

Caribbean Examinations Council



Communication Studies



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CAPE® Communication Studies Past Papers

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FORM TP 2008172



TEST CODE 02114020

MAY/JUNE 2008

CARIBBEAN EXAMINATIONS COUNCIL

ADVANCED PROFICIENCY EXAMINATION

COMMUNICATION STUDIES

PAPER 02

2 hours 30 minutes

08 MAY 2008 (p.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.

It's an alarming prospect. The recent report out of the U.K., equating the spread of surveillance technology to the rise of the Big Brother state, is enough to send more than the occasional shiver down one's spine.

- 5 It would seem that George Orwell's "society of the future" has been transported from the pages of his satirical novel, *1984*, directly into the real world.

The totalitarian society of Orwell's novel, written way back in 1949, has no place for truth since historical records are destroyed and information is replaced by propaganda. Additionally, thought and love attract punishment, and privacy simply doesn't exist!

- 10 But it is the ominous warning, "Big Brother is watching you", conveyed through placards in the imaginary Orwellian state that is probably best remembered by readers of *1984*.

That warning is certainly à propos if the British report on the emergence of the Big Brother state is anything to go by.

- 15 Drawn up by a team of respected academics, the document is said to paint a disturbing picture of what Britain (and, elsewhere I suggest!) could be like in ten years time unless the use of spy technologies is regulated.

Anyone reading the newspaper or watching the international TV news within the last week or so would have gathered that the UK is one of the three world leaders in the use of surveillance technology; and the Brits, the most spied-on citizens in what most of us still think of as "the free world".

- 20 A fallout of New York's "Nine-Eleven" terrorist attack and more recent London bombings, this obsession with surveillance is becoming contagious. And my guess is that it won't be long before Big Brother makes his presence more obvious here in our own backyard.

- 25 The British report on the spread of surveillance technology looks at a time in the not-too-distant future when human beings everywhere may be forced to be "microchipped", with implants under the skin storing personal information, allowing everybody's movements to be tracked.

- 30 The claim made by editors – Dr David Murakami Wood (managing editor of the journal... and Dr Kirstie Ball, Open University lecturer in Organisation Studies, is astonishing. It asserts that by 2016, almost every movement, purchase, and communication of these "chip-citizens" could be monitored by a complex network of interlinking surveillance technologies!

GO ON TO THE NEXT PAGE

35 Some time ago, it was disclosed that the use of Radio Frequency Identification (RFID) in humans (with the implantation of chips in 70 mentally-ill patients) was being put on trial in the United States. If the claims of the official British report prove to be accurate, such use would, in a decade or so, be unlimited and the Orwellian state would have become a reality.

Only this past week, the BBC revealed the presence of 4.2 million surveillance cameras in Britain. And viewers were informed that the average Briton is caught on camera some 300 times every day!

*Jeannette Layne-Clarke, Shades of 1984.
Sunday Sun, November 5, 2006, p.9.*

Write an ESSAY of 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) The effectiveness of the strategies and language techniques identified in (ii) above in achieving the writer's purpose.

Total 25 marks

GO ON TO THE NEXT PAGE

SECTION B
MODULE 2 – LANGUAGE AND COMMUNITY

2. Read the poem below carefully and then answer the question that follows.

A Tale of Two Tongues

Miss Ida speaks only English to God
Scholars cannot fault the diction
of her graces and prayers;
to her, it is the language of holy things;
5 and the giver of commandments
deserves a grammar of respectability
as firm and as polished
as his tablets of stone.

10 But to fellow mortals she speaks Creole,
the tongue of the markets and fields,
the language of labrish,
su-su, proverbs and stories,
hot-words, tracings and preckeh;
it is the way to get
15 hard-ears pickney to listen
and facety men to keep off;
it is the tongue of belly laughs
and sweet body action.

20 And to Miss Ida it is no bother
to laugh and suffer in one language
and worship in another.

*Earl McKenzie, "A tale of two tongues".
In Cecile Gray, *Bite in Stage 3*,
Thomas Nelson and Sons Ltd., 1972, p. 18.*

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

- (i) The differences in the language in stanzas one and two
- (ii) The attitudes to English and Creole as revealed in the poem
- (iii) How a televised reading of this poem could enhance its meaning.

Total 25 marks

SECTION C

MODULE 3 – SPEAKING AND WRITING

3. Read the following scenario carefully and then answer the question that follows.

Your Principal has invited you to deliver the feature address for the annual graduation ceremony at your school/college, in which respect, tolerance and togetherness are emphasized. Your address should be directed to both graduands and parents.

- (a) In no more than 50 words, explain how you would use TWO verbal and TWO non-verbal elements to influence how the audience receives your message.
- (b) In no more than 300 words, write the feature address in which respect, tolerance and togetherness are emphasized.

Total 25 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.

FORM TP 2008172



TEST CODE **22114020**

MAY/JUNE 2008

CARIBBEAN EXAMINATIONS COUNCIL
ADVANCED PROFICIENCY EXAMINATION
COMMUNICATION STUDIES

PAPER 02

2 hours 30 minutes

16 JUNE 2008 (a.m)

INSTRUCTIONS TO CANDIDATES

Answer ALL questions.

SECTION A

MODULE 1 – GATHERING AND PROCESSING INFORMATION

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

Contrary to what many women believe, it is easy to develop a long-term, intimate and mutually fulfilling relationship with a guy. Of course, the guy has to be a Labrador retriever. With human guys, it's extremely difficult. This is because guys don't really grasp what women mean by the word *relationship*.

- 5 Let's say a guy named Roger asks a woman named Elaine out to a movie. She accepts; they have a pretty good time. They continue to see each other regularly, and soon neither is seeing anybody else.

Then one evening while they're driving home, a thought occurs to Elaine. She says: "Do you realize that we've been seeing each other for exactly six months?"

- 10 Silence fills the car. To Elaine, it seems like a very loud silence. She thinks to herself: "I wonder if it bothers him that I said that. Maybe he feels confined by our relationship. Maybe he thinks I'm trying to push him into some kind of obligation."

And Roger is thinking: "Gosh. Six months."

- 15 And Elaine is thinking: "But hey, I'm not so sure I want this kind of relationship either. Are we heading toward marriage? Toward children? Toward a *lifetime* together? Am I ready for that level of commitment?"

And Roger is thinking: "So that means it was ... let's see ... February when we started going out, which was right after I had the car at the dealer's, which means ... lemme check the odometer ... whoa! I am way overdue for an oil change here."

- 20 And Elaine is thinking: "He's angry, and I don't blame him. I'd be angry too. I feel so guilty, putting him through this, but I can't help the way I feel. I'm just not sure."

And Roger is thinking: "They'll probably say it's only a 90-day warranty. That's what they're gonna say!"

- 25 And Elaine is thinking: "Maybe I'm too idealistic, waiting for a knight to come riding up on his white horse, when I'm sitting next to a perfectly good person who's in pain because of my self-centered, schoolgirl fantasy."

And Roger is thinking: "Warranty? I'll give them a warranty!"

We're not talking about different wavelengths here.

- 30 We're talking about different *planets* in completely different *solar systems*. Elaine cannot communicate meaningfully with Roger because the sum total of his thinking about relationships is *Huh?*

GO ON TO THE NEXT PAGE

35 He has a guy brain, basically an analytical, problem-solving organ. It's not comfortable with nebulous concepts such as love, need and trust. Women have trouble accepting this. They are convinced that guys *must* spend a certain amount of time thinking about the relationship. This is what women figure.

40 They are wrong. A guy in a relationship is like an ant standing on top of a truck tyre. The ant is aware that something large is there, but he cannot even dimly comprehend what it is. And if the truck starts moving and the tyre starts to roll, the ant will sense that something important is happening, but right up until he rolls around to the bottom and is squashed, the only thought in his tiny brain will be, *Huh?*

Adapted from Jack Canfield et al, Chicken soup for the woman's soul: 101 stories to open the hearts and rekindle the spirits of women, Health Communications Inc., 1996, pp. 144 – 147.

- (a) State the writer's MAIN point in no more than 30 words.
- (b) Write an essay of 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) The effectiveness of the strategies and language techniques identified in (ii) above in achieving the writer's purpose.

Total 25 marks

SECTION B

MODULE 2 – LANGUAGE AND COMMUNITY

2. Read the following excerpt carefully then answer the question that follows.

The strangest caller came one afternoon at about four o'clock. I had come back from school and was in my home-clothes. The man said to me, "Sonny, may I come inside your yard?"

He was a small man and tidily dressed. He wore a hat, white shirt and black trousers.

I asked, "What you want?"

5 He said, "I want to watch your bees."

I ran up to the steps and shouted, "Ma, it have a man outside here. He say he want to watch the bees."

My mother came out, looked at the man and asked in an unfriendly way, "What you want?"

The man said, "I want to watch your bees."

10 His English was so good, it didn't sound natural, and I could see my mother was worried.

She said to me, "Stay here, and watch him while he watch the bees."

The man said, "Thank you, Madam. You have done a good deed today."

We watched the bees, this man and I for about an hour, squatting near the palm trees.

15 He pulled out a printed sheet from his hip-pocket and said, "On this paper is the greatest poem about mothers and I'm going to sell it to you at a bargain price of four cents."

I went inside and I said, "Ma, you want to buy a poetry for four cents?" My mother said, "Tell that blasted man to haul his tail away from my yard, you hear?"

I said to B. Wordsworth, "My mother say she ain't have four cents."

*Adapted from V. S. Naipaul, "B. Wordsworth".
Miguel Street, Penguin Books, 1959, pp. 45 – 48.*

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

- The dialectal variation used in the passage
- The effect that B. Wordsworth has on: (i) the boy (ii) his mother
- How film would effectively capture the communicative behaviours in this excerpt.

Total 25 marks

GO ON TO THE NEXT PAGE

SECTION C

MODULE 3 – SPEAKING AND WRITING

3. Read the scenario below carefully then answer the questions that follow.

You are investigating the effects of cellular telephone use on the population. You decide to do an “awareness seminar” about the dangers posed by frequent use of these devices. The seminar will be delivered to a high school population.

- (a) In no more than 50 words, explain how you would use TWO visual aids, to enhance your delivery.
- (b) In no more than 300 words, write the feature address, to be delivered at the seminar. In your address, discuss at least THREE effects of cellular telephone use on the population.

Total 25 marks

END OF TEST

FORM TP 2008173



TEST CODE **02114032**

MAY/JUNE 2008

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

GO ON TO THE NEXT PAGE

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 5 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 10 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.

- 15 '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.
- 20 '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...'

25 '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

GO ON TO THE NEXT PAGE

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).¹ 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.

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.”

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.

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.

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

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.

FORM TP 2008170



TEST CODE **02114010**

MAY/JUNE 2008

CARIBBEAN EXAMINATIONS COUNCIL

ADVANCED PROFICIENCY EXAMINATION

COMMUNICATION STUDIES

PAPER 01/A

1 hour

INSTRUCTIONS TO CANDIDATES

1. Answer **ALL** questions.
2. Write your answers to each question in the space provided.
3. Notes or other textual materials are not allowed in the examination room.

SECTION A

MODULE 1 – GATHERING AND PROCESSING INFORMATION

Questions 1 - 2

Study the scenario below and then answer the questions that follow.

A media house wishes to gain information on the popularity of certain television programmes. There is a plan to use interviews to gather information.

1. (a) Identify THREE methods the media house could use to conduct interviews.

(i) _____

(ii) _____

(iii) _____

[3 marks]

- (b) (i) State ONE method, other than interviews, that the media house could use to gather information.

[1 mark]

- (ii) Identify TWO strengths and ONE weakness of the method stated in (b)(i) above.

Strength: _____

Strength: _____

Weakness: _____

[3 marks]

2. (a) Identify THREE pieces of information that the media house will require the respondents to provide.

(i) _____

(ii) _____

(iii) _____

[3 marks]

- (b) Identify THREE findings that the research should generate for the media house.

(i) _____

(ii) _____

(iii) _____

[3 marks]

- (c) Suggest TWO ways in which the findings identified in (b) above may be used for future planning in the programming department.

[2 marks]

Total 15 marks

SECTION B

MODULE 2 – LANGUAGE AND COMMUNITY

Questions 3 - 6

3. Study the scenario below and then answer the questions that follow.

Toni: That girl Zara dat jus come to de college real standoffish. She playing she ain know how to speak we language. Always talkin like BBC news broadcaster or someting!

Cintra: You jus jealous dat you ain know to talk so sweet. Dat is why de teachers like to call on she to speak. Dey want we to follow she example.

Toni: Not me! I ain changing me language to suit nobody!

- (a) State TWO differing attitudes to Zara's language revealed in the dialogue.

(i) _____

(ii) _____

[2 marks]

- (b) List TWO reasons that the teachers might have for wanting students to speak like Zara.

(i) _____

(ii) _____

[2 marks]

- (c) Toni says that she refuses to change "me language". State THREE features of her speech that define it as a language.

(i) _____

(ii) _____

(iii) _____

[3 marks]

4. (a) Zara has been described as 'standoffish'. State TWO ways in which a person's language affects our evaluation of them.

(i) _____

[2 marks]

(ii) _____

[2 marks]

- (b) What TWO reasons might there be for Zara's constant use of 'BBC' English?

(i) _____

(ii) _____

[2 marks]

- (c) Give TWO historical factors that have influenced the way language is used in your territory.

(i) _____

(ii) _____

[2 marks]

- (d) A college summit involving the countries of the English-speaking Caribbean is planned for December 2008. List TWO reasons why some of the participants may experience difficulties in communicating their messages and ideas.

(i) _____

(ii) _____

[2 marks]

5. Study the scenario below and then answer the questions that follow.

Akini, who lives in St Vincent, has just been accepted by the St. Augustine Campus of The University of the West Indies in Trinidad to read for an undergraduate degree. His parents want to ensure that he is fully prepared technologically to function at this level and have money saved towards this venture.

- (a) What THREE technological devices could his parents purchase to help him function at this level?

(i) _____

(ii) _____

(iii) _____

[3 marks]

- (b) State TWO ways in which ONE of the devices you identified in 5(a) above could help Akini to prepare his first research assignment.

DEVICE: _____

(i) _____

(ii) _____

[2 marks]

- (c) Akini meets students from throughout the Caribbean. State TWO reasons why Akini may feel a sense of alienation on campus.

[2 marks]

- (d) State TWO ways by which Akini could share his culture.

(i) _____

(ii) _____

[2 marks]

6. One of the first courses Akini takes is *Introduction to Communication Skills*. State TWO purposes of language he discovers in his reading and give ONE example of EACH.

<u>PURPOSE</u>	<u>EXAMPLE</u>	
(i) _____	_____	
(ii) _____	_____	
[4 marks]		

Total 30 marks

SECTION C
MODULE 3 – SPEAKING AND WRITING

Questions 7 - 10

7. Study the scenario below and then answer the questions that follow.

Dr Haldane Blake, a heart specialist, is speaking to a group of teenagers from the Mile High Youth Club about the dangers of smoking.

- (a) List FOUR aspects of the communication process that he must consider before he commences his speech.

(i) _____	_____
(ii) _____	_____
(iii) _____	_____
(iv) _____	_____
	[4 marks]

- (b) State any TWO of the aspects listed in (a) above and explain why EACH is important and should be considered in preparing his speech.

Aspect: _____

Explanation: _____

Aspect: _____

Explanation: _____

[4 marks]

GO ON TO THE NEXT PAGE

8. (a) During his speech, Dr Blake notices that some of the teenagers are yawning while others are having their own conversations. Suggest TWO reasons related to the **delivery** of his speech that might account for the teenagers' behaviour.

(i) _____

(ii) _____

[2 marks]

- (b) The co-ordinator of the Youth Club, Mrs Brown, has suggested that the members of the club should pass on the information given by Dr Blake to the various school bodies to which they belong. Suggest TWO means that club members could use to capture the interest of their fellow students.

(i) _____

(ii) _____

[2 marks]

- (c) Mrs Brown has been asked by the National Organization of Youth Clubs to prepare a written version of Dr Blake's presentation for dissemination in their magazine. List THREE features of language organization necessary to create a good written report.

(i) _____

(ii) _____

(iii) _____

[3 marks]

9. Study the scenario below and then answer the questions that follow.



- (a) The sign above appeared on the wall of a games arcade. Describe ONE barrier to the communication process which may be seen on this sign.

