

SIR ARTHUR LEWIS COMMUNITY COLLEGE

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| EXAMINATION SESSION | SEMESTER TWO |
| COURSE TITLE | COMMUNICATION STUDIES |
| COURSE CODE | 104 |
| CLASS | YEAR ONE |
| DATE | APRIL 27, 2009 |
| TIME | 9 AM - 12 NOON |

#C31



INSTRUCTIONS

1. Students are reminded to read ALL questions and instructions in each section very carefully.
2. This examination comprises three (3) sections: A, B and C.
3. This examination is worth 60% and coursework is worth 40%.
4. Students must sign in and out on the class list.
5. All cell phones must be turned off during exams, and must be left in school bags.
6. All books, bags, as well as writing paper not given by the invigilator, should be left at the front of the examination room or where otherwise indicated.
7. Be frugal in your use of paper. Use both sides of exam paper.
8. Leave a margin on all papers, if there is not one marked.
9. Please return all exam question papers. Do not mark on these papers.

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| SECTION A | READING COMPREHENSION | 20 MARKS |
| SECTION B | LANGUAGE IN SOCIETY | 20 MARKS |
| SECTION C | WRITING | 20 MARKS |

SECTION A: COMPREHENSION (20 marks)

Read the following passage carefully and answer the subsequent questions.

The Internet? Bah!

After two decades online, I'm perplexed. It's not that I haven't had a gas of a good time on the Internet. I've met great people and even caught a hacker or two. But today I'm uneasy about this most trendy and oversold community. Visionaries see a future of telecommuting workers, interactive libraries and multimedia classrooms. They speak of electronic town meetings and virtual communities. Commerce and business will shift from offices and malls to networks and modems. And the freedom of digital networks will make government more democratic.

Baloney. Do our computer pundits lack all common sense? The truth is no online database will replace your daily newspaper, no CD-ROM can take the place of a competent teacher and no computer network will change the way government works. Consider today's online world. The Usenet, a worldwide bulletin board, allows anyone to post messages across the nation. Your word gets out, leapfrogging editors and publishers. Every voice can be heard cheaply and instantly. The result? Every voice is heard. The cacophony more closely resembles citizens band radio, complete with handles, harassment and anonymous threats. When most everyone shouts, few listen.

How about electronic publishing? Try reading a book on disc. At best, it's an unpleasant chore; the myopic glow of a clunky computer replaces the friendly pages of a book. What the Internet hucksters won't tell you is that the Internet is an ocean of unedited data, without any pretence of completeness. Lacking editors, reviewers or critics, the Internet has become a wasteland of unfiltered data. You don't know what to ignore and what's worth reading. Logged onto the World Wide Web, I hunt for the date of the Battle of Trafalgar. Hundreds of files show up, and it takes 15 minutes to unravel them — one's a biography written by an eighth grader, the second is a computer game that doesn't work and the third is an image of a London monument. None answers my question, and my search is periodically interrupted by messages like, "Too many connections, try again later."

Then there are those pushing computers in schools. We're told that multimedia will make schoolwork easy and fun. Students will happily learn from animated characters while taught by expertly tailored software. Who needs teachers when you've got computer-aided education? Bah. These expensive toys are difficult to use in classrooms and require extensive teacher training. Sure, kids love videogames — but think of your own experience: can you recall even one educational filmstrip of decades past? I'll bet you remember the two or three great teachers who made a difference in your life.

What's missing from this electronic wonderland? Human contact. Discount the fawning technoburble about virtual communities. Computers and networks isolate us from one another. A network chat line is a limp substitute for meeting friends over coffee. No interactive multimedia display comes close to the excitement of a live concert. While the Internet beckons brightly, seductively flashing an icon of knowledge — as — power, this nonplace lures us to surrender our time on earth. A poor substitute it is, this virtual reality where frustration is legion and where — in the holy names of Education and Progress — important aspects of human interaction are relentlessly devalued.

