

CARIBBEAN EXAMINATIONS COUNCIL

Caribbean Advanced Proficiency Examination® CAPE®

COMMUNICATION STUDIES SYLLABUS

Effective for examinations from May-June 2011

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Please note that the syllabus has been revised and amendments are indicated by italics.

Revised 2003 Revised 2010

Please check the website <u>www.cxc.org</u> for updates on CXC's syllabuses.



Introduction

The Caribbean Advanced Proficiency Examination (CAPE) is designed to provide certification of the academic, vocational and technical achievement of students in the Caribbean who, having completed a minimum of five years of secondary education, wish to further their studies. The examinations address the skills and knowledge acquired by students under a flexible and articulated system where subjects are organised in 1-Unit or 2-Unit courses with each Unit containing three Modules. Subjects examined under CAPE may be studied concurrently or singly.

The Caribbean Examinations Council offers three types of certification. The first is the award of a certificate showing each CAPE Unit completed. The second is the CAPE diploma, awarded to candidates who have satisfactorily completed at least six Units, including Caribbean Studies. The third is the CAPE Associate Degree, awarded for the satisfactory completion of a prescribed cluster of seven CAPE Units including Caribbean Studies and Communication Studies. For the CAPE diploma and the CAPE Associate Degree, candidates must complete the cluster of required Units within a maximum period of five years.

Recognized educational institutions presenting candidates for CAPE Associate Degree in one of the nine categories must, on registering these candidates at the start of the qualifying year, have them confirm in the required form, the Associate Degree they wish to be awarded. Candidates will not be awarded any possible alternatives for which they did not apply.



Communication Studies Syllabus

RATIONALE

he ability to communicate thoughts, emotions, ideas and attitudes is a critical factor in the management of our physical and social environment. Communication Studies builds students' awareness of the centrality of language to the normal functioning of human beings and facilitates their ability to operate in the Caribbean linguistic environment and beyond. It also provides students with the confidence to respond appropriately and creatively to the implied challenges of that environment through the development of their language awareness and communicative competencies.

The fact that communication is a complex set of processes to which language is central informs this programme of study. The *focus* of language in this context *emphasises* its nature as both a marker of personal, cultural and national identity, and as an instrument of social and political *interaction*. *Thus, the students will gain an informed sense of their own language heritage, in addition to a recognition of the cultural diversity of the Caribbean. They will have attained the attributes of the Ideal Caribbean Person as outlined in The Caribbean Education Strategy (2000).*

The syllabus integrates, enhances, deepens and broadens language skills and awareness already developed in the CSEC English A curriculum. It focuses *primarily* on the development of advanced competencies in *Standard English, particularly Caribbean Standard English.¹ At the same time, it attempts* to develop an appreciation of the linguistic diversity of the Caribbean, which comprises the small island states, the Greater and Lesser Antilles, all the other islands in the Caribbean Sea (including the Turks and Caicos Islands, the Bahamas, the Cayman Islands, islands of the Francophone Caribbean and the islands of the Netherlands Antilles) *and* Belize, Suriname, Guyana and Cayenne. *In addition, it explores the implications of this diversity for social, cultural and economic transactions. Students will have acquired also skills of enquiry as defined in the UNESCO Pillars of Learning that will enable them to succeed in their academic careers and the world of work, and that will foster further the exploration and development of their Caribbean identities.*

The syllabus emphasises the wider framework of communication principles, systems and processes within which language use has context, achieves coherence and is enhanced. The role of technology in the enhancement or retardation of communication is also considered important.

In summary, a teaching programme based on this syllabus must be *characterised* by the following:

- 1. *consideration of linguistic and non-linguistic communication*, so that the dynamics of any communicative act can be clarified;
- 2. provision of opportunities for students to be exposed to the dynamic range of communicative *experiences* and to appreciate how language functions as an instrument of educational, social, personal, vocational and *spiritual* development. Particularly, it must provide opportunities for students to explore, in theory and practice, the use of register, code and style in relevant social contexts;
- 3. commitment to helping students understand the relationship between language, society and identity and to developing an awareness of language *variety* and diversity;

¹ See definition of Caribbean Standard English in the Glossary.



¹See definition of Caribbean Standard English in the Glossary.

- 4. consideration of the impact of technological advances on *communication and* the implications of this impact for language variety and society;
- 5. facilitation and enhancement of students' ability to gather and process information using a variety of modes and strategies;
- 6. facilitation and enhancement of students' own critical, creative and aesthetic responses to, and production of, language.



