

FORM TP 2009163



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**CARIBBEAN EXAMINATIONS COUNCIL**  
**ADVANCED PROFICIENCY EXAMINATION**

**COMMUNICATION STUDIES**

**PAPER 02**

*2 hours 30 minutes*

**07 MAY 2009 (p.m.)**

**INSTRUCTIONS TO CANDIDATES**

**Answer ALL questions.**

## SECTION A

### MODULE 1 – GATHERING AND PROCESSING INFORMATION

1. Read the following extract carefully and answer the questions that follow.

According to the United Nations Educational, Scientific and Cultural Organisation (UNESCO), in 1990, 26.5 per cent (948.1 million) of the adult population of the world were illiterate. Of that number, 346.5 million (or 36.5 per cent of the male population) were men while 601.6 million (or 63.5 per cent of the female population) were women. The illiteracy rate for women is far higher than for men.

For women, illiteracy compounds their other problems, contributing to their marginalisation within the family, the workplace, and public life. It accounts for the fact that women have often not benefited from socio-economic and technological progress. Illiterate women are invariably caught in a vicious circle of poverty, repeated child-bearing, ill health and powerlessness, lacking the means – education – to break out of their predicament.

The direct correlation between literacy, health, economic and political choice, especially for women, cannot be emphasised enough. Education decisively determines a woman's access to paid employment, her earning capacity, her overall health, control over her fertility, family size and spacing, and the education and health of her family. For example, it has been found that women with seven years or more of education tend to marry on average four years later and have 2.2 fewer children statistically than women with no schooling.

Education also plays a crucial role in child survival. In Ghana, women with no education are twice as likely to lose children as mothers with primary schooling, and four times as likely as mothers with secondary education. In Indonesia, mothers who have not received any education are three times more likely to lose children under five years than mothers with some schooling.

In addition, education helps women overcome social prejudice, take control of their lives, and assume a status and identity beyond child-bearing, thereby allowing them to participate more fully in the public life of their community. It opens up wider horizons, creates new opportunities and, most importantly, empowers women with choice. And, last but not least, education is the single most important weapon to combat sexual stereotyping and discriminatory attitudes towards women.

*Adapted from Women's Supplement, Sunday, September 03, 1995, p.4.*

- (a) State the writer's MAIN idea in no more than 30 words.
- (b) Write an ESSAY of no more than 500 words in which you
  - (i) state the writer's purpose
  - (ii) discuss strategies and language techniques used
  - (iii) evaluate the reliability of the information presented.

**Total 25 marks**

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**NOTHING HAS BEEN OMITTED.**

**GO ON TO THE NEXT PAGE**



## SECTION B

### MODULE 2 – LANGUAGE AND COMMUNITY

2. Read the extract below carefully and answer the questions that follow.

Tiger wrote down everything in his copybook. When he read over what he had written he realized that he didn't know any big words at all except the names of the equipment they were working with. This was a bad thing. All the books he read had big words, and he had to use a dictionary to see what they meant. He could understand some and could spell them, but he couldn't use them. He would have to practise while talking to people. He memorized a few words from the dictionary every night. But while he was learning words he ignored grammar.

"Now, Urmilla, I will try you out with a little word. What it is 'to buy'?"

"Oh, that easy, man. That is when you go in the shop and buy anything, and you pay for it. That mean you buy it."

"Well, you have the idea, but you still not correct! To buy is to obtain by paying a price!"

"But ain't is the same thing I say, Tiger?"

"How is the same thing? You must learn to express yourself good, girl, like me. I will catch you with a easy one now! Every day people passing selling fish – look we just eat some for dinner. You know what a fish is?"

"But how? Is a thing that does live in the sea, and in river and pond too. It does swim, and people does eat it for food. Some of them have scale on them."

"I know I would catch you! You really wrong this time! The dictionary ain't say anything like that! It say is a animal living in water, is a vertebrate, cold-blooded animal having gills throughout life, and limbs, if any, modified into fins. You see!"

"But man, Tiger, why you want to find out all of that for? I don't know what all them big word mean, man. It getting me puzzle up."

"Is the same thing I tell you. If you don't have education, people could always tie you up. All the time I did think a fish was just like what you say, but now I find out for truth what it really is! Look, hand me my small cylinders of narcotic rolled in paper."

"Cylinder? What is that? Is what you mean at all?"

Tiger chuckled, self-contented. "Just extend the terminal part of your arm; the extent of space between where you is and which part it is not remote."

"I beg you pardon, Tiger, but I really don't know what you mean. This time you really tie me up!"

Tiger chuckled again. "All right, girl. Reach the cigarettes for me, then."

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"Well," Urmilla said, "if you did say so all the time, all now so you smoking already, man!" she said, handing him the pack. "I don't like this business. Too much thing coming between we. If you go on so, I won't understand anything you say."

- 35 "You better understand!" Tiger said meaningfully. "This morning I ask chief and Mr. Larry if they would like to eat Indian food, and he say, 'Sure, John.' So tomorrow I bringing the two Americans home after work."

Urmilla gasped. "But what is this —"

*Adapted from Samuel Selvon, "A Brighter Sun", Longman, 1987, pp. 158-159.*

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

- (a) Tiger's sense of what 'good' expression is
- (b) Differences and similarities between his speech and Urmilla's
- (c) Social factors affecting the speech choices he makes
- (d) How a dramatic production (such as a video or a play) would highlight the communicative tension between him and Urmilla.

**Total 25 marks**

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**SECTION C**

**MODULE 3 – SPEAKING AND WRITING**

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

There has been a flood in your community as a result of extensive littering and deforestation. A group of young people from your neighbourhood has decided to launch a campaign to make people aware of their duty to protect the environment. You have been chosen to head this group and to ensure that the campaign is effectively planned and executed.

In an ESSAY of no more than 500 words, discuss how your group proposes to make the campaign effective. Your proposal must address the following:

- (a) Maintenance of the theme of the campaign
- (b) Targeting of different kinds of audience in the campaign
- (c) Use of language in campaign messages
- (d) Evaluation of the campaign.

**Total 25 marks**

**END OF TEST**

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