[2 marks]

- (b) State TWO non-verbal reactions to the sign as demonstrated by the children in the diagram above.

(i) _____

(ii) _____

[2 marks]

- (c) Give TWO verbal reactions that the children might use to express their reaction to the sign.

(i) _____

(ii) _____

[2 marks]

- (d) In the box provided below, modify the text of the sign to make it accurately reflect its intended meaning.

[2 marks]

10. (a) Complete the table below:

Contexts of Communication	Example
Intrapersonal	(i)
Public	(ii)
Academic	(iii)
Interpersonal	(iv)

[4 marks]

- (b) You have been asked to prepare an advertisement for your school's graduation party.

- (i) Identify the channel that you would select to send your message to the public.

_____ [1 mark]

- (ii) Identify TWO forms of mass media that would reach the widest audience.

I _____

II _____

[2 marks]

Total 30 marks

END OF TEST

**DO NOT
WRITE ON
THIS PAGE**

FORM TP 2008171



TEST CODE **02114040**

MAY/JUNE 2008

CARIBBEAN EXAMINATIONS COUNCIL

ADVANCED PROFICIENCY EXAMINATION

COMMUNICATION STUDIES

PAPER 01/B

30 minutes

CANDIDATES' PAPER

INSTRUCTIONS TO CANDIDATES

Answer ALL questions.

NOTES

THIS SPACE IS FOR NOTES ONLY. DO NOT BEGIN YOUR ANSWERS ON THIS PAGE.

MODULE 1 – GATHERING AND PROCESSING INFORMATION

Directions: This paper consists of FOUR questions. You will be given 5 minutes to read through the questions in this paper. The examiner will then read to you an extract from a piece of communication. The extract will be read twice. You will be allowed to make notes while you listen to the extract. You will then be given 20 minutes to respond, in writing, to the questions.

1. In a sentence of no more than 20 words, state the main idea of the poem.

[3 marks]

2. (a) (i) Suggest a title for the poem.

[1 mark]

- (ii) State TWO phrases from the poem that justify the title you suggested.

I. _____

II. _____

[2 marks]

- (b) Give TWO examples of rhyme in the poem.

(i) _____

(ii) _____

[2 marks]

GO ON TO THE NEXT PAGE

3. Give THREE examples of metaphor in the poem.

(i) _____

(ii) _____

(iii) _____

[3 marks]

4. Comment on the effectiveness of TWO of the metaphors given at 3 above.

Metaphor: _____

Comment: _____

Metaphor: _____

Comment: _____

[4 marks]

Total 15 marks

END OF TEST

**DO NOT
WRITE ON
THIS PAGE**

FORM TP 2008171-ES



TEST CODE 02114040-ES

MAY/JUNE 2008

CARIBBEAN EXAMINATIONS COUNCIL

ADVANCED PROFICIENCY EXAMINATION

COMMUNICATION STUDIES

PAPER 01/B

EXAMINER'S SCRIPT

MODULE 1 – GATHERING AND PROCESSING INFORMATION

1. Say to the candidates:

In this section of the examination, you are required to answer four questions based on the reading of an extract from a piece of communication.

First, I will give you five minutes to read through the questions, silently. Then I will read you the extract twice. You may make notes while you listen to the readings.

Finally, I will give you 20 minutes to respond, in writing, to the questions. I will now distribute the question papers and then tell you when to begin reading the questions.

2. Distribute the question papers to the candidates.

3. Say to the candidates:

You now have five minutes to read through the questions, silently. I will tell you when five minutes are up. Begin to read silently.

4. After five minutes, say to the candidates:

I shall now read you the extract.

Read the extract aloud:

Working, that's not for me
I'm one of the hippy free
Who defy this putrid society

(Reader pauses)

Democracy, is that its name?
When everyone's told to play the game
Of working for the country's good.
It's only a stupid fool that would.

(Reader pauses)

GO ON TO THE NEXT PAGE

I prefer to spend my days
In the town, to sit and gaze
At people, government slaves for life,
Their working days torment and strife.

(Reader pauses)

That's why I don't work, you see,
All my life I want to be free,
Doing what I want to do:
I'm not a moral slave like you.

5. After you have read the extract, pause for a few seconds and then say to the candidates:

I shall now read you the extract a second time.

6. After you have read the extract, pause for a few seconds and then say to the candidates:

You now have twenty minutes to answer the questions, in writing. I will tell you when 15 minutes are up. Then I will tell you when twenty minutes are up. Begin to write your answers to the questions.

7. After fifteen minutes, say to the candidates:

Fifteen minutes are up.

8. After 20 minutes, say to the candidates:

Twenty minutes are up. Stop writing.

9. Collect the candidates' scripts.

FORM TP 2009163



TEST CODE **02114020**

MAY/JUNE 2009

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

GO ON TO THE NEXT PAGE

NOTHING HAS BEEN OMITTED.

GO ON TO THE NEXT PAGE

02114020/CAPE 2009

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."

10 "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?"

15 "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!"

20 "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."

25 "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!"

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

GO ON TO THE NEXT PAGE

"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

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

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.

FORM TP 2009164



TEST CODE 02114032

MAY/JUNE 2009

CARIBBEAN EXAMINATIONS COUNCIL
ADVANCED PROFICIENCY EXAMINATION
COMMUNICATION STUDIES
PAPER 03/B

1 hour 30 minutes

06 MAY 2009 (a.m.)

INSTRUCTIONS TO CANDIDATES

Answer ALL questions.

SECTION A

MODULE 1 – GATHERING AND PROCESSING INFORMATION

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

In my practice, I've seen a number of overweight patients virtually eliminate their heart disease risk by losing just a few pounds. This is, of course, wonderful news. I believe that most of us, by employing a few simple lifestyle changes, can avoid having a heart attack, and I intend to use this space every month to help you do that. But while I delight in my 5 patients' successes, some of them are dissatisfied by minimal weight loss and tell me they "just want to be thin". In reaching for that goal, they often inadvertently sabotage the newfound cardiovascular fitness that losing just a little weight can provide.

Are you surprised to learn that you can be fit and, to put it indelicately, fat? Many doctors I know are startled to hear this – too. But the latest research, out of Louisiana State 10 University, shows that overweight women can improve their heart health by adding just 10 minutes of activity a day.

In that study, researchers asked more than 400 sedentary women with high or borderline-high blood pressure to add a short bout of moderately intense activity, such as brisk walking, to their daily routines for 6 months. Although the women as a group neither lost 15 weight nor lowered their blood pressure, they ended up fitter as measured by their oxygen intake, and – this is the really important part – their waistlines got smaller. That's significant because belly, or visceral, fat is linked to insulin resistance, a contributor to heart disease. You can reach this level of fitness without losing a pound.

Arthur Agatston, "The heavy healthy heart". Prevention, September, 2007, pp. 41– 42.

You are doing research on the links between health and obesity and this article is part of the literature you are reviewing.

- (a) In no more than 60 words, summarize the information 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

SECTION B

MODULE 2 – LANGUAGE AND COMMUNITY

2. Read the extract below carefully and answer the question that follows.

That made me brave. I thought of the word I knew in the strange tongue and when I remembered it I drew nearer. ‘Salaam,’ I said.

The rug merchant laughed aloud and the two women laughed aloud and I laughed too. Then the merchant bowed low to me and replied, ‘Salaam!’

- 5 This was very amusing for the two women. They talked together so I couldn’t understand and then the fat one spoke.

‘Wat wrang with the worl?’

I was puzzled for a moment and then I said, ‘O, is the street sign. Dust cover it.’

‘Street sign?’ one said, and they covered their laughter with their veils.

- 10 ‘I can’t read what street it is,’ I said. ‘What street this is?’

The rug merchant spoke to the two women in the strange tongue and the three of them giggled and one of the women said: ‘Every morning you stand up dey and you don’t know what they carl here?’

‘First time I come down here,’ I said.

- 15 ‘Yes,’ said the fat woman. Her face was big and friendly and she sat squat on the pavement, ‘First time you wark down here but every marning you stop dey and watch we.’ I laughed.

‘You see ’e laughing?’ said the other. The rug merchant did not say anything but he was very much amused.

- 20 ‘What you call this street?’ I said. I felt very brave because I knew they were friendly to me, and I looked at the stalls, and the smell of the sweetness was delicious. There was *bara* too, and chutney and dry *channa*, and in a square tin there was the wet yellow *channa*, still hot, the steam curling up from it.

- 25 The man took time to put down his rugs and then he spoke to me. ‘This,’ he said, talking slowly and making actions with his arms, ‘from up dey to up dey is Calcutta Street.’

Michael Anthony, “Enchanted Alley”. In Cecil Gray, Response, Thomas Nelson and Sons Ltd., p.17.

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

- (i) dialectal variation
- (ii) attitudes to language
- (iii) communicative behaviours.

Total 20 marks

GO ON TO THE NEXT PAGE

SECTION C

MODULE 3 – SPEAKING AND WRITING

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

As a retired matador and the oldest novillero (novice bullfighter) to debut, at age 54, in Plaza Mexico in 1986, I must comment on "Postcard: Mexico" (June 11). Bullfighting is not a sport, since it is not a match between supposed equals to see which one wins. But the cruelty involved is vastly exaggerated. Whether a bull dies in the slaughterhouse or by the 5 matador's sword, its destiny is steak and hamburger. There is blood in bullfighting just as there is in childbirth and in a man's carrying a cross to his crucifixion. Adrenaline plays a tremendous role in killing pain for both man and bull. A goring that opened my leg from the knee to the hip merely felt warm as I tried in vain to return to my bull while my helpers forcibly carried me off to the infirmary.

Fernando Corral, "Of adrenaline and steak". Time, Time Inc., June 25, 2007, p.9.

In an essay of no more than 250 words, discuss

- (i) the writer's level of emotional involvement with the subject
- (ii) his intended audience
- (iii) what he hopes to achieve
- (iv) TWO suitable context(s) you would consider for this piece, other than a magazine.

Total 20 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.

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 _____

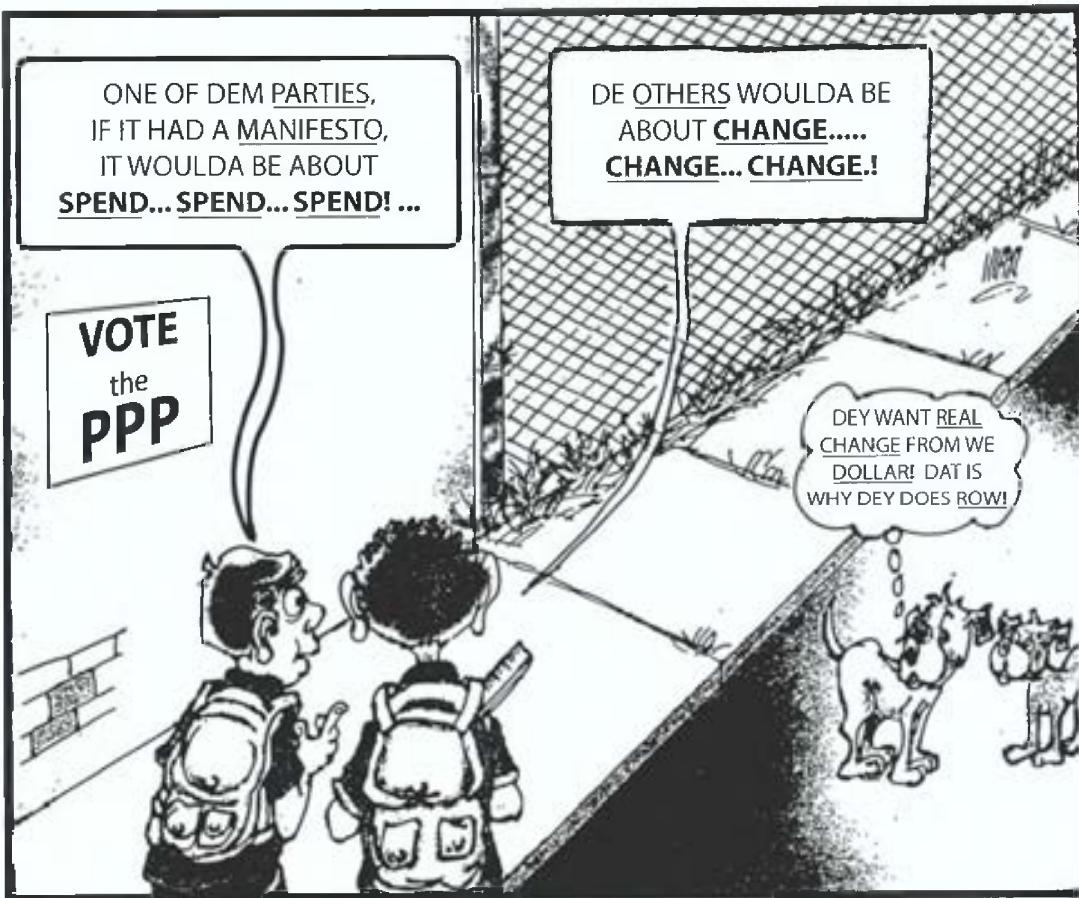
Role 2 _____

[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]

- (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.



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

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.

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FORM TP 2009162



TEST CODE **02114040**

MAY/JUNE 2009

CARIBBEAN EXAMINATIONS COUNCIL

ADVANCED PROFICIENCY EXAMINATION

COMMUNICATION STUDIES

PAPER 01/B

30 minutes

CANDIDATES' PAPER

INSTRUCTIONS TO CANDIDATES

1. This paper consists of FOUR questions.
2. Answer **ALL** questions.

NOTES

THIS SPACE IS FOR NOTES ONLY. DO NOT BEGIN YOUR ANSWERS ON THIS PAGE.

MODULE 1 – GATHERING AND PROCESSING INFORMATION

Directions:

This paper consists of FOUR questions.

First, you will be given FIVE minutes to read through the questions silently.

Then an examiner will read an extract twice.

You may make notes while you listen to the readings.

Finally, you will be given 20 minutes to respond, in writing, to the questions.

1. (a) In ONE sentence of no more than 30 words, state the MAIN purpose of the speaker.

[3 marks]

- (b) Give TWO pieces of information you used in arriving at the main purpose.

(i) _____

(ii) _____

[2 marks]

2. (a) What is the MAIN device used by the speaker to achieve his purpose?

MAIN device _____
[1 mark]

- (b) Give THREE examples of the use of this device.

(i) _____
(ii) _____
(iii) _____

[3 marks]

GO ON TO THE NEXT PAGE

3. Comment on the effectiveness of ANY TWO examples in 2 (b) above in relation to the speaker's purpose.

Example _____

Example _____

[4 marks]

4. State ONE other device used by the speaker and give ONE instance of its use.

Device _____

Example _____

[2 marks]

Total 15 marks

END OF TEST

**DO NOT
WRITE ON
THIS PAGE**

FORM TP 2009162-ES



TEST CODE **02114040-ES**

MAY/JUNE 2009

CARIBBEAN EXAMINATIONS COUNCIL

ADVANCED PROFICIENCY EXAMINATION

COMMUNICATION STUDIES

PAPER 01/B

EXAMINER'S SCRIPT

MODULE 1 – GATHERING AND PROCESSING INFORMATION

1. Say to the candidates:

In this section of the examination, you are required to answer four questions based on the reading of an extract from a piece of communication.

First, I will give you five minutes to read through the questions, silently. Then I will read you the extract twice. You may make notes while you listen to the readings.

Finally, I will give you 20 minutes to respond, in writing, to the questions. I will now distribute the question papers and then tell you when to begin reading the questions.

2. Distribute the question papers to the candidates.

3. Say to the candidates:

You now have five minutes to read through the questions, silently. I will tell you when five minutes are up. Begin to read silently.

4. After five minutes, say to the candidates:

I shall now read you the extract, which is an excerpt from a speech.

Read the extract aloud:

“Our Caribbean civilization will lose its heritage – the very essence of our culture – unless there is a conscious effort to promote and uplift all that makes us uniquely Caribbean.

What can we do?

Our Caribbean people need to arm themselves in creative resistance against the onslaught of the globalized new world order. To take with one hand the benefits of globalization, but not give away our family jewels of culture. To win the war against chicken and chips, pizza and Starbucks coffee with a victory for doubles, dukuna and cocoa tea.

Our youth need to swim and survive against the tsunami of hip-hop with the life jacket of soca and reggae.

I say, inoculate yourselves against the virus of foreign intrusion by declaring your civilization authentic and a trajectory for advancement.