This syllabus aims to:

- 1. develop an understanding of the nature of language and its various functions in social, aesthetic, work-related and other contexts;
- 2. develop an appreciation of speech and writing as mental and social processes;
- 3. enable students to use language *varieties and* registers accurately, appropriately and effectively in a range of contexts;
- 4. provide an understanding of the use of technology and its impact on communication;
- 5. develop an appreciation of the role of language in shaping Caribbean cultural identity;
- 6. develop an appreciation of *the complex process* of communication within a wide range of discourse contexts;
- 7. encourage students to use communication strategies appropriate to specific discourse contexts.

SKILLS AND ABILITIES TO BE ASSESSED

The skills that students are expected to have developed on completion of the syllabus have been grouped under three main headings:

- (i) Comprehension;
- (ii) Language Awareness and Use;
- (iii) Expression.

Comprehension

The ability to understand and respond appropriately to written, oral and visual communication from a variety of sources.



Language Awareness and Use

The ability to understand and discuss the various features and roles of language in general and Caribbean languages in particular and to apply them appropriately in different communication contexts.

Expression

The ability to speak and write Caribbean Standard English with effectiveness, precision, clarity and fluency.

PRE-REQUISITES OF THE SYLLABUS

The ability to express personal opinions and factual information clearly, demonstrating logical sequencing and appropriate English registers up to the level indicated by the Caribbean Secondary Education Certificate (CSEC) English A General Proficiency syllabus or an equivalent syllabus.

STRUCTURE OF THE SYLLABUS

This syllabus requires 150 hours. It consists of three Modules, each requiring 50 hours. While the Modules are presented in a linear manner, it must be emphasised that any Module may be studied first, and aspects of Modules may be studied concurrently, constrained only by the capacity of educational institutions and by students' *needs and interests*.

Module 1	-	Gathering and Processing Information
Module 2	-	Language and Community
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Module 3 - Speaking and Writing

APPROACHES TO TEACHING THE SYLLABUS

Teachers of this syllabus will be leading students' discovery and development of their unique Caribbean linguistic identity within the context of local, regional and international environments. They will play a crucial role in enhancing students' facility in, and manipulation of, Caribbean Standard English for the five modes of language communication: listening, speaking, reading, writing and visually representing, complementing the communicative skills they have developed in their Creole or Creole-influenced vernacular languages.

These teachers will find it useful to employ an integrated approach to teaching this syllabus. The Modules enable students to explore the connections between the various areas and facilitate communicative teaching. For example, effective formal speaking and writing both require the selection and mastery of a language variety, register and style in accordance with established standards of appropriateness. Therefore, a lesson on formality would be expected to integrate the modes of speaking and writing, with listening and reading pieces as stimuli. In this case, specific objectives 1, 2, 4 and 8 in Module 1, 1 and 8 in Module 2 and 1, 3, 8, 9 and 10 in Module 3 could be addressed simultaneously.

Teachers of Communication Studies should ideally hold at least a related undergraduate degree or have undergone training that formally qualifies them to teach in the three main areas of knowledge and skill: comprehension, language awareness and use, and expression. They should be routinely professional, resourceful and reflective in their overall approach, especially when it comes to providing resources for their



students and expanding their own knowledge. The list of resources at the end of each Module is not exhaustive and should serve only as a guide. Teachers should be prepared to take initiatives in the accessing of information from a variety of other reliable sources to complement the resources provided by their schools and Ministries of Education.



♦ MODULE 1: GATHERING AND PROCESSING INFORMATION

GENERAL OBJECTIVES

On completion of this Module, students should:

- 1. use the structures of *Caribbean Standard* English correctly and appropriately, as well as with a degree of elegance;
- 2. evaluate examples of written and spoken communication, including arguments, taking into consideration the form and content of the communication and the context in which it is presented or constructed;
- 3. apply comprehension skills of analysis and critical evaluation to a wide range of oral and written material;
- 4. *present information* in speech and writing with accuracy, clarity and fluency;
- 5. demonstrate *competence in organising* oral and written communication.