1. Give a title to this passage. [2]
2. In one complete sentence, express the main idea of this passage. [3]
3. The writer tells us that "computers and networks isolate us from one another". In an argument of your own (no more than 50 words), agree or disagree with this statement. [5]
4. Define six of the following ten underlined words based on context. [6]
perplexed, hacker, visionaries, baloney, cacophony, anonymous, hucksters, unedited, unfiltered, beckons.
5. In paragraph 5, the writer argues against the use of computers in school. Give two reasons why you agree and two reasons why you disagree with the use of computers in school. [4]

LANGUAGE AND SOCIETY (20 marks)

This segment comprises two parts: Do **EITHER Part one** OR **Part two**.

PART ONE

Answer all questions

1. "Language varies according to the part of the country (district or region) that you are from, the social class that you belong to, as well as the age group to which you belong."

This statement is said to account for the presence of _____ in language. [2]

2. Using relevant examples list and illustrate the three functions of language. [6]

3. The English language is said to be a **dynamic** and not **static** language. Discuss briefly. [2]

4. Colloquial English is different from Standard English. Explain two ways in which those dialects differ. [2]

5. Read the extract below and answer questions 6, 7 and 8.

"We cannot teach French Creole in schools! What are we saying to the children? We're telling them that this is as important as the official language? Already so many of them come from homes where they can't speak the official language. They already speak French Creole. That's enough! They shouldn't be learning to write it too!"

6. What associations does the speaker make between language and school? [2]

7. Name FOUR Caribbean countries that the speaker could have been referring to. [4]

8. A European university exchange student has come to your country to spend a year at the local college/university. He has been told that "the natives speak in a strange way" and that "one cannot even call it a language."

List two characteristics of the local dialect which establish it as a language. [2]

OR

PART TWO

Answer all questions

1. Please use the terms below to fill in the blanks in the passage. Rewrite the passage with the correct responses.

Pronunciation [✓] grammatical [✓] dialect [✓] rebel [✓] native speakers
 informal [✓] vocabulary [✓] creolization [✓] colloquial [✓] register.

A _____ is a form of language with some distinct features and _____; a _____ is a variety of language appropriate to a particular situation; and an accent is the distinct _____ of words.

A pidgin is usually characterized by limited vocabulary and reduced _____ structures. _____ occurs when a pidgin's grammar has expanded and has been acquired by _____.

Slang is _____ and racy language which generally reflects a desire to _____ against society's norms. _____ language is perfectly polite but unacceptable on formal occasions. [10]

2. The following questions are based on the lyrics of the song "Weh Dem Do" by Movado.

Anyway mi nuh tek tawk send bowie body to di grave pawk
 Dem bowie deh have nuh brave hawt
 Dem and dem gyal have di same hawt
 Dem a cry like a bitch wen di war stawt
 Dem a run like a witch wen dey get wrawt
 Man guh murda dem bl**dclawt

Gangsta fi life wi nuh tek tawk
 Warlawd bakkle start yuh nuh si weh dem gone again
 Gangsta fi life wi cyaah calm again
 Weh dem a guh do now di tugs cawna dem
 Fiyaaah fi di man weh nyam unda dem

- a. In what language are these lyrics written? [1]
- b. Use words and phrases from the lyrics to explain how the structure (in a) differs from that of Standard English. [2]
- c. Select words in the lyrics that mean the same as the following Standard English words:
- | | |
|--------------|-------------|
| i. where | iii. battle |
| ii. cemetery | iv. boy |
- [2]
- d. Translate the following sentence to Standard English:
 "Weh dem a guh do now di tugs dem cawna dem" 2m
- e. Select **TWO** examples from the lyrics that indicate **any THREE** of the following:
- | | |
|--------------------------|--------------------------|
| i. political correctness | iv. sexism in language |
| ii. taboo language | v. colloquial language |
| iii. slang | vi. rastafarian language |
- [3]

SECTION C: WRITING (20 marks)

Write on ONE of the topics from this section. Your essay should be 400-500 words.

1. Is the internet making us stupid?
2. Should there still be schools that are gender specific -for males or females?
3. Write the speech you would give to students about assisting their parents in these challenging economic times.
4. Describe a situation where you sensed danger and averted it.
5. Create a story around the following situation: "A student's dream journey ends in jail"
6. Explain how parental influences affect our behaviour as adults.
7. Describe someone you know personally or someone famous who has overcome great odds in dealing with his/her disability.