Why do I believe this?

We Caribbean people may not be better than anyone else but indeed no one else is better than we are.”

GO ON TO THE NEXT PAGE

5. After you have read the extract, pause for a few seconds and then say to the candidates:

I shall now read you the extract a second time.

6. After you have read the extract, pause for a few seconds and then say to the candidates:

You now have twenty minutes to answer the questions, in writing. I will tell you when 15 minutes are up. Then I will tell you when twenty minutes are up. Begin to write your answers to the questions.

7. After fifteen minutes, say to the candidates:

Fifteen minutes are up.

8. After 20 minutes, say to the candidates:

Twenty minutes are up. Stop writing.

9. Collect the candidates' scripts.

FORM TP 2010154



TEST CODE **02114010**

MAY/JUNE 2010

CARIBBEAN EXAMINATIONS COUNCIL

ADVANCED PROFICIENCY EXAMINATION

COMMUNICATION STUDIES

PAPER 01/A

1 hour

INSTRUCTIONS TO CANDIDATES

1. Answer ALL questions.
2. Write your answer to each question in the space provided.
3. 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 scenario below then answer the questions that follow.

A group of Food and Nutrition students at Baxter High School is doing research on the nutritional value of food consumed by the student body at lunch time.

1. (a) List TWO methods, other than a questionnaire, that would be suitable for gathering data for this research.

Method 1 _____

Method 2 _____

[2 marks]

- (b) State ONE strength and ONE weakness of EACH method listed in 1 (a) above.

Strength of Method 1 _____

Weakness of Method 1 _____

Strength of Method 2 _____

Weakness of Method 2 _____

[4 marks]

- (c) Suggest TWO reasons why a questionnaire may NOT be suitable for collecting data for this research.

(i) _____

(ii) _____

[2 marks]

Total 8 marks

GO ON TO THE NEXT PAGE

2. (a) Outline THREE types of data that the researchers might want to obtain from the students.

(i) _____

(ii) _____

(iii) _____

[3 marks]

(b) Name FOUR sources, other than the students themselves, that could provide data on the consumption of nutritious lunch choices at the school.

(i) _____

(ii) _____

(iii) _____

(iv) _____

[4 marks]

Total 7 marks

Module Total 15 marks

GO ON TO THE NEXT PAGE

SECTION B

MODULE 2 – LANGUAGE AND COMMUNITY

Questions 3 - 6

3. (a) **Read the lyrics of the calypso below then answer the questions that follow.**

Dey say ah too young to soca.
Dey say ah playin with fire.
Dey say ah too young to boogie.
Dey say ah come in too early.
Tell dem ah feelin to soca.

List FOUR linguistic features in this calypso that are NOT features of Standard English.

- (i) _____
(ii) _____
(iii) _____
(iv) _____

[4 marks]

- (b) In the table below, indicate the appropriate registers for the situations given.

Situations	Registers
(i) Swearing in of government officials	
(ii) A conversation between patient and doctor	
(iii) Friends having a discussion	

[3 marks]

Total 7 marks

GO ON TO THE NEXT PAGE

4. Read the poem below then answer the questions that follow.

Ah hear dem say Creole is wrong,
It only good for stage and folk song.
To use it mean yuh didn go to school
An if yuh talk it too much yuh go look like a fool.

Well ah eh believe in all da *comess**!
In my opinion my creole is de bess.
Ah know in my country it have it time and place,
But ah doh think dat using it is a waste.

**comess* - confusion

- (a) List TWO differing attitudes to Creole that are revealed in the poem.

(i) _____

(ii) _____ [2 marks]

- (b) State TWO social factors that might contribute to EACH of the attitudes in your response to 4 (a) above.

Attitudes	Social Factors
	(i) _____ (ii) _____
	(i) _____ (ii) _____

[4 marks]

- (c) State TWO other media, apart from a poem, in which Creole is used.

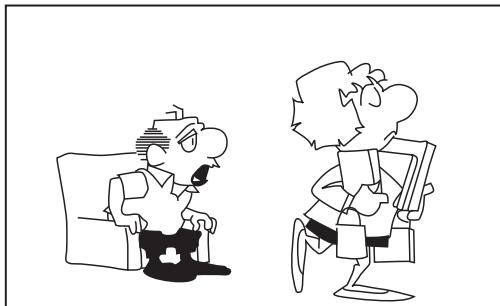
(i) _____

(ii) _____ [2 marks]

Total 8 marks

GO ON TO THE NEXT PAGE

5. Study the cartoon below then answer the questions that follow.



"LIVING GREEN* DOESN'T MEAN SPENDING MORE MONEY, LORETTA!"

*Green is a term that is often used to refer to American currency.

"The Lockhorns". King Features Syndicate Inc., 2007.

- (a) (i) For what purpose is language used in this cartoon?

[1 mark]

- (ii) List TWO other purposes for which language is used.

(1) _____

(2) _____

[2 marks]

- (b) (i) Which dialectal variety is being used in this cartoon?

[1 mark]

- (ii) List THREE situations in which the use of the dialectal variety in 5 (b) (i) above is preferred.

(1) _____

(2) _____

(3) _____

[3 marks]

Total 7 marks

GO ON TO THE NEXT PAGE

6. You are required to address your local community on the use of illegal drugs.

(a) (i) List THREE pieces of technology that you would use to aid in presenting your address.

(1) _____

(2) _____

(3) _____

[3 marks]

(ii) Explain the purpose of ONE of the pieces of technology listed in 6 (a) (i) above.

Piece of technology _____

Purpose _____

[2 marks]

(b) (i) Identify TWO audiovisual aids you would use in your presentation if you were addressing **only** five-year-olds.

(1) _____

(2) _____

[2 marks]

(ii) Give a reason for using ONE of the audiovisual aids identified in 6 (b) (i) above.

Audiovisual aid _____

Reason _____

[1 mark]

Total 8 marks

Module Total 30 marks

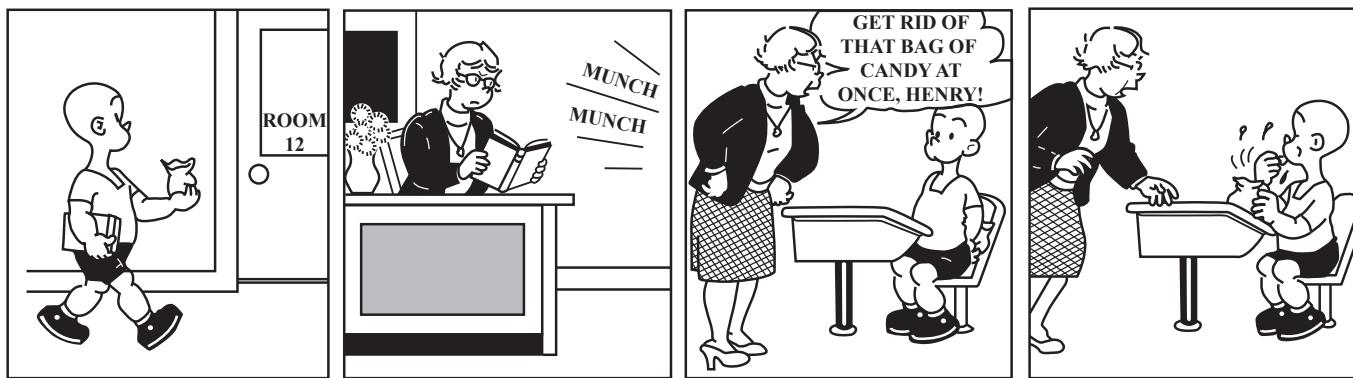
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SECTION C

MODULE 3 – SPEAKING AND WRITING

Questions 7 - 10

7. Study the cartoon below then answer the questions that follow.



"Henry". King Features Syndicate Inc., 2007.

- (a) List FOUR elements in the communication process that are implied in the cartoon above.

(1) _____

(2) _____

(3) _____

(4) _____

[4 marks]

- (b) List THREE non-verbal communicative behaviours that are evident.

(1) _____

(2) _____

(3) _____

[3 marks]

- (c) Identify ONE barrier that influences Henry's response.

_____ [1 mark]

Total 8 marks

GO ON TO THE NEXT PAGE

8. Trevor could not understand why he did not get the job at the reputable accounting firm. He possessed excellent qualifications and had felt comfortable during the interview. Besides, he had worn his best pair of jeans and brand-name sneakers. You told him that his dress was inappropriate.

(a) Suggest THREE occasions on which his attire would have been appropriate.

(1) _____

(2) _____

(3) _____

[3 marks]

(b) Give THREE examples of a formal communicative context.

(1) _____

(2) _____

(3) _____

[3 marks]

Total 6 marks

9. Ann wants to write an essay on global warming but does not know how to begin.

(a) List FOUR pre-writing tasks that Ann needs to complete during the planning stage.

(1) _____

(2) _____

(3) _____

(4) _____

[4 marks]

(b) State TWO functions that essay writing facilitates. Give an example of EACH function.

Functions	Examples
(i)	
(ii)	

[4 marks]

Total 8 marks

GO ON TO THE NEXT PAGE

10. Study the cartoon below then answer the questions that follow.



"PEARLS BEFORE SWINE" © Stephan Pastis/Dist. by United Feature Syndicate, Inc.

It is clear that the pig did NOT receive the message clearly.

- (a) List TWO factors that might have led to a breakdown in the communication process.
- (1) _____
- (2) _____ [2 marks]
- (b) State TWO ways by which communication could have been improved.
- (1) _____
- (2) _____ [2 marks]
- (c) State ONE communication strategy you would use for EACH of the following scenarios.

Scenarios	Strategies
i. Giving directions from your school to your home	i.
ii. Expressing disapproval of a classmate who is cheating during an examination	ii.
iii. Persuading a shy friend to join a dance class	iii.
iv. Congratulating a friend on his/her success at examinations	iv.

[4 marks]

Total 8 marks

Module Total 30 marks

END OF TEST

02114010/CAPE 2010

**DO NOT
WRITE ON
THIS PAGE**

FORM TP 2010156



TEST CODE **02114020**

MAY/JUNE 2010

CARIBBEAN EXAMINATIONS COUNCIL

ADVANCED PROFICIENCY EXAMINATION

COMMUNICATION STUDIES

PAPER 02

2 hours 30 minutes

06 MAY 2010 (p.m.)

INSTRUCTIONS TO CANDIDATES

Answer ALL questions.

SECTION A

MODULE 1 – GATHERING AND PROCESSING INFORMATION

1. Read the extract below carefully then answer the questions that follow.

After analyzing 102 local TV newscasts from 52 metropolitan areas in the United States for content and presentation, a media-watch group found that only 41.3 percent of the programs contained news. What makes up the rest of the newscast?

On an average, 30.4 percent of airtime of local TV news consists of commercials. In fact, 5 some of the stations surveyed devoted more time to commercials than to news. In addition, news airtime is often filled with fluff, states the report summarizing the findings of the study.

Under the heading “Fluff,” the report groups “the cumulative air-time given to chit-chat between anchors, promotions and previews of upcoming stories, the ‘soft’ or silly news and the items about celebrities.” A sample of some fluff stories: “Terrible Tenors Contest,” “Reporter 10 Takes ‘Awesome, Incredible, Astounding’ Ride on Roller Coaster,” and “More People Buy Sandwich Spread at Supermarkets.”

What stories make up the actual news? Crime stories dominate the TV news, comprising 26.9 percent of the news airtime. “If it bleeds, it leads” remains a truism on local TV news Crime rates may be down across the U.S. over the last few years, but not on local television news.” Why? According to the authors of the study, “crime events are dramatic and gain people’s 15 attention.”

Next to crime comes coverage of disasters, such as fires, car crashes, floods, and explosions (12.2 percent of the news), followed by sports news (11.4 per cent). Then comes coverage of 20 health (10.1 percent), government (8.7 percent), and the economy (8.5 percent). Such topics as education, the environment, the arts, and science receive little attention (from 1.3 to 3.6 percent). Weather reports, on the other hand, average 10 percent of all newscasts. “Everyone likes to talk about the weather and TV news is no exception,” comment the researchers. They add: “Any type of weather, good or bad, hot or cold, wet or dry, can elicit extensive TV news coverage.”

25 On a positive note, the report states that a growing number of journalists and viewers see the need for change. However, the study admits that such a change will not come easily because “market forces and greed may always threaten quality journalism.”

*“TV News: How much of it is really news?”
Awake Magazine, April 22, 2003, p. 12.*

GO ON TO THE NEXT PAGE

- (a) In not more than 30 words, state the writer's MAIN point.
- (b) Write an ESSAY of no more than 500 words in which you identify the writer's purpose and comment on his/her use of THREE strategies/language techniques to achieve this purpose.

Total 25 marks

SECTION B

MODULE 2 – LANGUAGE AND COMMUNITY

2. Read the excerpt below carefully then answer the question that follows.

She remembered it just in time and panicked: but there must be a way of getting the money there today. Her children were heartless, telling her it wasn't necessary: they had no respect for the dead.

At the Post Office, she went to the wrong end of the counter, and felt a fool when they directed her to the right queue, as if she couldn't read; so she tried to explain. There were a lot of openings but most of them said CLOSED, so she had to join a queue. It embarrassed her that all these Post Offices now had bullet-proof glass shutting out the customer: really it was offensive to treat people like this – she was almost beginning to feel like a criminal. She thought of Teacher Tudy's Post Office at home where people from the village would come and stand in the yard with their back to the stables (which Tudy had converted to a garage) while their names were read out from the dining-room door. Of course, Mammie never had to stand in the yard; she would either send over Sarah or Franco; or if she didn't think of it, Tudy would put the letters aside, and probably bring them over herself the next night. Queuing behind the bullet-proof glass, Mammie couldn't help feeling that she'd been reduced to standing with her back to Teacher Tudy's stables, waiting for her name to be called out.

When it was at last her turn, she told the boy behind the counter that she wanted to send some money to the West Indies, she wanted to send \$100 home. But the boy pretended he didn't understand what she was saying and then asked if she wanted to send money ABROAD. She had to correct him and tell him she was sending her money HOME: that's where she was from. She was indignant that first they treated you like a foreigner, and then they denied you your home. He was just a child, and she wondered why they didn't have anyone bigger who could deal with the customers and understand what they wanted. She wanted to send \$100 home.

"D'you want to send dollars?"
"Yes. Yes. A hundred."
25 "\$100. To the West Indies."
 "To Murial."
 "Yes. Not sure if you can do that, actually. Look, I'll just . . ."
 "And I'm in a hurry."

GO ON TO THE NEXT PAGE

30 He was just moving off, apparently to look for something, and stopped. "Look, I've just got to check this, all right?"

"Yes. Go ahead. As long as it gets there in a hurry."

35 "You'll have to send it by telegraph in that case. Can you . . . Just hang on . . ." He reached under the counter and took out a Form. "I'll just go and check on the rates. If you'll just fill out this meanwhile." He slipped the Form under the bullet-proof glass, and told her to fill out both sides.

Mammie took the Form and started searching for her glasses. And after all that, the Form didn't make sense. It was all to do with people sending money to Bangladesh and Pakistan, and not one word about the West Indies; so the young fellow must have given her the wrong Form.

*Adapted from Archie Markham, "Mammie's Form at the Post Office".
A dark against the sky: An anthology of poems and short stories from Montserrat,
edited by Howard Fergus and Larry Rowdon,
UWI Publishers' Association, pp. 63 - 66.*

In an ESSAY of not more than 500 words, discuss the use of language in the excerpt, with reference to the following:

- (a) The relationship between the use of language and the context of the narrative
- (b) How Mammie's discomfort could be highlighted in a video production depicting this scene
- (c) The characters' reaction to each other's communicative behaviours and words.

Total 25 marks

SECTION C

MODULE 3 – SPEAKING AND WRITING

3. Read the following scenario carefully then answer the question that follows.

A Caribbean-wide youth sports tournament is to be held in your country. Volunteers are needed for the duration of the event as general stewards and as providers of medical and first aid to the competitors.

As the volunteer coordinator, you are required to organize a publicity campaign to encourage volunteers to come forward for BOTH positions.

In ESSAY format, write a PROPOSAL for the organizing committee. Your proposal should provide details of

- (a) strategies to be used to persuade EACH of the TWO target groups
- (b) register OR tone to be used with EACH of the TWO target groups
- (c) the media/channels to be used to reach EACH of the TWO target groups.