SPECIFIC OBJECTIVES

Students should be able to:

- 1. speak and write with *effective* control of the grammar, vocabulary, mechanics and conventions of *Caribbean Standard* English usage;
- 2. identify the characteristic formats, organisational features and modes of expression of different genres and types of writing and speech;
- 3. *determine* the appropriateness of data collection methods and instruments, including the use of the Internet *as an electronic resource*;
- 4. apply any of *the different levels* of comprehension to examples of spoken and written material;
- 5. write continuous prose and note-form summaries of specific types of written and spoken material;
- 6. evaluate the effect of *primary and secondary sources*, context and medium (or channel) on the reliability and validity of information;
- 7. gather information about current issues;
- 8. evaluate information about current issues;
- 9. present the evaluation at (8) above in an appropriately structured oral and written form;
- 10. create a portfolio of oral and written work.



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CONTENT

1. *Expression* (oral and written)

- (a) Grammar.
- (b) Usage.
- (c) Word choice.
- (d) Spelling.
- (e) Punctuation.
- (f) Pronunciation.
- (g) Enunciation.
- (h) *Revising and editing drafts.*

2. Comprehension

- (a) *Levels*: literal, interpretive, analytical, application, synthesis, *evaluation*.
- (b) *Modes*:
 - *(i) efferent focus on informative statements;*
 - *(ii) aesthetic focus on expressive/empathetic language; listening and reading;*
 - *(iii) critical focus on identification, discrimination and evaluation of a writer's purpose, techniques, ideas.*
- (c) *Genres:*
 - (i) narrative/descriptive, for example, short stories, novels, journal entries;
 - (ii) expository, for example, explanations, instructions, directions;
 - (iii) argumentative/persuasive, for example, opinion pieces, advertisements, speeches.



3. Summary Skills

- (a) Note taking and note making.
- (b) Distinguishing main and subsidiary ideas.
- (c) Understanding logical linkages between ideas.
- (d) Formulating topic sentences and linking them to subsidiary ideas.
- (e) Sequencing.
- (f) Condensing.
- (g) Writing outlines.
- (h) Writing continuous prose summaries.
- (i) Editing drafts (peer-evaluation and self-evaluation).

4. Current Issues: Evaluating Sources

- (b) Defining key concepts (authority, reliability, validity, bias, fact, opinion):
 - *(i)* giving examples and non examples;
 - (*ii*) comparing and contrasting concepts.
- (c) Identifying a significant issue.
- (d) Sourcing information:
 - *(i)* locating *primary and secondary* sources;
 - *(ii)* choosing from among sources;
 - *(iii) determining* the appropriateness of data collection methods;
 - *(iv)* summarising the content of sources;
 - (v) evaluating the reliability and validity of sources:
 - author and speaker (expertise, authority, perspective, social and political biases);
 - context (social and historical);
 - text (factual accuracy, logical structure, cogency).



5. Organising Skills (oral and written)

- (a) Introductions and conclusions.
- (b) Focus and emphasis (that is, defining scope; streamlining; placing and keeping central ideas in the foreground; highlighting).
- (c) Logical linkages (linkages within and between paragraphs [for example, the use of transitional words like 'although', 'therefore', and 'however'; variation of sentence structure to achieve coherence).
- (d) Formatting (selecting and using particular styles of arrangement correctly, for example, appropriate headings and sequences of headings for a short informal report).
- (e) Revising and editing drafts (via conferencing, peer-evaluation, self-evaluation).

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives in Module 1, teachers are advised to engage students in the following teaching and learning activities.

- 1. Engage students in the development of general study skills as follows:
 - (a) scheduling the time to work;
 - *(b) setting purposes for general and specific reading;*
 - (c) defining the elements of listening and reading;
 - (d) systematically recording salient information from sources consulted;
 - *(e) working collaboratively in groups.*
- 2. Let students keep a log of their communication activities at school or at home for a 24-hour period during the week. They should record the number of minutes spent on the four main language skills: reading, writing, speaking and listening, each day. They should then make a pie chart showing the percentage of time spent on each type of communication skill.

Have follow-up discussion, focusing on the implications of the distribution with regard to the student's own individual communication style and interactive environment relations, as well as broad conclusions that may be drawn about these four communication acts in general.

3. Have students listen to a five-minute segment of a radio news programme. Let them recall and list the main items. Review the list.



