

FORM TP 2014157



TEST CODE 02

MAY/13

CARIBBEAN EXAMINATIONS COUNCIL

CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®

COMMUNICATION STUDIES

Paper 02

2 hours 30 minutes

12 MAY 2014 (p.m.)

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This paper consists of THREE Sections.
2. Answer ALL questions.
3. You are advised to take some time to read through the paper and plan your answers.

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SECTION A

MODULE 1 – GATHERING AND PROCESSING INFORMATION

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

It's all different, quiet and grey now, like the sun reflecting on the previous night's darkness or predicting the afternoon's storm. On this stifling summer morning, I scarcely recognize the school I had attended for four years. The life and laughter have died. It is another world.

5 I walk down the vacant halls, and what light there is shines a path on the mirrored beige floors, leading me past imposing grey lockers that stand erect in columns. At one time, they woke the dead in closing but now remain closed in silence. I remember the faces of people who stood and sometimes slumped before them at day's end. They were friendly faces that looked up and nodded or said "Hello" as I galloped past. Now there are other faces, faces of people I never got to know.

10 The lockers soon give way to the classrooms, cement cells we once lived in, learned in, and often slept in. Steel I-beams I had once hardly noticed now hang like doom over cracked and peeling walls. The architect left them exposed — for want of talent, I assume. From the color scheme of putrid green to the neutral asbestos ceiling and steel rafters, the banality of the classroom overwhelms me.

15 The rooms are empty now, save the ancient desks. They are yellow clay and steel and much smaller than I remember. I can still read arcane graffiti, its meaning forgotten, on their dull surfaces. The handwriting is my own. I recognize the doodles drawn as every minute ran past like a turtle climbing up a glass wall. Back then, they killed the time. They didn't do much for the furniture either.

20 Eventually, my eyes come to rest on the chalkboards. Old habits die hard. I remember staring at them through teachers whose words "had forked no lightning". My teachers and classmates are gone, but many faces remain. From seats in front and to my side, they turn and stare. They are shadows of the past, bloodless visions, returned from long exile to mock my exile and return. They're looking for me and through me. But they're only memories. They've left, you know — some gone to school, some gone to the world, others gone to their own private hells. Faces that laughed, young and innocent, now cry, worn and haggard. Their expressions hide lives that were true and alive but now
25 are neither.

*James Keller, "Exile and Return",
A Reader for Developing Readers,
S.V. Buscemi, Ed., McGraw Hill College, 1999, p. 112.*

(a) State the writer's main idea in approximately 30 words. [2 marks]

(b) Write an ESSAY, in approximately 500 words, in which you include:

- The writer's purpose
 - The effectiveness of at least TWO different organizational strategies and at least TWO different language techniques used to achieve that purpose
 - Appropriateness of the tone
- [23 marks]

Total 25 marks

SECTION B

MODULE 2 – LANGUAGE AND COMMUNITY

2. Read the poem below carefully and then answer the questions that follow.

VESSELS

We are vessels, and for starters,
There are those who refuse to take shape.

Fighting the mold from which they make.
Those to be delicate, clear and pure like a glass,

- 5 Choose to be rotten,
And live in the rum bottle.
Those to be solid and filled with good food like a pot,
Instead of using what they got
Keeping all covered until it rot.
10 That how they throw away the treasure of their lot.
And so people playing hop-scotch with destiny,
Fearful of the challenge of what they were meant to be.

We real wrong-side.*

That is a scary situation

- 15 When you doh know your purpose or destination.
I tell allyuh some years ago
About the man who didn't know
Who was head of his own house.

He gone to run an errand for his wife,

- 20 And was gone for two days.
When he come home is noise in his head.
She waiting with a broom,
And he dive under the bed.
She say, "Where you was? Come out now. Where you was?"
25 And she sticking him with the broom under the bed, licks all in he head.
Hear him from under the bed,
"I am the man in the house, and if I say I not coming out, I not coming out."
See what I mean.
You think he for real?
30 The man was designed to be like a large storage jar
Filled with wholesome goodness, and strong in stature.
But here he was like a flask that break
Echoing words that fail to carry power with it.

Be sure you know what vessel you are.

*Deborah Jean-Baptiste-Samuel, "Vessels",
Vessel and Voice. Dramatic Monologues 1999, pp. 29–30.*

GO ON TO THE NEXT PAGE

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

- (a) What the poet achieves by using a mixture of Standard English and Creole in the poem
- (b) The implications for the wider acceptability of Creole arising from the poet's use of this language variety
- (c) How a video presentation would enhance the message of the poem

Total 25 marks

SECTION C

MODULE 3 – SPEAKING AND WRITING

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

To encourage teenagers to save their money, Pelican Bank has decided to match the opening deposit (up to US\$200.00) in the accounts of 10 lucky new savers between the ages of 13 and 18. This will be a new type of savings club/account.

You are the youngest member of the marketing and communications company which has been given the task to promote this service and you are eager to prove your ability and come up with a winning plan.

In an ESSAY of no more than 300 words:

- (a) Write the plan that you will present to the bank's board of directors, clearly showing:
- The appeals to the target group
 - The effectiveness of THREE strategies to be used to encourage teenagers' awareness
- (b) Identify TWO aids that you could use to enhance your presentation to the board.

Total 25 marks

END OF TEST

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

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