Use examples to support your points for (a), (b) and (c).

Total 25 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.

FORM TP 2010157



TEST CODE **02114032**

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 85th 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.

20 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. 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

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.'

10 '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?'

20 '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

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 5 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.

- 10 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.
- 15
- 20 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 25 environmental degradation and poverty that together increase vulnerability to hazards and also contribute significantly to their frequency and severity.

*Reprinted from The Pelican – A Magazine of the University of the West Indies,
Issue 3, July-December, 2007 – p. 18, by permission of the author;
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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FORM TP 2010155

TEST CODE **02114040**

MAY/JUNE 2010

CARIBBEAN EXAMINATIONS COUNCIL

ADVANCED PROFICIENCY EXAMINATION
COMMUNICATION STUDIES

PAPER 01/B

30 minutes

CANDIDATES' PAPER

INSTRUCTIONS TO CANDIDATES

Answer ALL questions.

NOTES

THIS SPACE IS FOR NOTES ONLY. DO NOT BEGIN YOUR ANSWERS ON THIS PAGE.

GO ON TO THE NEXT PAGE

MODULE 1 – GATHERING AND PROCESSING INFORMATION

Directions: This paper consists of FOUR questions. You will be given 5 minutes to read through the questions in this paper. The examiner will then read to you an extract from a piece of communication. The extract will be read twice. You will be allowed to make notes while you listen to the extract. You will then be given 20 minutes to respond, in writing, to the questions.

1. In ONE sentence of no more than 20 words, state the MAIN idea of the poem.

[3 marks]

2. State FOUR pieces of information that you used to identify the main idea.

(i) _____

(ii) _____

(iii) _____

(iv) _____

[4 marks]

3. (a) Identify TWO literary devices used in the poem.

Device 1 _____

Device 2 _____

[2 marks]

- (b) Give ONE example of EACH device identified in 3 (a).

Device 1 _____

Example _____

Device 2 _____

Example _____

[2 marks]

GO ON TO THE NEXT PAGE

4. Comment on the effectiveness of the devices as used in EACH of the examples given in your answer to Question 3 (b).

Device 1 _____

Device 2 _____

[4 marks]

Total 15 marks

END OF TEST

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FORM TP 2010155-ES



TEST CODE **02114040-ES**

MAY/JUNE 2010

CARIBBEAN EXAMINATIONS COUNCIL

ADVANCED PROFICIENCY EXAMINATION

COMMUNICATION STUDIES

PAPER 01/B

EXAMINER'S SCRIPT

05 MAY 2010 (a.m.)

MODULE 1 – GATHERING AND PROCESSING INFORMATION

1. Say to the candidates:

In this section of the examination, you are required to answer four questions based on the reading of a poem.

First, I will give you five minutes to read through the questions, silently. Then I will read you the poem twice. You may make notes while you listen to the readings.

Finally, I will give you 20 minutes to respond, in writing, to the questions. I will now distribute the question papers and then tell you when to begin reading the questions.

2. Distribute the question papers to the candidates.
3. Say to the candidates:

You now have five minutes to read through the questions, silently. I will tell you when five minutes are up. Begin to read silently.

4. After five minutes, say to the candidates:

I shall now read you the poem.

Read the poem aloud:

Here a plane taxis slowly
jets screaming
down the stained runway
to the edge of the strip,
turns a wide arc,
pauses to start, then roars
and thunders past again
to fly away
into the sun.
Its windows show no face
its white rope of smoke
pulled taut
after it's gone.

So I turn briskly and race
back to the car park
keeping the screams all quiet
inside my heart.

GO ON TO THE NEXT PAGE

5. After you have read the poem, pause for a few seconds and then say to the candidates:

I shall now read you the poem a second time.

6. After you have read the poem, pause for a few seconds and then say to the candidates:

You now have twenty minutes to answer the questions, in writing. I will tell you when 15 minutes are up. Then I will tell you when twenty minutes are up. Begin to write your answers to the questions.

7. After 15 minutes, say to the candidates:

Fifteen minutes are up.

8. After 20 minutes, say to the candidates:

Twenty minutes are up. Stop writing.

9. Collect the candidates' scripts.

FORM TP 2011158



TEST CODE **02114010**

MAY/JUNE 2011

CARIBBEAN EXAMINATIONS COUNCIL

ADVANCED PROFICIENCY EXAMINATION

COMMUNICATION STUDIES

PAPER 01/A

1 hour 15 minutes

INSTRUCTIONS TO CANDIDATES

1. This paper comprises 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

Study the scenario below and then answer Questions 1 and 2.

A group of Communication Studies students at Vader High School is researching student use of the Internet for educational purposes.

1. (a) List TWO data collection methods, other than personal observations, that would be suitable for gathering data for this research.

Method 1: _____

Method 2: _____ [2 marks]

- (b) State ONE strength and ONE weakness of EACH method listed in (a) above.

Strength of method 1: _____

Weakness of method 1: _____

Strength of method 2: _____

Weakness of method 2: _____

[4 marks]

- (c) Give ONE advantage and ONE disadvantage of the use of personal observations for collecting data for this type of research.

Advantage: _____

Disadvantage: _____

[2 marks]

Total 8 marks

GO ON TO THE NEXT PAGE

2. (a) State THREE pieces of information the students should seek in their research.

(i) _____

(ii) _____

(iii) _____

[3 marks]

(b) Name FOUR sources, other than the student users, that could provide data on how the Internet can be used for educational purposes at school.

(i) _____

(ii) _____

(iii) _____

(iv) _____

[4 marks]

Total 7 marks

Module Total 15 marks

SECTION B

MODULE 2 – LANGUAGE AND COMMUNITY

Questions 3 – 6

3. Read the dialogue below and then answer the questions that follow.

Renaldo: Miss John, why yuh makin me learn English in school for? I does talk good English already!

Miss John: Renaldo, what you are speaking is not “good English” at all. In fact, it isn’t even a language. One day you will understand the need to learn proper English.

- (a) Identify THREE aspects of Renaldo’s speech that are NOT examples of “good English”.

(i) _____

(ii) _____

(iii) _____

[3 marks]

- (b) Give TWO reasons why Renaldo’s speech may be considered language.

(i) _____

(ii) _____

[2 marks]

- (c) Suggest TWO ways in which learning Standard English might be useful to Renaldo one day.

(i) _____

(ii) _____

[2 marks]

Total 7 marks

GO ON TO THE NEXT PAGE

4. The following is an email exchange between a teacher and one of his students. Read the exchange and then answer the questions that follow.

Hi Sir

What's up?

It real cool that we cud email we work 2 u. i sending u a essay i just write. I think it gr-8. Tell me what u tink.

George

Dear George

Your email was very disrespectful. Please re-write it. Then I will think about looking at your essay.

Yours faithfully,
Mr. Jack

- (a) Suggest TWO reasons why Mr. Jack saw George's email as being disrespectful.

(i) _____

(ii) _____

[2 marks]

- (b) Give THREE reasons why Mr. Jack might have asked his students to email their work to him.

(i) _____

(ii) _____

(iii) _____

[3 marks]

- (c) Suggest THREE other electronic means which Mr. Jack can use to communicate with his students.

(i) _____
(ii) _____
(iii) _____

[3 marks]

Total 8 marks

5. Read the dialogue below and then answer the questions that follow.

Fred: Henry, how you goin boy? I hear you jus come down from foreign. Is studyin you was studyin?

Henry: Fred, it's been a while, hasn't it? Yes, I've been studying abroad. Nice to see you, my friend.

Fred: But how you talkin hoity-toity so? Like you forget where you come from? I went away already and I doh talk like you. Loosen up nah man!

- (a) Give THREE possible reasons why Henry has chosen to speak exclusively in Standard English.

(i) _____

(ii) _____

(iii) _____

[3 marks]

- (b) Give THREE possible reasons why Fred has chosen NOT to speak exclusively in Standard English.

(i) _____

(ii) _____

(iii) _____

[3 marks]

GO ON TO THE NEXT PAGE

- (c) Identify ONE specific context in which Standard English may be more appropriate than Creole.

[1 mark]

- (d) Identify ONE specific context in which Creole may be more appropriate than Standard English.

[1 mark]

Total 8 marks

6. Read the scenario below and answer the questions that follow.



- (a) Based on Sean's response, identify ONE social function of language

[1 mark]

- (b) List THREE functions of language, other than the social function, and give ONE example of EACH function

(i) Function

Example

(ii) Function

Example

(iii) Function

Example

[6 marks]

Total 7 marks

Module Total 30 marks

SECTION C

MODULE 3 – SPEAKING AND WRITING

Questions 7 - 10

7. A class of first-year secondary school students is extremely noisy. The Principal walks into the classroom and the class immediately becomes quiet.

- (a) Suggest THREE non-verbal cues from the Principal that might have caused the students' reaction.

(i) _____

(ii) _____

(iii) _____

[3 marks]

- (b) What THREE non-verbal behaviours could the students have exhibited on seeing the Principal enter the classroom?

(i) _____

(ii) _____

(iii) _____

[3 marks]

- (c) If the class had not become silent, what TWO verbal cues could the Principal have used to achieve silence?

(i) _____

(ii) _____

[2 marks]

Total 8 marks

GO ON TO THE NEXT PAGE

8. Read the dialogue below and then answer the questions that follow.

Lisa, the Manager of Company X, is conversing with her friend, Marva.

Lisa: Last Friday, we had a luncheon for all the maintenance workers of the company but hardly any of them turned up.

Marva: That's strange! Were they officially invited?

Lisa: Of course! I put an invitation on their notice board. The invitation read: "Management invites you to a luncheon Friday 30th. It will be *gratis*.¹"

Marva: Hmmmm. I wonder why they did not accept the invitation.

¹*free*

(a) Suggest FOUR factors that could account for the workers' non-attendance.

(i) _____

(ii) _____

(iii) _____

(iv) _____

[4 marks]

(b) State TWO OTHER methods which Lisa could have used to attract a more positive response to the invitation, and give ONE reason why EACH method might have been successful.

Method 1: _____

Reason: _____

Method 2: _____

Reason: _____

[4 marks]
Total 8 marks

GO ON TO THE NEXT PAGE

Read the scenario below and then answer Questions 9 and 10.

The prefect body of Mamoral High has embarked upon a clean-up campaign to address the school's problem of littering. The prefects have been permitted to launch their campaign at the Monday morning assembly.

- 9.** (a) Identify ONE part of the communication process that the prefects might engage in during the planning stage of the campaign and illustrate how they would do so.

Element: _____

Illustration: _____

[3 marks]

- (b) Identify ONE barrier that could prevent the audience from effectively receiving the intended message. Illustrate how the barrier might be removed.

Barrier: _____

Illustration: _____

[3 marks]

Total 6 marks

- 10.** (a) State FOUR methods by which the prefects could arouse student interest in the campaign.

Method (i) _____

Method (ii) _____

Method (iii) _____

Method (iv) _____

[4 marks]

GO ON TO THE NEXT PAGE

- (b) For EACH method identified in 10 (a), explain how it could help the prefects convey their message effectively.

Method 1: _____

Explanation: _____

Method 2: _____

Explanation: _____

Method 3: _____

Explanation: _____

Method 4: _____

Explanation: _____

[4 marks]

Total 8 marks

Module Total 30 marks

END OF TEST

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**DO NOT
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FORM TP 2011160



TEST CODE **02114020**

MAY/JUNE 2011

CARIBBEAN EXAMINATIONS COUNCIL
ADVANCED PROFICIENCY EXAMINATION
COMMUNICATION STUDIES
PAPER 02

2 hours 30 minutes

09 MAY 2011 (p.m.)

INSTRUCTIONS TO CANDIDATES

1. This paper comprises THREE questions.
2. Answer ALL questions.

- 2 -

NOTHING HAS BEEN OMITTED.

SECTION A

MODULE 1 – GATHERING AND PROCESSING INFORMATION

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

Though it's true that tsunamis are ocean waves, calling them by the same name as the ordinary wind-driven variety is a bit like referring to firecrackers and atomic warheads both as "explosives". Triggered by volcanic eruptions, landslides, earthquakes, and even impacts by asteroids or comets, a tsunami represents a vast volume of seawater in motion – the source of its destructive power.

On the open ocean, tsunami waves approach speeds of 500 mph, almost fast enough to keep pace with a jetliner. But gazing out of the window of a 747, you wouldn't be able to pick it out from the wind-driven swells. In deep water, the waves spread out and hunch down, with hundreds of miles between crests that may be just a few feet high. A passenger on a passing ship 10 would scarcely detect their passing. But in fact, the tsunami crest is just the very tip of a vast mass of water in motion, as a tsunami can travel great distances with little loss of energy. The 1960 earthquake off the coast of Chile generated a tsunami that had enough force to kill 150 people in Japan after a journey of 22 hours and 10,000 miles.

As the waves in the tsunami reach shore, they slow down due to the shallowing sea floor, 15 and the loss in speed is often accompanied by a dramatic increase in wave height. Tsunamis also flood in suddenly without warning. Tsunami waves usually don't curve over and break, like Hawaiian surf waves. Survivors of tsunami attacks describe them as dark "walls" of water. Impelled by the mass of water behind them, the waves bulldoze onto the shore and overwhelm the coast, snapping trees like twigs, toppling stone walls and lighthouses, and smashing houses and buildings into kindling.

The contours of the seafloor and coastline have a profound influence on the height of the waves – sometimes with surprising and dangerous results. During the 1993 tsunami attack on Okushiri, Japan, the wave "runup" on the coast averaged about 15 to 20 metres (50 - 65 feet). But in one particular spot, the waves pushed into a V-shaped valley open to the sea, concentrating the water in a tighter and tighter space. In the end, the water ran up to 32 metres (90 feet) above sea level, about the height of an 8-storey office building.

*Adapted from Daniel Pendick,
Courtesy WNET.ORG (<http://www.pbs.org/wnet/savageearth/tsunami/index.html>)*

Write an ESSAY of not more than 500 words in which you identify the writer's main point and purpose, and comment on THREE organisational strategies and THREE language techniques used to achieve the purpose. The strategies and techniques identified should be supported by specific references to the extract.

Total 25 marks

SECTION B

MODULE 2 – LANGUAGE AND COMMUNITY

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

Carol threw many a tantrum in the bathroom, screaming at Eudora to hurry up and get the soap off her and Eudora said, ‘Awright White-lady,’ after which she would sometimes mutter under her breath, ‘You damn lil red ants!’ Then Carol enjoyed running all over the house naked with Eudora shouting after her: ‘Come put-on yu frack! Caral! Come put-on yu frack!’ The day 5 Carol started calling her dress her ‘frack’, Auntie Beatrice was near hysterical: ‘If you can’t speak properly when you speak to these children then don’t bother to say anything to them at all! It’s not that you never went to school in Grenada! What class did you go up to?’

‘T’ird Standard, Ma’m,’ replied Eudora without raising her eyes.

‘Well! There you are! Third Standard! That means you could very well speak properly if you wanted to! You came over here to better yourself, girl, so I don’t understand why you have to go on talking like Grenadian people!’ 10

Eudora always looked as though she was on the point of crying. She went about singing in a mournful voice the chorus:

15 Don’t pass dey
 Don’t pass dey
 Yu go get big-belly...

During the day when Auntie Beatrice and Uncle Norman were at work and the others at school (Auntie Beatrice said that I would go to school with Carol and Jessica soon), Eudora leaned over the banister and talked gaily with people going up the road, laughing quite as boisterously as 20 Tantie. Sometimes people came in to her. There was a young man who always had a matchstick in his mouth and a cap on back to front. He chewed the matchstick and eyed her up and down slowly with the matchstick hanging out of one corner of his mouth and the other corner stretched upwards in a saucy sneer: ‘How the Seen-Giargies gal?’

‘Gwan, you hear, you ever hear me say “Seen-Giargies”? I from St. George’s, boy, an gwan I tell you, come-out the people house. You want the Madam put me out on the streets?’ 25

‘Let she put yu out nuh. Yu could come down by me,’ and he made a swipe at her as she fled giggling to the kitchen.

Adapted from Merle Hodge, Crick Crack, Monkey. Heinemann Educational Publishers, 1970, pp. 38 – 39.

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

- (a) What in the passage indicates Eudora's social status and her attitude to language
- (b) What Auntie Beatrice's behaviour reveals about her perceived social 'superiority' and her attitude to language
- (c) How social tensions between the characters in ONE of the following pairs are conveyed verbally and non-verbally:
 - Eudora and Auntie Beatrice
 - Eudora and Carol.