- 4. Have students watch a five-minute segment of a televised or *Web-based* news programme and recall as much of the information as possible.
- 5. Discuss the difference between listening only (Activity 3) and listening with reinforcement from visual cues (Activity 2). This activity can be linked with developing speech skills.
- 6. Let students view a video recording (15-20 minutes) of a discussion or conversation on television with three or four participants. Then let them answer in writing the following questions which are distributed to each student before viewing. (Recording can be sourced from local television stations, the Government Information Service *or the Web.*)
 - (a) How did participants help develop ideas and supply details?
 - (b) What were the differences in points of view?
 - (c) What aspects of the topics were neglected?
 - (d) What elements of good argument or bias or fallacy did you identify? How did these affect the conversation?
 - (e) Did the use of elements such as lighting and set arrangement affect your response to the overall presentation? This can be linked with developing speech skills.
- 7. (a) Have students listen:
 - (i) to stories that their peers tell and retell them in Caribbean Standard English (CSE) and Caribbean English Creole (CEC). Start by identifying tellers and retellers beforehand;
 - (ii) for facts and events and report same in CSE and CEC. Start by identifying tellers and retellers beforehand;
 - (iii) for main ideas and supporting details and report them in CSE and CEC (focusing first on reporting one or the other, then on reporting both together). Start by identifying reporters beforehand;
 - (iv) for strategies and devices that support themes, topics, events and purposes in passages shaped in different types of genre/discourse and report same in CSE and CEC. Start by identifying reporters beforehand.
 - (b) Model responses for the students and always display an attitude of encouragement.
 - (c) Target as many students as possible at different points of the classroom.



- 8. Have students select an experience or a story to tell the class. Give them guiding principles for the story:
 - (a) Select an interesting story or incident.
 - (b) Ensure the story or incident has an element of surprise.
 - (c) Organise stages in the story or incident for maximum interest.
 - (d) Provide information on where, when, who, what, why, how.
 - (e) End the story or incident with the high point.

Students in the audience listen in order to discuss the evaluation points below:

- (i) Was the story told in such a way that you felt you were sharing the experience?
- (ii) Was the story told in a logical order?
- (iii) How did the speaker maintain suspense?
- (iv) Was the story dramatised with suitable tone, gestures and illustrative materials?
- (v) In what way did the speaker's voice add to the interest of the story or experience?
- 9. Have students select two newspaper reports on a similar issue.
 - (a) Which statements were facts? Which ones were opinions? What criteria did you use to decide between fact and opinion?
 - (b) What made the report interesting?
 - (c) How can you use the information given?
 - (d) How did you react to new or different ideas?
 - (e) Was the report clear, concise, well organised? Explain.
 - (f) What new facts or points of view did you learn from the report?
- N.B. This can be integrated with the teaching of summary and note-taking skills. This activity also facilitates the teaching of organisational skills in writing (Module 3).
- 10. Organise panel discussions in the classroom. These can be linked to portfolio development where students researching similar topics can form panels to present points of view and be questioned by the class.



- 11. Play the rebuttal game: Class is divided into two groups. A debatable topic is chosen and each group undertakes to argue for or against. One student makes a point and a student from the opposing side rebuts, using the opponent's point to build his or her argument, and so on, until the topic is exhausted. This can be used as an introduction to argumentative writing (Module 3).
- 12. Have students practise mock interviews or interview each other as a starter for a written piece.
- 13. Use choral speaking activities to allow students to concentrate on the speech skills (articulation, modulation, enunciation). Students can select their own poems for choral arrangements and present in groups. Dub, rap or extemporaneous rhythms can be explored. Make audio recordings of the activity and have students evaluate themselves. This activity also facilitates the teaching of specific objectives 5 and 9 of Module 3.
- 14. Have students construct different types of comprehension questions on specific passages. They can do this in groups and administer "tests" to each other. Ensure that students are aware that their questions should address the various levels of comprehension by exploring question-and-answer relationships.
- 15. Organise library orientation sessions for students to ensure that they understand how to use the library resources. Where possible, students should use Internet search engines to access information.
- 16. Have students select samples of different types of writing and discuss (in groups) variation in style, usage and literary devices.
- 17. Have students evaluate the reliability and validity of the different types of information gathered.

