign, constant and predictable and at other times hazardous, unpredictable and threatening. People contribute both to its health and also its destruction. As we approach the hurricane season, the disastrous potential of the natural environment becomes the focus of our concerns in the Caribbean. The seriousness of Hurricane Ivan's impact on our region, and the devastation wrought by Katrina on New Orleans, have spurred our efforts to prepare for such possibilities in the future. But memories can be short. Where rainfall has been plentiful and flooding occurred in recent years, the likelihood of future drought and the contingent demand for water are almost forgotten.

After the threat of a natural disaster has passed, the 'business as usual' attitude often predominates on the assumption that such devastation will not recur in the near future and as other pressing issues claim the headlines. The bad news is that hazards are here to stay and with increasing frequency, intensity and duration. The effects of climate change are likely to be irreversible, and are expected to grow worse. Unlike hurricanes, sea-level rise will not just be confined to a season. Nor will the pressure for radical change in agriculture and industry be a mere temporary phenomenon. The possible inundation of coastal settlements, the disruption of vital services and installations caused by sea-level rise and the mass migrations that will follow, together with an increase in vector-borne diseases, will bring about circumstances for human suffering and human conflict in the Caribbean on a scale unimaginable.

In attempting to mitigate the worst effects of hazards, it is essential that they are seen and tackled within their wider context, namely the proper management of the environment as a whole. Thus we need to concentrate on reducing risk over the long term while proactively making the necessary adaptations required in the context of environmental change. This involves paying much more serious attention to measures regarding causes and consequences of long-term environmental degradation and poverty that together increase vulnerability to hazards and also contribute significantly to their frequency and severity.

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Professor Elizabeth Thomas-Hope and the publisher, University Marketing  
and Communications, The University of the West Indies.*

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

- (i) The writer's concern
- (ii) The intended audience
- (iii) What the writer hopes to achieve
- (iv) TWO contexts, other than a magazine, in which the piece could be used effectively.

**Total 20 marks**

**END OF TEST**

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