Total 25 marks

SECTION C

MODULE 3 – SPEAKING AND WRITING

3. Read the following scenario carefully and then answer the question that follows.

You are a member of the Abstinence Club in your high school. You are concerned about the small numbers of students that attend your weekly meetings. You have been asked to organise a campaign that would convince students to attend meetings.

In an ESSAY of no more than 500 words, write a proposal for your advertising campaign. Include the following:

- (a) Strategies you would use to attract students to club meetings and justification for these strategies
- (b) Language varieties and registers you would consider appropriate
- (c) The information you think must be relayed during this campaign.

Total 25 marks

END OF TEST

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FORM TP 2011161



TEST CODE **02114032**

MAY/JUNE 2011

CARIBBEAN EXAMINATIONS COUNCIL

ADVANCED PROFICIENCY EXAMINATION

COMMUNICATION STUDIES

PAPER 03/B

1 hour 30 minutes

04 MAY 2011 (a.m.)

INSTRUCTIONS TO CANDIDATES

1. This paper comprises THREE questions.
2. Answer ALL questions.

SECTION A

MODULE 1 – GATHERING AND PROCESSING INFORMATION

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

The origin of the kiss is shrouded in mystery. Kissing may have started because of the pleasure that babies get from their habit of putting things in their mouths. This action helps them to get to know their environment. It may persist into adulthood as kissing.

5 The act of kissing has become a sign of friendship and of intimacy. A kiss is perceived as more of an act of love than of an act of sex. Mothers kiss their newborn babies to get to know them better. There is also a very real health benefit for the baby. When a mother kisses her baby, she ingests the germs that are on the baby's body and face, the very ones that the baby is about to swallow. Her body is then stimulated to produce antibodies that the baby needs. When the mother breastfeeds, these antibodies are passed on to her baby in her milk. Kissing the baby is a very 10 important biological activity beyond its obvious pleasurable and attachment-promoting value.

Kissing causes the brain to release that amazing hormone called oxytocin into the blood stream. Oxytocin, known as the “love hormone”, boosts feelings of affection and promotes caretaking. It also causes the release of adrenaline and a substance called dopamine, both of which result in feelings of pleasure.

15 Apart from the feelings of pleasure associated with kissing, various clinical studies have demonstrated that touching, which includes kissing, lowers blood pressure, reduces stress hormones and enhances the immune system.

20 In one study done in Germany, men who kissed their wives when leaving for work lost fewer working days to illness, had fewer traffic accidents and lived five years longer than non-kissers on the average. The reason given for these startling facts was that these men appeared “to start the day with a positive attitude”, said Arthur Sazbo, the psychologist in charge of the study.

Finally, kissing is good for the teeth, too, because your mouth waters when you kiss and saliva helps destroy the plaque.

The health benefits of kissing appear to be tremendous.

Adapted from Dr. David E. Bratt, “Nothing like kissing”. Trinidad Guardian, 2007.

- (a) In no more than 60 words, summarise the benefits of kissing as put forward by the author.
- (b) In no more than 150 words, write (in point form) an evaluation of the article that discusses the reliability and validity of the author’s arguments.

Total 20 marks

SECTION B

MODULE 2 – LANGUAGE AND COMMUNITY

2. Read the excerpt below carefully and then answer the question that follows.

We bade our English master, Mr Ramsawak, a solemn farewell. Tall, lean and graying, Mr Ramsawak had taught at the school for many long years, and he was a favourite with everybody. Now he was retiring. He had reached the age limit.

5 He himself spoke elegant English, and he insisted that we should do the same. Year after year, the percentage of passes in his subject had generally been higher than in many of the other subjects taught in the school. Mr Ramsawak was considered a good teacher!

His successor arrived two days after Mr Ramsawak had left. His first class was the Fifth Form – my class – and so I had my first meeting with the new teacher.

10 As he entered the classroom, I observed that he was a young man. His well-coiffured hair hung down to his shoulders. His penetrating, brown eyes focused on us; his voice was slightly metallic. But what fascinated us most about him was his manner of speech. It was – to say the least – unexpected!

He paced from one end of the room to the other.

15 ‘Ah name Ramoudit Singh; ah was born on de 30th December, 1950; ah come out from San Fernando. As all yuh know, ah come to teach English Language, buh as all yuh will find out, ah believe in talking de language of de people. Dat way all yuh understand mih, an ah understand all yuh. Right?’

He paused and looked at us intently.

20 ‘Ah know all yuh ain’t too happy wid mih cutting in at dis present time, especially as dis is mih fust job, and wid English exam coming up just now, buh we go have to try to get along and see wha we could do. Right?’

He resumed his pacing. He held the attention of the entire class. Eyes followed him from one place to another and back again as he retraced a steady path. Utter silence from us students prevailed for that entire period. What was happening was unbelievable, but it was true.

25 ‘Leave de fancy style fuh writin. In any case, yuh won’t hah much uses fuh dat wen yuh leave school, cause is here in yuh own country we want yuh to stay.’

*Adapted from Ninnie Seereeram, “The New Teacher”. *Backfire*, Neville and Undine Giuseppi, Macmillan Education, 1973, pp. 68 – 71.*

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

- (a) Dialectal variation
- (b) Attitudes to language
- (c) Communicative behaviours.

Total 20 marks

GO ON TO THE NEXT PAGE

SECTION C

MODULE 3 – SPEAKING AND WRITING

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

5 Our peaceful God-given land is now threatened by the terrible scourge of rampant, uncontrollable crime, according to the trend of recent events. It was reported to us that Mr. Ken London of Windmill Road in Lincoln Town had returned from the cinema on Tuesday night to discover a young burglar rummaging in his refrigerator. In shocked anger, Mr. London took off his belt and gave the burglar a good flogging. The criminal intruder begged not to be handed over to the police. He just wanted some food, he said, and he had found the house open.

10 That incident followed another not more than six weeks ago when a tourist left his expensive camera in a night club and, when he returned for it, it could not be found. The manager of the club claimed the visitor was drunk and suggested that he had dropped the camera while crossing the nearby bridge over the river. But it is incidents like these that have brought to light the danger we are in.

15 For some time now we have been warning our countrymen that forces of evil are spreading their poisonous influence through the body of our cherished way of life. The irresponsible officials in authority have continued to ignore our warnings. It is now impossible for peaceful citizens to go about their business by day or by night. The shocking crime reported by Mr. London is proof of the alarming state of affairs. Respectable citizens of this country are now in dire peril of their lives.

20 We call again for swift action in stamping out the ugly menace of crime in our community. We call for integrity and devotion to duty on the part of the agents of law and order. We call for an end to laxity and slackness in dealing with hardened criminals. We expect our police to do their job of protecting the hard-earned property of self-sacrificing, thrifty citizens.

*Adapted from “Country in Great Danger”. Cecil Gray, English for Life,
Nelson Thornes Ltd., 1985, p.120.*

In an ESSAY of no more than 250 words, discuss

- (a) the writer’s central concerns
- (b) the intended audience
- (c) the writer’s intention
- (d) THREE contexts in which it would be appropriate to deliver this text.

Total 20 marks

END OF TEST

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FORM TP 2011159



TEST CODE **02114040**

MAY/JUNE 2011

CARIBBEAN EXAMINATIONS COUNCIL

ADVANCED PROFICIENCY EXAMINATION

COMMUNICATION STUDIES

PAPER 01/B

30 minutes

CANDIDATES' PAPER

INSTRUCTIONS TO CANDIDATES

1. This paper comprises **FOUR** questions.
2. Answer **ALL** questions.

NOTES

THIS SPACE IS FOR NOTES ONLY. DO NOT BEGIN YOUR ANSWERS ON THIS PAGE.

MODULE 1 – GATHERING AND PROCESSING INFORMATION

Directions: This paper consists of FOUR questions. You will be given 5 minutes to read through the questions in this paper. The examiner will then read to you an extract from a piece of communication. The extract will be read twice. You will be allowed to make notes while you listen to the extract. You will then be given 20 minutes to respond, in writing, to the questions.

1. In a sentence of no more than 20 words, state the author's MAIN purpose.

[3 marks]

2. State FOUR details that you used to identify the MAIN purpose.

(i) _____

(ii) _____

(iii) _____

(iv) _____

[4 marks]

3. (a) Identify TWO emotions displayed by characters in the passage.

(i) _____

(ii) _____

[2 marks]

- (b) For EACH emotion identified in (a) above, support your answer with evidence from the passage.

Emotion: _____

Evidence: _____

Emotion: _____

Evidence: _____

[2 marks]

- 4.** (a) Identify TWO different figures of speech used in the passage.

(i) _____

(ii) _____ **[2 marks]**

- (b) Comment on the effectiveness of ONE of the figures of speech identified in 4 (a).

Figure of speech: _____

Comment: _____

[2 marks]

Total 15 marks

END OF TEST

DO NOT

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FORM TP 2011159-ES



TEST CODE **02114040-ES**

MAY/JUNE 2011

CARIBBEAN EXAMINATIONS COUNCIL

ADVANCED PROFICIENCY EXAMINATION

COMMUNICATION STUDIES

PAPER 01/B

EXAMINER'S SCRIPT

MODULE 1 – GATHERING AND PROCESSING INFORMATION

1. Say to the candidates:

In this section of the examination, you are required to answer four questions based on the reading of an extract from a piece of communication.

First, I will give you five minutes to read through the questions, silently. Then I will read you the extract twice. You may make notes while you listen to the readings.

Finally, I will give you 20 minutes to respond, in writing, to the questions. I will now distribute the question papers and then tell you when to begin reading the questions.

2. Distribute the question papers to the candidates.

3. Say to the candidates:

You now have five minutes to read through the questions, silently. I will tell you when five minutes are up. Begin to read silently.

4. After 5 minutes, say to the candidates:

I shall now read you the extract.

Read the extract aloud:

“It rocked the region yesterday, and we are still recovering. Buildings cracked and crumbled in obedience to its insistent shaking. Men’s hearts fainted with fear. School children scampered like crazy ants, ignoring pre-planned procedure. Dishes danced crazy dances in kitchens. Books fell with resounding thuds. Automobiles gyrated on the roads. Old man Jango’s ancient house wobbled precariously on four skinny legs. Miraculously, it didn’t fall like the others in the village.

The calmer ones among us glanced at their watches and counted out the time . . . 5 . . . 10 . . . 20 . . . 30 . . . Sam, an unflappable youth, briefly turned down the volume of his blasting music and thought, ‘These speakers are excellent!’

Yes, it rocked the region yesterday. Will it do so again today?”

5. After you have read the extract, pause for a few seconds and then say to the candidates:

I shall now read you the extract a second time.

GO ON TO THE NEXT PAGE

6. After you have read the extract, pause for a few seconds and then say to the candidates:

You now have twenty minutes to answer the questions, in writing. I will tell you when 15 minutes are up. Then I will tell you when twenty minutes are up. Begin to write your answers to the questions.

7. After 15 minutes, say to the candidates:

Fifteen minutes are up.

8. After 20 minutes, say to the candidates:

Twenty minutes are up. Stop writing.

9. Collect the candidates' scripts.

FORM TP 2012161



TEST CODE **02114032**

MAY/JUNE 2012

CARIBBEAN EXAMINATIONS COUNCIL
ADVANCED PROFICIENCY EXAMINATION
COMMUNICATION STUDIES

Paper 032

1 hour 30 minutes

04 MAY 2012 (a.m.)

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This paper consists of THREE questions.
2. Answer **ALL** questions.

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- 2 -

NOTHING HAS BEEN OMITTED

02114032/CAPE 2012

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SECTION A

MODULE 1 – GATHERING AND PROCESSING INFORMATION

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

- The jet aircraft has probably done more than any other modern product of science and technology to bring change to the global community. Whereas the telephone and the television have broadened the community's mental horizon by bringing its members into contact with cultures different from their own, airplanes have made physical contact possible. In this, the aircraft is the
5 direct descendant of the bicycle, which put villages in touch with each other more cheaply than any other previous form of transport, and of the train and the automobile which made contact possible between one country and another. The aircraft has made such contact possible between continents.

- It has undoubtedly changed the concept of distance. When the modern airplane passenger
10 takes off, he leaves the reality of his surroundings, passes a period of time in a travelling capsule, and goes to the reality at the other end of the flight. The reality of the terrain and the ocean that lie between his point of departure and his destination is removed.

- With the advent of supersonic flight, the concept of time has also changed. Now the traveller flying from east to west may arrive at his destination before he has left his point of departure, and
15 in so doing experience the one bodily condition created by the development of the aircraft – jetlag.

The increasing use of aircraft has also contributed to the speed with which the world is using up one of its scarcest resources. In one hour's flight, hundreds of gallons of fuel are burned, and since the efficiency of an aircraft is measured by the amount of time it spends in the air, the incentive is to get back into the air with the minimum delay.

*James Burke, "Connections". Mastering CXC English,
Clive Borely and Hollis Knight,
Nelson Thornes Ltd, 2002.*

You are doing research on major developments in science and technology and have come across this article.

- (i) In no more than 60 words, summarise the information in the article. **[5 marks]**
- (ii) In no more than 150 words, write an evaluation of the article that explores the validity of the information. **[15 marks]**

Total 20 marks

SECTION B
MODULE 2 – LANGUAGE AND COMMUNITY

2. Read the excerpt below carefully and then answer the question that follows.

Small Change hail from Barbados. You know where Barbados is? You don't? Well that is your hard luck. Anyway you must be read in the papers about how London Transport send men down there in the West Indies to get fellars to work on the tube and bus, and it look as if they like Barbadians, because they didn't go to any other islands: they just get some of the boys from little
5 England – that is what they call Barbados down there – and bring them up to work the transport.

At the time Small Change was working on a barge what used to go out to the big ships and bring in goods. He used to handle a oar so big that two-three fellars had to handle one oar.

When Small Change get the wire that they recruiting fellars to go to England and work, he left the barge same time and went home and put on some clean clothes and went to the office
10 where they was recruiting these fellars.

'Can you drive?' they ask Change.

'Me? Drive?' Change smile and try to make his face look like he driving bus ever since he born.
'I born behind a wheel.'

'Have you got your licence?'

15 'Yes, but not right here. I could go back home for it, though, if you want.'

'Driving in London isn't like driving in Barbados, you know.' The Englishman lean back in his chair, smoking a Lighthouse, which is the Barbadian equivalent to a Woods.

Change didn't deign to say anything to that; he just wait.

'How about your education?'

20 'Codrington College', Change say. Change never went to school, but he call the name of one of the best college in that part of the world, and hope for the best.

'Have you got any recommendations?'

Change wasn't sure what the word mean, so he say quickly:

'No, but I could get some if you want.'

25 Well in the end Change find himself on a ship going to England. I mean, when you have ambition you have to play boldface and brazen; otherwise you get no place at all. It have fellars who get to the top only playing boldface, telling people they could do this and that when they don't know Adam from Eve. Change was always like that from small, only, he more boldface than ambitious, that's why he was only rowing them big barge instead of holding down a smart
30 work in the island.

Anyway, Change come to London city, with Alipang, All Fours, Catch-as-Catch-Can, Jackfish and a set of other fellars what get work with London Transport (I sure you must be see All-Fours already – he have a work conducting in a bus, he only have eight fingers in all.)

Coming up on the ship, Change get the other fellars to come up to scratch on addition
35 and subtraction, and he rig up a contraption like a car, with steering wheel and gear and clutch and brakes, and all the time the ship coming to England, Change sitting there behind the wheel learning from one of the boys how to drive.

*Samuel Selvon, "Working the Transport".
Adapted from Ways of Sunlight,
Longman, Drumbeat, 1979, pp. 132–133.*

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

- (i) Dialectal variation
- (ii) Communicative behaviours
- (iii) Use of register.

Total 20 marks

SECTION C

MODULE 3 – SPEAKING AND WRITING

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

- Like all great love affairs, mine with Brooklyn started with an explosion of chemistry, and mellowed into a continuous stream of subtle comforts. My real baptism into Brooklyn – away from my friends' dining tables and into the belly of the Caribbean beast – came last year. I was headed downtown to my office on Labour Day, glum and resentful at having to work on a public holiday.
- 5 As the train headed south, I noticed more and more people getting on, clutching Caribbean flags of every stripe, carrying flag umbrellas, wearing flag bandanas. Spontaneously, I followed them, staying on the train well past the few stops I knew, all the way to Eastern Parkway and smack into the Labour Day Parade. I took my place on the sidewalk – one of nearly four million spectators that day – doe-eyed at the drama and the splendour, the magnitude of it all. I stuffed myself with
- 10 roast corn and plantain, jerk chicken that would make Portland proud, and snapper that tasted like it belonged at Hellshire Beach. And I danced and danced, oblivious to the driving rain, as Machel Montano defied the laws of physics and biology, gyrating on top of a rainslicked float.