RESOURCES

Caribbean Examinations Council.	Communication Studies: Study Guide, 2004.
Chaffee, J.	Thinking critically, Boston: Houghton Mifflin, 2007.
Grant, P.	<i>Reading and study skills.</i> Englewood Cliffs: Prentice Hall Inc. Kelly, W. J. and Lawton, D. (1997). <i>Discovery: An Introduction to writing.</i> Boston: Allyn and Bacon. (Parts 1-5), 1997.
McDermott, H.	CAPE Communication Studies: Trinidad and Tobago, Caribbean Educational Publishers, 2008.
Simmons-MacDonald, H., Fields, L., and Roberts, P.	Writing in English: A course book for Caribbean students, Kingston: Ian Randal, 1997.
Simon, V. and Osborne, S.	CAPE Communication Studies, Oxford: Macmillan, 2009.
Zeuschner, R.	Communicating today, Boston: Allyn and Bacon, 2002.



◆MODULE 2: LANGUAGE AND COMMUNITY

GENERAL OBJECTIVES

On completion of this Module, students should:

- 1. use the structures of *Caribbean Standard* English correctly and appropriately, as well as with a degree of elegance;
- 2. evaluate examples of written and spoken communication, including arguments, taking into consideration the form and content of the communication and the context in which it is presented or constructed;
- 3. appreciate the nature, characteristics and roles of language in society in general and in Caribbean society in particular;
- 4. understand the salient features of the interactive relationship among communication technologies, language and society;
- 5. appreciate the significance of communication technologies in cultural interaction.

SPECIFIC OBJECTIVES

Students should be able to:

- 1. speak and write with *effective* control of grammar, vocabulary, mechanics and conventions of speech and writing in the use of *Caribbean Standard* English;
- 2. discuss the concept of language;
- 3. identify the salient features of one Creole or Creole-influenced vernacular (in their territory or any other territory) which make it different from *Caribbean Standard* English;
- 4. explain the challenges faced by the Creole or the Creole-influenced vernacular speaker in learning Caribbean Standard English;
- 5. evaluate the role of language in Caribbean identity;
- 6. analyse the social, political, ethical and psychological roles of language in human societies;
- 7. describe their territory or any other territory along the following lines:
 - (a) the range of languages (including Creoles);
 - (b) the influence of history on the language situation;
 - (c) attitudes to languages used;



- (d) the potential of these attitudes for integration, marginalisation and alienation;
- 8. assess the use of registers, dialects, ranges of formality and other aspects of language in various types of interactive settings;
- 9. identify the technological advances that have impacted on communication;
- 10. examine how communication is (i) affected and (ii) effected by the use of technology in different cultural settings and interactive contexts.

CONTENT

1. Expression (oral and written)

- (a) Grammar (including syntax).
- (b) Usage.
- (c) Word choice.
- (d) Spelling.
- (e) Punctuation.
- (f) Pronunciation.
- (g) Enunciation.
- (h) *Revising and editing drafts.*

2. Defining Language

- (a) Characteristics of language Language as:
 - (i) human;
 - (ii) verbal;
 - (iii) symbolic;
 - (iv) systematic (non-arbitrary);
 - (v) maturational;



- (vi) non-instinctive (naturally acquired);
- (vii) dynamic.
- (b) Differentiation between 'language' (generic) and 'a language' (individual).
- (c) Purposes of language, such as persuading, questioning, directing, providing aesthetic pleasure, informing.
- (d) Related concepts:
 - (i) variation (changes in language in response to various influences, for example, social, geographic, individual, group factors);
 - dialect (any version of a language, including a Creole language, spoken by a particular geographic, social or cultural subgroup). Some languages, such as English, have well-known dialects, such as Yorkshire English and Cockney English. Hindustani and Bhojpuri are considered dialects of Hindi. In Creole languages as well, regional, social and cultural dialects exist (see glossary for further clarification).
 - (iii) register (the range of language choices available for use in different situations);
 - (iv) standard (the dialect used for education and other formal or official purposes);
 - (v) Creole (the set of varieties which have their beginnings in situations of contact where groups of people who do not share a common language are forced to communicate with each other).

3. Some Salient Characteristics of English Creole languages

The following tables present some salient characteristics of English Creoles on the levels of grammar, phonology, and vocabulary, comparing them with their counterparts in Standard Caribbean English. Since English Creole spelling systems are still emerging, this syllabus uses the English spelling system to represent English Creole sounds and words, making modifications to the system to accommodate English Creole peculiarities.