- What really is in Brooklyn? A Caribbean state so large and dynamic, it ought to have a seat in Caricom. Brooklyn is a borough of people who are just as likely to define themselves
- 15 as Caribbean as by their specific country of origin; a borough full of Caribbean nationals with a regional mindset and Caribbean hybrids of every permutation and combination: "My mom's Jamaican and my dad's Antiguan"; "I was born in Trinidad, but my mother is Guyanese and my father is from St Lucia".

- At the Food Market on Flatbush there's a dizzying array of West Indian foods and spices.
- 20 As I snatch up bags of my favourite Jamaican brand of tamarind balls, I think to myself, "This is just like home". But then my eye wanders. I see a brand of Trinidadian peppered tamarind balls I'm tempted to try. I pick up a bottle of Barbadian hot sauce – one of seven Caribbean versions on sale. I'm eager to sample the sauces, soups, candies from every island in the region. I realize I've never seen a supermarket in Jamaica with this great a variety of Caribbean products.

- 25 This is better than home, I think. This is Brooklyn.

Extract from "Brooklyn Crush," by Kelly Magnus published in Caribbean Beat, Inflight magazine for BWIA (September/October 2005) From the website – www.meppublishers.com/online/caribbeanbeat/archive/index.pid=600

In an ESSAY of no more than 250 words, discuss

- (i) the writer's intended audience
- (ii) the writer's purpose in writing
- (iii) how the writer engages the audience
- (iv) two contexts other than the printed word that would be suitable for this piece.

Total 20 marks

END OF TEST

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS TEST.

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FORM TP 2012158



TEST CODE **02114010**

MAY/JUNE 2012

CARIBBEAN EXAMINATIONS COUNCIL

ADVANCED PROFICIENCY EXAMINATION

COMMUNICATION STUDIES

Paper 01A

1 hour 15 minutes

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

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.

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02114010/CAPE 2012

SECTION A

MODULE 1 – GATHERING AND PROCESSING INFORMATION

Questions 1 – 2

Study the situation below and then answer the questions that follow.

Mr David Henry is in charge of discipline at Kingsman High School. He realizes that a large percentage of the student population is sent to his office on a daily basis for not doing homework. He would like to research the reasons for this situation in order to assist the teachers and students in dealing with the problem of not doing homework.

1. (a) Identify TWO methods of data collection that Mr Henry can use for his research.

Method 1 _____

Method 2 _____

[2 marks]

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

Method _____

Advantage _____

Disadvantage _____

[4 marks]

- (c) Identify ONE activity that Mr Henry can engage in to ensure validity of the data.

[1 mark]

Total 7 marks

2. Rhea and Mariah are conducting research on teenage pregnancy for their Social Studies project. They are discussing the sources they can use for data and information.

Rhea: I discovered a website on teenage pregnancy in America. That is all we need.

Mariah: That may not be adequate since we have to look at pregnant teenagers in the Caribbean as well. I suggest that we look at the local production of "Teenage Mother" on television. Sometimes there are interviews with actual teenage mothers on the television programme.

- (a) In the dialogue, identify

(i) a source of primary data.

(ii) a source of both primary data and secondary information.

[2 marks]

- (b) State how the TWO sources identified in (a) (ii) above may be useful to the research.

(i) Source _____

Usefulness _____

(ii) Source _____

Usefulness _____

[4 marks]

- (c) Identify TWO other sources from which the students may collect data for the research.

(i) _____

(ii) _____

[2 marks]

Total 8 marks

Module Total 15 marks

GO ON TO THE NEXT PAGE

SECTION B

MODULE 2 – LANGUAGE AND COMMUNITY

Questions 3 – 6

3. **Read the extract below and then answer the questions that follow.**

Toolwa asked Gobin if he thought Hoolcharran would leave anything for Harry. “Harry disappoint he bad,” said Toolwa.

“Me can’t tell you, Toolwa,” said Gobin, shaking his head patiently. “Only he lawyer can tell you wha he leff and wha he ain leff.”

Toolwa glanced round again and then asked: “Why he didn’t tek Rambarry for he lawyer? Ent Rambarry he son-in-law?”

“Me can’t tell you, Toolwa,” said Gobin, fidgeting and frowning now.

*Adapted from Edgar Mittelholzer, “We know not whom to mourn”.
West Indian Stories, Andrew Salkey (ed), Faber and Faber, 1960, p. 24.*

- (a) From the extract above, give THREE examples of Creole structure that clearly contrast with comparable Caribbean Standard English structures.

(i) _____

(ii) _____

(iii) _____

[3 marks]

- (b) Suggest TWO reasons why the writer may have used Creole in the extract.

(i) _____

(ii) _____

[4 marks]

Total 7 marks

4. (a) Identify FOUR challenges that native speakers of Creole may experience when learning Caribbean Standard English.

(i) _____

(ii) _____

(iii) _____

(iv) _____

[4 marks]

- (b) Your school has taken the step to teach some subjects in Creole, causing a public outcry. State ONE argument for the use of Creole and ONE argument against its use in teaching.

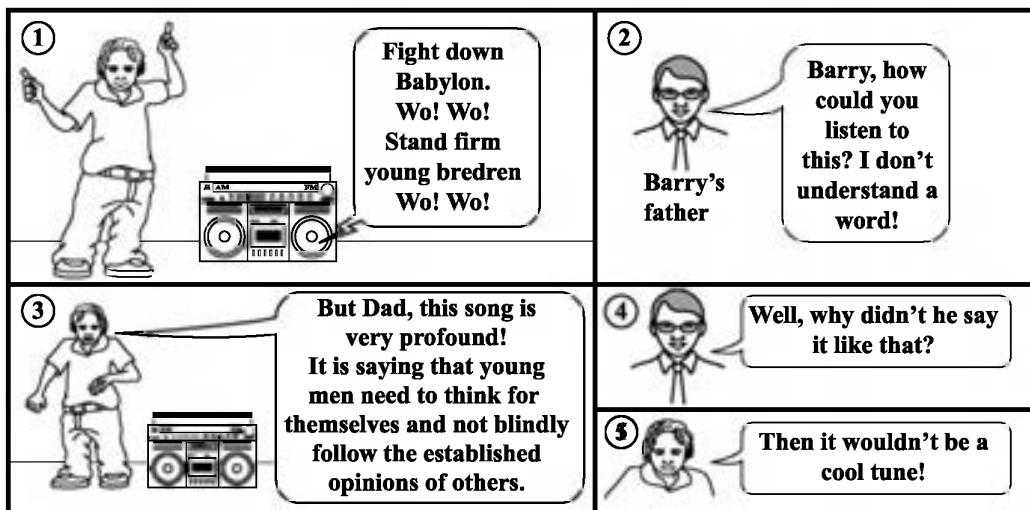
For Creole

Against Creole

[4 marks]

Total 8 marks

5. Read the scenario below and then answer the questions that follow.



- (a) Suggest ONE reason why Barry understands the song and his father does not.

[2 marks]

- (b) Barry has been asked to give a speech to parents in his community to persuade them to listen to dancehall music. Name TWO forms of communication technology he could use to get their interest.

(i) _____

(ii) _____

[2 marks]

- (c) Explain why EACH of the examples given in (b) above would be suitable to get the parents' attention.

(i) _____

(ii) _____

[4 marks]

Total 8 marks

GO ON TO THE NEXT PAGE

6. Read the scenario below and then answer the questions that follow.

Caller: Good morning. Is this Fashion Boutique?

Store Clerk: Yeah.

Caller: Do you have any linen suits?

Store Clerk: Me eh know nah. I new here. Hold on, darling. Lemme check.

Caller: That won't be necessary, young lady. When you learn to speak properly on the phone, I will call back. Goodbye.

- (a) State ONE reason why the caller was displeased with the store clerk's way of speaking.

[2 marks]

- (b) For EACH of the store clerk's responses, suggest an alternative response in the appropriate register designed to produce a favourable response from the caller.

Response Yeah.

Alternative _____

Response Me eh know nah. I new here. Hold on, darling. Lemme check.

Alternative _____

[4 marks]

- (c) Assuming you are the supervisor of the store clerk and you have received a complaint from the caller, list ONE suggestion for improving communication between employees and customers.

[1 mark]

Total 7 marks

Module Total 30 marks

SECTION C

MODULE 3 – SPEAKING AND WRITING

Questions 7 – 10

Read the statement below and then answer Questions 7 – 8.

7. You are a young advertising executive who has been invited to address a group of CAPE Communication Studies students on the advantages and limitations of advertising. You are ready to plan your presentation carefully because you want to communicate effectively.

- (a) List TWO elements of the communication process, other than the medium, which you should consider in planning the presentation.

(i) _____

(ii) _____

[2 marks]

- (b) State ONE reason why the medium is an important element to consider in planning your presentation.

[2 marks]

- (c) You anticipate that one barrier you might face is that your message might not be clear enough to some members of your audience. State TWO ways in which you would effectively deal with this barrier.

(i) _____

(ii) _____

[4 marks]

Total 8 marks

8. (a) As the young advertising executive, identify THREE types of non-verbal communication **other than graphics** that you would take into account in preparing your presentation.

(i) _____

(ii) _____

(iii) _____

[3 marks]

- (b) Describe ONE form of graphics you would use in your presentation.

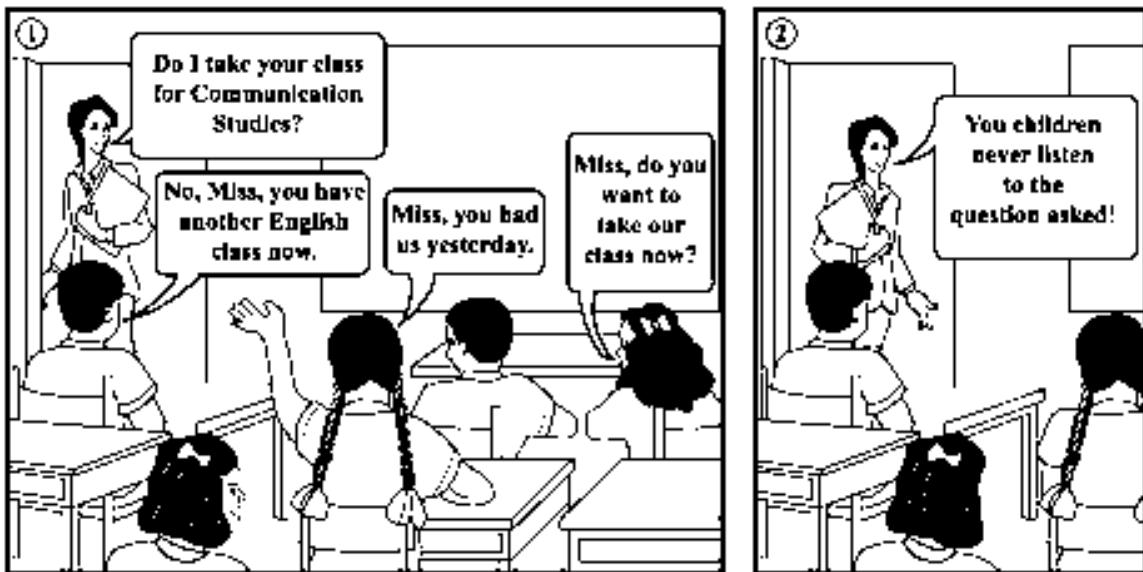
[2 marks]

- (c) Give ONE reason why you would use graphics in this way.

[2 marks]

Total 7 marks

9. Read the scenario illustrated below and then answer the questions that follow.



- (a) When students interpret the teacher's question, they are operating at the interpretation stage of the process of communication.

Between which TWO stages of that process do the students' interpretations occur?

Stage

Stage

[2 marks]

- (b) Suggest TWO reasons why the teacher thinks the students did not listen to her.

(i)

(ii)

[4 marks]

- (c) What PREDICTION does the teacher's comment in box 2 of the scenario serve?

[2 marks]

Total 8 marks

GO ON TO THE NEXT PAGE

10. Your Communication Studies teacher has announced that she intends to shift from the method of chalk and talk and use of the overhead projector and the slide presentation to more up-to-date information and communication technologies in her teaching in and out of the classroom.

- (a) Suggest THREE examples of more up-to-date information and communication technology which she could use.

(i) _____

(ii) _____

(iii) _____

[3 marks]

- (b) Give ONE purpose for which she might use EACH of TWO examples suggested in (a) above.

Example of technology _____

Purpose of use _____

Example of technology _____

Purpose of use _____

[4 marks]

Total 7 marks

Module Total 30 marks

END OF TEST

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FORM TP 2012160



TEST CODE **02114020**

MAY/JUNE 2012

CARIBBEAN EXAMINATIONS COUNCIL

ADVANCED PROFICIENCY EXAMINATION

COMMUNICATION STUDIES

Paper 02

2 hours 30 minutes

09 MAY 2012 (p.m.)

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This paper consists of THREE questions.
2. Answer **ALL** questions.

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02114020/CAPE 2012

- 2 -

NOTHING HAS BEEN OMITTED

SECTION A

MODULE 1 – GATHERING AND PROCESSING INFORMATION

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

If you listen to the makers, hybrid cars are the best invention since sliced bread. While there are many reasons to buy a hybrid car, including a new tax incentive for US owners, it helps to have a good understanding of how they work.

What is a hybrid car? Basically, it's a normal, fuel-efficient car that has two motors – an electric motor and a gasoline-powered motor.

The reason for two motors is in the strengths and weaknesses of both types. Electric motors use no energy during idle – they turn off – and use less than gas motors at low speeds. Gas motors do better at high speeds and can deliver more power. That means that during stop-and-go driving the electric motor works great and does not produce any exhaust. At higher speeds – above 65 kph – the gas motor kicks in and gives that peppy feel many car owners look for when driving on the highway. Another benefit of having the gas motor is that it charges the batteries while it's running.

All this new technology comes at a price: a hybrid car is complex and expensive, so owners of hybrids can expect more time in the shop and larger repair bills.

Much of the fuel efficiency comes from improvements in aerodynamics, weight reduction and a smaller, less powerful gas engine.

Hybrid cars offer many green advantages as well. Even a small increase in fuel economy makes a large difference in emissions over the life of the car. Also, in large cities where pollution is at its worst, they make an even larger difference since they produce very low emission levels during low-speed city driving and the inevitable traffic jams.

A hybrid cuts emissions by 25 per cent to 35 per cent over even the most fuel-efficient, gas-powered models.

Experts think that, in the end, hybrids are probably a transition technology. Hydrogen or methane fuel cell-powered cars are probably the cars of the future. As for the environment, there are many ways to reduce emissions – using public transport, car pooling, riding a bicycle and even walking. Even just buying a smaller, fuel-efficient car makes a big difference.

*Adapted from Philip Dunn,
<http://www.physorg.com/news10031.html>
Copyright 2006 PhysOrg.com.*

- (a) State the writer's main point in no more than 30 words.
- (b) Write an ESSAY of no more than 500 words in which you state the writer's purpose and discuss THREE language techniques and THREE organizational strategies used to achieve this purpose.

You must also evaluate the validity of the information presented.

Total 25 marks

SECTION B

MODULE 2 – LANGUAGE AND COMMUNITY

2. Read the following excerpt carefully and then answer the question that follows.

Harris is a fellar who like to play lameda, and he like English customs and thing. He does be polite and say thank you and he does get up in the bus and the tube to let woman sit down, which is a thing even them Englishmen don't do. And when he dress, you think is some Englishman going to work in the city, bowler and umbrella, and briefcase tuck under the arm, with *The Times* fold up in the pocket so the name would show, and he walking upright like if is he alone who alive in the world. Only thing, Harris face black.

One time Moses meet Harris by Queensway buying daffodil from a barrow boy.

‘Ah, you going in for horticulture now,’ Moses tone.

The old Harris smile. ‘No, I’m going to have high tea with Lord’s daughter, and I thought
10 it would be a nice gesture to take some flowers along.’

Man, when Harris start to spout English for you, you realise that you don’t really know the language. Harris moving among the bigshots, because of the work he does do, which is to organise little fetes here and there, like dance and party and so on. And every time Harris worried if Five would turn up, because Five like to make rab and have Harris feeling small, though it does
15 only be fun he making, for he not a malicious fellar at heart.

Of course, none of the boys paying to go to Harris dance; they only breezing in and saying good evening Mr Harris. Harris can’t do anything about that, and in order to avoid contention by the door he does only shrug his shoulders and allow them to pass. But all the time he keeping an eye open for Five, praying that he would be out of town on business, for Five does make it his
20 business to pick on Harris because he so lameda.

But Five never fail to appear, with four or five white chicks holding on to him. And from the minute he burst through the door with a long jacket draping across the knees he bawling out: ‘Harris, you old reprobate! What happening?’

Harris naturally feel bad that in front of all the English people Five getting on so. He pull
25 Five to one side while the girls go inside.

‘Listen man,’ Harris plead with Five, ‘I want you to make an effort to behave and comport yourself properly tonight. I have a distinguished gentleman and his wife here tonight. Try to get on decently just for once.’

But nothing could rouse Five more than to approach him like this.

30 ‘But Harris man, you looking prosperous, things going good with you. I hear you did make bags of money out of that fete you had in Kilburn last Saturday. You think you will make a lot tonight? I hear you have steel band – oh God, fete like stupidness!’

GO ON TO THE NEXT PAGE

'I am warning you, Five,' Harris say. 'If you behave disgracefully I shall have to put you out.'

35 Five stand back and look at Harris, 'You know you wouldn't do that to your good friend,' he say. 'Man, sometimes you get on like if we didn't grow up together, don't mind you born in Jamaica and spent time there before you come to Trinidad. You remember them lime we used to coast by Gilda Club in Charlotte Street in Port of Spain? You remember the night when Mavis make you buy ten rum for she, and then she went behind the rumshop and tell you to come.'

40 Harris look around desperately. 'Don't talk so loudly, man,' he tell Five. 'It seems you are drunk already. I hope you haven't brought any weed here tonight.'

'How you mean, I must hit a weed before I get high,' Five say. 'Later on when you finish come and see me and we will go in the back and have a puff.'

45 'I won't touch that disgusting drug,' Harris say, 'and you had better not smoke it here. I am warning you, Five. I really have distinguished people here.'

'Ah, you does say so every time I come to any of your fete,' Five say. 'You think you could fool me? You forget I know you from back home. Is only since you hit Brit'n that you getting on so English.'

*Adapted from The Lonely Londoners, Samuel Selvon,
Longman 1956, pp. 111–113.*

In an ESSAY of no more than 500 words, discuss the use of language in the excerpt, focusing on the following:

- (i) The varieties of language used by Harris and Five and what they reveal about each character.
- (ii) What you notice in the relationship between Harris' verbal and non-verbal communication and his character.

Total 25 marks

SECTION C

MODULE 3 – SPEAKING AND WRITING

3. Read the following scenario carefully and then answer the question that follows.

Your community has decided to host a Family Day. You have been selected to serve as Public Relations Officer. You have been given substantial funds to promote the Family Day and you have been mandated to target the adolescents in the community.

In an ESSAY of no more than 500 words, discuss the plan of action that you propose to undertake to promote the Family Day. Your plan must include the following:

- (i) Three strategies for reaching the adolescents in the community, and one way of achieving each strategy
- (ii) Language registers and varieties that would be considered appropriate
- (iii) How your knowledge of the process of communication would help you to conduct a successful promotion.

Total 25 marks

END OF TEST

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FORM TP 2012159



TEST CODE **02114040**

MAY/JUNE 2012

CARIBBEAN EXAMINATIONS COUNCIL

ADVANCED PROFICIENCY EXAMINATION

COMMUNICATION STUDIES

Paper 01B

30 minutes

CANDIDATES' PAPER

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This paper consists of FOUR questions.
2. Answer **ALL** questions.

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02114040/CAPE 2012

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NOTES

THIS SPACE IS FOR NOTES ONLY. DO NOT BEGIN YOUR ANSWERS ON THIS PAGE.

MODULE 1 — GATHERING AND PROCESSING INFORMATION

Directions:

This paper consists of FOUR questions. You will be given 5 minutes to read through the questions in this paper. The examiner will then read to you an extract from a piece of communication. The extract will be read twice. You will be allowed to make notes while you listen to the extract. You will then be given 20 minutes to respond, in writing, to the questions.

1. State the MAIN idea of the passage in no more than 25 words.

[3 marks]

2. Identify FOUR pieces of evidence that you used to identify the main idea.

(i) _____

(ii) _____

(iii) _____

(iv) _____

[4 marks]

3. (a) Identify TWO literary devices used in this passage.

(i) _____

(ii) _____

[2 marks]

(b) Give ONE example of EACH device identified in question 3(a).

(i) Device

Example

(ii) Device

Example

[2 marks]

4. Comment on the effectiveness of the device as used in EACH of the examples given for Question 3 (b) above.

(i) _____

(ii) _____

[4 marks]

Total 15 marks

END OF TEST

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C A R I B B E A N E X A M I N A T I O N S C O U N C I L

ADVANCED PROFICIENCY EXAMINATION

COMMUNICATION STUDIES

Paper 01/B

30 minutes

EXAMINER'S SCRIPT

MODULE 1 - GATHERING AND PROCESSING INFORMATION

1. Say to the candidates:

In this section of the examination, you are required to answer four questions based on the reading of an extract from a piece of communication.

First, I will give you 5 minutes to read through the questions, silently. Then I will read you the extract twice. You may make notes while you listen to the readings.

Finally, I will give you 20 minutes to respond, in writing, to the questions. I will now distribute the question papers and then tell you when to begin reading the questions.

2. Distribute the question papers to the candidates.

3. Say to the candidates:

You now have 5 minutes to read through the questions, silently. I will tell you when the 5 minutes are up. Begin to read silently.

4. After 5 minutes, say to the candidates

I shall now read you the extract.

Read the extract aloud:

There was a sort of finality about everything. The day was Old Year's Day, the period that of sunset; the end of the day and a year, and also the end of a young man's first phase of life. And at the same time, there was a beginning; for a new day and a new year lay ahead, and new opportunities were in the distance too. At this moment, everything was perfectly still though, as if this period was the point at which both aspects, that of a past and that of a future life, merged. There was that hushed and perfect stoppage of all moving things. The sun hung still in the melted tints of the sky, and the colours of fading evening and approaching night had met and blended in a perfect pattern. The tints of the sea and the sky were the same, so much so that one could not discern the line where the sea ended and the sky began.

The jetty stretched long and narrow out into the sea, its great posts stiffly standing in the water like black sentinels, silhouetted against the orange-tinted surface of the water. The sea itself was calm and peaceful; there were scarcely any waves, but the whole surface of the water was rising and falling.

Adapted from Timothy Callender, "A Farewell", Response. Thomas Nelson & Sons Ltd., 1987, p. 192.

5. After you have read the extract, pause for a few seconds and then say to the candidates:

I shall now read you the extract a second time.

6. After you have read the extract, pause for a few seconds and then say to the candidates:

You now have 20 minutes to answer the questions, in writing. I will tell you when 15 minutes are up. Then I will tell you when 20 minutes are up. Begin to write your answers to the questions.

7. After 15 minutes, say to the candidates:

Fifteen minutes are up.

8. After 20 minutes, say to the candidates.

Twenty minutes are up. Stop writing.

9. Collect the candidates' scripts.

FORM TP 2013160



TEST CODE **02114020**

MAY/JUNE 2013

C A R I B B E A N E X A M I N A T I O N S C O U N C I L

C A R I B B E A N A D V A N C E D P R O F I C I E N C Y E X A M I N A T I O N ®

COMMUNICATION STUDIES

Paper 02

2 hours 30 minutes

13 MAY 2013 (p.m.)

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This paper consists of THREE questions.
2. Answer ALL questions.

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SECTION A

MODULE 1 – GATHERING AND PROCESSING INFORMATION

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

The University of the West Indies (UWI), along with the Caribbean Community and the West Indies Cricket Team, has long been one of three tangible products of the much-talked-about Caribbean integration that have had substantial government support.

It has not, however, been the most accessible of institutions, not least of all because it has only three campuses: Cave Hill in Barbados, St Augustine in Trinidad, and Mona in Jamaica for the fifteen territories it serves. Mona has limited housing on campus and has the additional disadvantage of being far removed from Jamaica's rural areas, with traffic congestion making daily travel a daunting affair.

With this in mind, it is of course welcome that, at the time of writing, UWI is planning to open a 'fourth campus' — this one sited in the most accessible of places, cyberspace. As reported in Wednesday's Gleaner, Professor E. Nigel Harris, Vice Chancellor of UWI, on Monday announced the initiative as part of a five-year US \$600 million plan not only to increase the number of graduates, but also to turn out 'work-ready' ones.

We cannot help thinking, though, that competition is in part a catalyst for this logical development of the long-standing UWI distance-teaching programme. The mental repositioning of the former 'College of Arts, Science and Technology' to the 'University of Technology' has been long complete since the institution was granted university status in 1995. The Northern Caribbean University has had close to a fresh start as it is no longer saddled with the extreme unpopularity of its former name, the West Indies College and, with its Mandeville location, it serves an area from which UWI's Mona campus is physically distant.

In addition, there is the University College of the Caribbean which in 2005 launched its Distance Education and Global Learning initiative, as well as any number of overseas universities which offer a combination of virtual classes and regular face-to-face instruction.

Even with its prestigious position of being 'A Light Shining From the West' for 45 years and of being a full university since 1962, UWI cannot afford to rest on its laurels. New areas of technology arise, new lights shine, and healthy competition in offering tertiary education, as in all spheres of life, cannot but benefit the consumer.

How this competition will affect the cost of education and the attendant opportunities remains to be seen, and we hope that tertiary education will now not only be closer to more persons but also be more affordable to them.

*Adapted from "A campus open to more",
Jamaica Gleaner, 14 July 2007.*

- (a) State the writer's main point in the extract in no more than 30 words.
- (b) Write an essay, in no more than 500 words, in which you discuss the writer's
 - (i) purpose
 - (ii) organizational strategies
 - (iii) language techniques
 - (iv) tone.

Total 25 marks

SECTION B

MODULE 2 – LANGUAGE AND COMMUNITY

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

He found out Rosa was called Nympha purely by accident. He found it out when by chance he met his cousin on the very day Thomas Appleton, a man whose name he had never been able to disassociate from his own father's death, was being carried in a hearse that had finally come to a stop at the steps of the Church of the Holy Rosary.

"Your father uses to work for a man name Appleton. Dat was before he left the cane fields," his mother had told him. "Appleton. Dat uses to be the overseer."

As he had done so often since he understood the political implications of the difference between the English the missionary teachers in his school spoke and the dialect the people in the street used, Cedric begged his mother to speak good English.

"And what you tink it will get you? What it got your father? He uses to work for Thomas Appleton, and look what happen. He end up a poortail man in Cedros."

But in those days, Anna DesVignes needed to tell her son the story about his father, so she corrected her English. "He used to cut cane but I didn't know him in the cane fields. I was working in the factory then, Usine Ste. Madeline. I used to bring tea at tea time for the bossmen. Put the silver pot on a white linen doily on a silver tray. It was the kind of pot with the round strainer that fit right inside it with a chain. I knew just the amount of tea leaves to put in the strainer. Just the amount for Mr Smith who liked his tea weak. Just the amount for Appleton when he came on Fridays to make his report. He liked his strong. I put a lot of tea leaves in that silver strainer for him before I drop it in the hot water and let it stay there a long time so the tea be strong."

The boy corrected her again. "Dropped it, so the tea would be strong."

"Is a long time. Sometimes I forget to talk proper like I used to."

"You must remember, Ma. You're nothing if you don't talk like them."

She sold fish in Cedros. Cedric knew Rosa had found her out, yet she married him. He overheard her sister warning her, "He is the illegitimate son of a fisherwoman, Rosa. He doesn't even know his father. Are you sure, Rosa? Are you sure? I don't care if he can read Latin and Greek, he's still common. He's still way below your class."

But Rosa didn't blink an eye, neither did her mother who was sitting next to her.

GO ON TO THE NEXT PAGE

Yet they didn't know that Anna DesVignes was not always a fisherwoman. There was a time when every afternoon she poured tea and served scones in the board room of the Usine Ste. Madeline sugar factory for a dozen Englishmen. Once, with a military band playing outside, the governor himself, who had come on a mission for the queen, remarked to her, after she had asked, "How many spoons of sugar?" that her English was as good as any he heard spoken on the island. "Better than some Englishmen I know," he added.

"He had expected you to say 'much'", said her son when she told him the story.

Adapted from Elizabeth Nunez, Bruised Hibiscus. The Ballantine Publishing Group, 2000, pp 124–125.

In an essay of not more than 500 words, discuss the following:

- (a) The attitude of Cedric and Anna towards Creole and Caribbean Standard English
- (b) How a televised presentation of the relevant scenes in the extract could help readers to understand their attitude to language.

Total 25 marks

SECTION C

MODULE 3 – SPEAKING AND WRITING

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

It is time for your annual school fair and a decision has been taken to promote the fair as a community event, which should include the participation of the surrounding neighbourhoods. Your class, Upper Six, has been selected by the principal to create the campaign, with you as coordinator.

- (a) In no more than 50 words, outline how your class would go about creating the campaign.
- (b) In no more than 300 words, write a letter to the principal setting out the proposals of your class for the campaign.

Total 25 marks

END OF TEST

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS TEST.

FORM TP 2013161



TEST CODE **02114032**

MAY/JUNE 2013

C A R I B B E A N E X A M I N A T I O N S C O U N C I L

C A R I B B E A N A D V A N C E D P R O F I C I E N C Y E X A M I N A T I O N ®

COMMUNICATION STUDIES

Paper 032

1 hour 30 minutes

08 MAY 2013 (a.m.)

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This paper consists of THREE questions.
2. Answer ALL questions.

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SECTION A

MODULE 1 – GATHERING AND PROCESSING INFORMATION

1. Read the information below carefully and answer the questions that follow.

It is not just athletes who are tempted to take steroids. A study in the medical journal *Pediatrics* estimates that almost 3 per cent of today's boys and girls in the United States aged 9 to 13 have used these drugs. Dr Nora D. Volkow, Director of the National Institute on Drug Abuse, noted, "An estimated 79 000 high school seniors reported having abused anabolic steroids in 5 2003."

Why the rise in steroid abuse? One reason is that successful athletes can win instant fame and a huge fortune. A survey conducted by Bob Goldman, a physician specializing in sports medicine, appears to confirm this grim conclusion.

Charles Yesales, Professor of Health and Human Development at Pennsylvania State 10 University, said concerning steroid use, "There's been a substantial increase for girls during the 1990s and it's at an all-time high right now."

Jeff Hoerger of Rutgers University in New Jersey says, "With young women, you see them using it more as a weight control and body fat reduction method."

*Adapted from "What Should I Know About Steroids?"
Awake, Vol. 86, No. 24, 22 December 2005, p. 5.*

You are conducting research on the abuse of steroids among high school athletes and you have found the above article.

- (a) In no more than 60 words, summarize the argument put forward in the extract.
- (b) In no more than 150 words and in point form, write an evaluation of the article that explores whether the information is valid.

Total 20 marks

SECTION B

MODULE 2 – LANGUAGE AND COMMUNITY

2. Read the excerpt below carefully and answer the question that follows.

“The mistress pay a visit,” Baptiste told me when he brought my coffee that morning. “She will come back tonight or tomorrow. She make up her mind in a hurry and she has gone.”

In the afternoon Amélie brought me a second letter. I began reading.

- “Why you don’t answer? You don’t believe me? Then ask someone else — everyone in
5 Spanish Town know. Why you think they bring you to this place? You want me to come to your house and bawl out your business before everyone? You come to me or I come —”

At this point I stopped reading. The child Hilda came into the room and I asked her, “Is Amélie here?”

“Yes, Master.”

- 10 “Tell her I wish to speak to her.”

“Yes, Master.”

She put her hand over her mouth as if to stifle laughter, but her eyes, which were the blackest I had ever seen, so black that it was impossible to distinguish the pupils from her iris, were alarmed and bewildered.

- 15 I sat on the veranda with my back to the sea and it was as if I had done it all my life. I could not imagine different weather or a different sky. I knew the shape of the mountains as well as I knew the shape of the two brown jugs filled with the sweet-scented flowers on the wooden table. I knew the girl would be wearing a white dress. Brown and white she would be, her curls, her white girl’s hair she called it, half covered with a red handkerchief, her feet bare.

Adapted from Jean Rhys, Wide Sargasso Sea, edited by Angela Smith, Penguin Books, 1966, pp. 90–91.

In an essay of no more than 300 words, write an analysis of the above extract taking into consideration any TWO of the following:

- (a) Dialectal variation
- (b) Attitudes to language
- (c) Communicative behaviours
- (d) Use of register

Total 20 marks

SECTION C

MODULE 3 – SPEAKING AND WRITING

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

In many ways the Grenadine Islands are emblematic of the rich but vulnerable nature of the marine ecosystems of the region. The chain of more than twenty islands, from Bequia to Carriacou, lies on the Grenada Bank and straddles the boundary between Grenada and St Vincent and the Grenadines. They remain some of the few largely unspoiled natural wonders of the Caribbean, but the islands, nine of which have permanent settlements, with two being resort islands, are extremely vulnerable to the encroaching developments around them.

Both the Grenadian and the Vincentian governments perceive their Grenadine Islands as having high potential for tourism and associated development. In addition to the marine-based activities pursued by many of the area's inhabitants, tourism and burgeoning tourism development are regarded as the biggest economic winners. What holds promise for economic development also signals a serious threat to the fragile marine and terrestrial resource systems of the area, which occupies about 1,500 sq. km. This large area, however, is shallower than 50 m and supports the most extensive coral reefs and related habitats in the south-eastern Caribbean.

This realization, coupled with the recognition that civil society possessed real and potential capacity to contribute to sustainable development for its own benefit, prompted the birth of the Sustainable Grenadines project.

*Reprinted from The Pelican – A Magazine of the University of the West Indies,
Issue 3, July–December, p. 11.*

In an essay of no more than 250 words, discuss

- (a) the writer's level of involvement with the subject
- (b) the intended audience
- (c) the purpose of the piece
- (d) TWO situations in which this piece could be used effectively.

Total 20 marks

END OF TEST

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS TEST.

FORM TP 2013158



TEST CODE **02114010**

MAY/JUNE 2013

CARIBBEAN EXAMINATIONS COUNCIL

CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®

COMMUNICATION STUDIES

Paper 01/A

1 hour 15 minutes

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This paper consists of TEN questions.
2. Answer ALL questions.
3. Write your answers to each question in the spaces provided.
4. Notes or other textual materials are not allowed in the examination room.

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SECTION A

MODULE 1 – GATHERING AND PROCESSING INFORMATION

Questions 1–2

1. Study the situation below and then answer the questions that follow.

It has been reported in the press that students between the ages of 13 and 18 are increasingly using alcohol and cigarettes at school. A group of sixth form students have decided to investigate this matter at their school. They have decided to focus on the age group in question and they are interested in discovering which gender is affected more. The findings of this investigation will be used as part of their Drug Awareness Programme to be conducted at the school.

- (a) Identify TWO methods that the students could use to gather data for their research.

Method (i) _____

Method (ii) _____ [2 marks]

- (b) State ONE strength and ONE weakness of EACH of the methods listed in (a) above.

Method (i):

Strength _____

Weakness _____

[2 marks]

Method (ii):

Strength _____

Weakness _____

[2 marks]

- (c) One of the students found an article on the Internet entitled “Alcohol: Abuse Among Teenagers at Newton High School”.

Suggest ONE reason why this article could be used as part of the group’s research.

[2 marks]

Total 8 marks

2. (a) Name THREE sources, apart from the students, from whom the researchers could elicit information about the increasing use of alcohol and cigarettes amongst students.

Source (i) _____

Source (ii) _____

Source (iii) _____

[3 marks]

- (b) Suggest TWO possible findings of the researchers in their investigations.

(i) _____

(ii) _____

[4 marks]

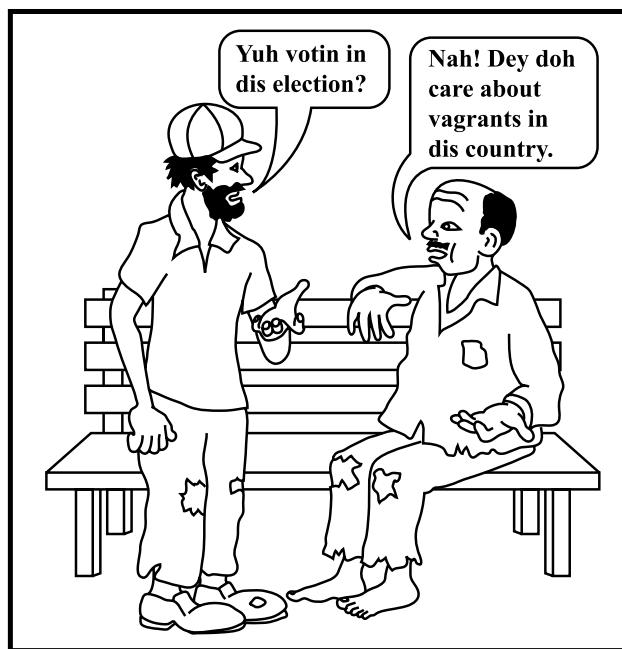
Total 7 marks

SECTION B

MODULE 2 – LANGUAGE AND COMMUNITY

Questions 3–6

3. Study the scenario below and then answer the questions that follow.



- (a) Identify the language spoken in the scenario.

[1 mark]

- (b) Give TWO linguistic features in the language of this dialogue that make it different from Standard English.

Feature (i) _____

Feature (ii) _____

[2 marks]

- (c) State TWO reasons why the language used in the scenario may not be considered acceptable in a lecture on “Rights of the Voter”.

Reason (i) _____

Reason (ii) _____

[4 marks]

Total 7 marks

4. (a) State THREE features of a language.

Feature (i) _____

Feature (ii) _____

Feature (iii) _____

[3 marks]

- (b) List TWO purposes of language, apart from directing.

Purpose (i) _____

Purpose (ii) _____

[2 marks]

- (c) (i) Give the Creole language of a **named** Caribbean territory.

Territory: _____

Creole language: _____

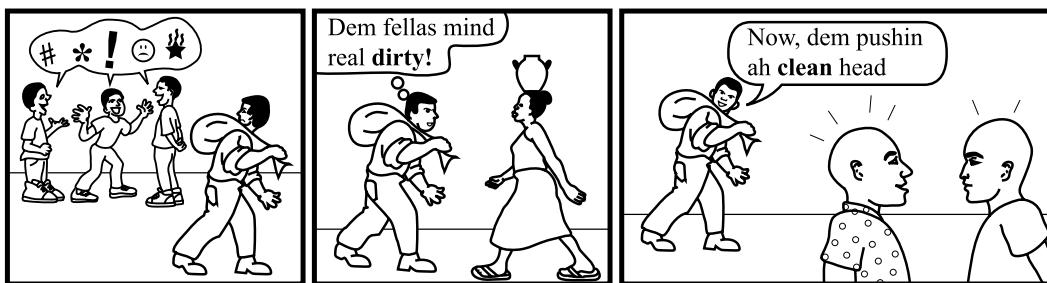
[1 mark]

- (ii) Suggest a factor that has influenced the evolution of the creole language of the named territory.

[2 marks]

Total 8 marks

5. Read the comic strip below and then answer the questions that follow.



Adapted from *The Daily Express, Trinidad*.
19th November, 2007.

- (a) (i) State the attitude that the passer-by displays towards the language of the first group of young men.

[1 mark]

- (ii) Give TWO reasons that might account for this attitude.

Reason (i) _____

Reason (ii) _____

[4 marks]

- (b) The passer-by uses a different adjective to describe the two groups of young men. Choose ONE of the adjectives and explain what he uses it to mean.

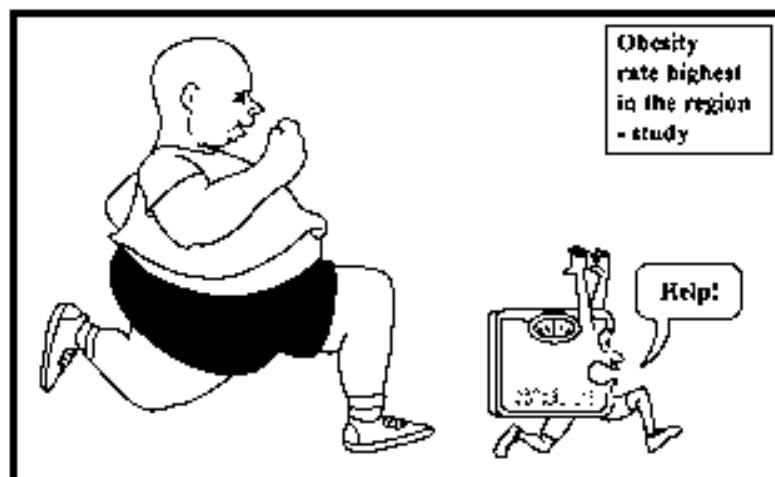
Adjective: _____

Explanation: _____

[2 marks]

Total 7 marks

6. View the illustration below and then answer the questions that follow.



Adapted from The Guardian, Trinidad, 24th November 2007

PRESSURE!

- (a) Give TWO reasons why the messages in this illustration might successfully reach the public

Reason (i)

Reason (ii)

[4 marks]

- (b) (i) Suggest TWO technological devices that could be used to sensitize teenagers about the growing rate of obesity in society

Device (i)

Device (ii)

[2 marks]

- (ii) Explain how you would use ONE of the devices suggested in (b)(i) above to convey the message of the cartoon

Device

How you would use device

[2 marks]

Total 8 marks

GO ON TO THE NEXT PAGE

SECTION C

MODULE 3 – SPEAKING AND WRITING

Questions 7–10

7. Read the scenario below and then answer the questions that follow.

The Minister of Health has decided to visit a rural area that has been severely affected by recent flooding. He has on his agenda an address to members of the community about the precautions they need to take against diseases that might arise from flooding. He has asked you in your capacity as Communications Specialist to write the speech.

- (a) State THREE elements of the communication process that you need to consider before beginning to write the Minister's speech.

Element (i) _____

Element (ii) _____

Element (iii) _____

[3 marks]

- (b) Name TWO other forms of communication, apart from a speech, that the Minister could use to convey his message.

Form (i) _____

Form (ii) _____

[2 marks]

- (c) Give ONE reason why ONE form of communication you named in (b) above might be more effective in creating interest.

Form of communication _____

Reason _____

[2 marks]

Total 7 marks

8. Read the scenario below and then answer the questions that follow.

A student from another school has recently been transferred to your school and is now a member of your class. However, since she arrived, she has sat by herself at the back of the class, made no eye contact with any of her classmates, and left the class in a rush at the end of the school day. Some members of your class say it appears that she feels superior to the class.

- (a) Suggest a possible interpretation of the non-verbal communication behaviours of the new student.

[2 marks]

- (b) State TWO types of non-verbal communication that the class could use to make the new student feel welcome.

Type (i) _____

Type (ii) _____

[2 marks]

- (c) Write TWO statements that could have the same effect as the types of non-verbal communication given in (b) above.

Statement (i) _____

Statement (ii) _____

[4 marks]

Total 8 marks

9. Read the scenario below and then answer the questions that follow.

The hibiscus plants at your school are gradually being destroyed by the mealybug. The school's agricultural club has embarked on a project to alert the students, staff, and community about the effects of the insect's actions and some of the preventative measures that they could take to stem these effects.

- (a) Suggest THREE mediums that could help convey the club's message effectively.

Medium (i) _____

Medium (ii) _____

Medium (iii) _____ [3 marks]

- (b) Select TWO of the mediums that you have identified in (a) above and, for EACH, explain why it would be effective.

(i) Medium _____

Reason _____

(ii) Medium _____

Reason _____

[4 marks]

Total 7 marks

10. Study the scenario below and then answer the questions that follow.

Irena's grandfather recently received a cellphone as a gift. Irena sent him the following text message but did not get a response.



- (a) What are 3 possible barriers to communication in this situation?

Barrier 1)

Barrier 2)

[4 marks]

- (b) Suggest a way to facilitate communication between Irena and her grandfather.

[2 marks]

- (c) Suggest a form of communication, EITHER verbal OR non-verbal, by which the grandfather could express a lack of understanding.

Verbal

OR

Non-verbal

[2 marks]

Total 8 marks

END OF TEST

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TEST CODE **02114040**

MAY/JUNE 2013

CARIBBEAN EXAMINATIONS COUNCIL

CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®

COMMUNICATION STUDIES

Paper 01/B

30 minutes

CANDIDATES' PAPER

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This paper consists of FOUR questions.
2. Answer ALL questions.
3. Write your answers to each question in the spaces provided.
4. Notes or other textual materials are not allowed in the examination room.

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NOTES:

02114040/CAPE 2013

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SECTION A

MODULE 1 – GATHERING AND PROCESSING INFORMATION

Instructions:

This paper consists of FOUR questions. You will be given 5 minutes to read through the questions in this paper. The Examiner will then read to you an extract from a piece of communication. The extract will be read twice. You will be allowed to make notes while you listen to the extract. You will then be given 20 minutes to respond, in writing, to the questions.

1. State the MAIN idea of the extract in ONE sentence of not more than 30 words.

[3 marks]

2. List FOUR details from the passage that assisted you in identifying the main idea.

Detail (i) _____

Detail (ii) _____

Detail (iii) _____

Detail (iv) _____

[4 marks]

3. (a) Identify TWO literary devices used by the author.

Device (i) _____

Device (ii) _____ [2 marks]

- (b) Give ONE example of EACH literary device you identified in 3 (a) above.

Device (i) _____

Example _____

Device (ii) _____

Example _____ [2 marks]

4. Comment on the effectiveness of EACH of the TWO devices you identified in 3 (a) above.

Device (i) _____

Comment _____

Device (ii) _____

Comment _____

[4 marks]

Total 15 marks

END OF TEST

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TEST CODE **02114040–ES**

MAY/JUNE 2013

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COMMUNICATION STUDIES

Paper 01/B

30 minutes

EXAMINER'S SCRIPT

MODULE 1 – GATHERING AND PROCESSING INFORMATION

1. Say to the candidates:

In this section of the examination, you are required to answer FOUR questions based on the reading of an extract from a piece of communication.

First, I will give you 5 minutes to read through the questions, silently. Then I will read you the extract twice. You may make notes while you listen to the readings.

Finally, I will give you 20 minutes to respond, in writing, to the questions. I will now distribute the question papers and then tell you when to begin reading the questions.

2. Distribute the question papers to the candidates.

3. Say to the candidates:

You now have 5 minutes to read through the questions, silently. I will tell you when the 5 minutes are up. Begin to read silently.

4. After 5 minutes, say to the candidates:

I shall now read you the extract.

Read the extract aloud:

The streams of the Northern Range which make up its source are beautiful and cool and crystal clear flowing from the hills to the valleys over rock and pebble, but once they get out of the valleys they become dustbins for people who do not care anything about polluting or dirtying the clean waters.

By the time these streams join the main stream on the plains of the Caroni, the river is muddy, sickly brown, sluggish and filthy, and so lazy to move (except in the rainy season) that it is a wonder it gets to the sea at all. It meanders and turns and twists as if to avoid all movement and flow, backing into a bend here, almost stagnant in a pool there. Sometimes it turns back and heads for the hills, and sometimes it is still and lifeless like a long lake. But in the rainy season, when it cannot accommodate the swollen streams, it overflows its banks and destroys crops and livestock, and makes some adjacent roads impossible to cross.

Adapted from Samuel Selvon, The Plains of Caroni, Thomas Nelson and Sons Ltd., 1978, p. 124.

5. After you have read the extract, pause for a few seconds and then say to the candidates:

I shall now read the extract a second time.

6. After you have read the extract a second time, pause for a few seconds and then say to the candidates:

You now have 20 minutes to answer the questions, in writing. I will tell you when 15 minutes are up. Then I will tell you when 20 minutes are up. Begin to write your answers to the questions.

7. After 15 minutes, say to the candidates:

Fifteen minutes are up.

8. After 20 minutes, say to the candidates:

Twenty minutes are up. Stop writing.

9. Collect the candidates' scripts.