CHARACTERISTICS OF GRAMMAR		
Engli	ish Creole	Caribbean Standard English
i.	Unmarked count nouns with generic meaning, for example, <i>mango</i> sweet	Pluralised count nouns with generic meaning, for example, <i>mangoes</i> are sweet
ii.	Unmarked action verbs with past time reference, for example, she <i>pinch</i> me and <i>run</i> outside	Past-marked action verbs with past time reference, for example, she <i>pinched</i> me and <i>ran</i> outside
iii.	Preverbal markers, for example, <i>ben/bin/wen/did</i> (past marker), <i>go</i> (future marker), <i>a</i> (marker of continuous and habitual), <i>does</i> (marker of habitual)	Auxiliaries and suffixes, for example, <i>did/-ed</i> (past), <i>will/shall</i> (future), <i>-ing</i> (continuous), simple present tense forms (<i>cook, cooks</i>)
iv.	Subject-adjective structures, for example, <i>mi sick, di mango sweet</i>	Subject-copula-adjective structures, for example, <i>I am sick, the mango is sweet</i>
V.	Subject-verb word order in question formation, together with rising intonation, for example, <i>you done</i> <i>cook di food</i> ?	Inversion of subject and auxiliary in question formation together with rising intonation, for example, <i>have you</i> <i>finished cooking the food</i> ?
vi.	No voiceless 'th' sound at the end of words or syllables; a 't' or 'f' sound instead, as, for example, in fif, wit/wif	Voiceless 'th' sound at the end of words or syllables, as, for example, in fifth, with



	CHARACTERISTICS OF PHONOLOGY		
Engli	ish Creole*	Caribbean Standard English	
i.	No voiced consonant clusters at the end of words, for example, -nd > n, as in <i>han, san</i>	Voiced consonant clusters at the end of words, for example, -nd, as in <i>hand, sand</i>	
ii.	No voiceless consonant clusters at the end of words, for example, -st > -s, as <i>in</i> <i>tes, wris</i> ; -ft > f, as in <i>left; -;</i> -ghed > gh, as in <i>laugh; -ped</i> > <i>p</i> , as in <i>leap</i>	Voiceless consonant clusters at the end of words, for example, -st, as in <i>test, wrist</i> ; -ft, as in <i>left;</i> - ghed, as in <i>laughed;</i> -ped, as in <i>leaped</i>	
iii.	No voiceless-voiced consonant clusters at the end of words, for example, -sed > s, as in <i>miss</i> ; -ghed, gh, as in <i>laugh; -ped</i> > <i>p</i> , as in <i>leap</i>	Voiceless-voiced consonant clusters at the end of words, as in missed, laughed, leaped	
iv.	No voiced 'th' sound at the beginning of words or syllables; a 'd' sound instead, as, for example, in <i>dey</i> , <i>dem</i> , la. <i>der</i>	Voiced 'th' sound at the beginning of words or syllables, as, for example, in <i>they</i> , <i>them</i> , la. <i>ther</i>	
V.	No voiceless 'th' sound at the end of words or syllables; a 't' or 'f' sound instead, as, for example, in fif, wit/wif	Voiceless 'th' sound at the end of words or syllables, as, for example, in fifth, with	

* It should be noted that some of the English Creole characteristics are at times carried over into Caribbean Standard English.



	CHARACTERISTICS OF VOCABULARY	
English	n Creole	Caribbean Standard English
i.	Peculiar words and phrases (for example, <i>pickney</i> , <i>nyam</i> , <i>cou-cou</i> , <i>bazodi</i> , <i>puddin and souse</i> , <i>nose-hole</i> , <i>eye-water</i> , <i>door-mouth</i> , <i>walk with</i> , <i>spin top in mud</i> , <i>hit somebody for six</i> , <i>watch somebody cut-eye</i>)	Equivalents: child, eat, cou-cou, confused, pudding and souse, nostril, tears, door/threshold, bring along, waste time, best or prevail over someone, give someone a look of anger, disapproval, envy, etc.
ii.	Shared words but different parts of speech, for example, <i>stink</i> (adj), <i>over</i> (v, prep, adv), <i>out</i> (prep, adv), <i>sweet</i> (adj, v, n)	Shared words but different parts of speech, for example, <i>stink</i> (n, v), <i>over</i> (prep, adv), <i>out</i> (adv, prep), <i>sweet</i> (adj, (n)
iii.	Shared words but different meanings, for example, miserable (=ill-tempered, (playfully) annoying), ignorant (= ill- tempered)	Shared words but different meanings, for example, miserable (= wretched), ignorant (lacking in acknowledge)

4. Language in Society

- (a) Influence of social, political and other cultural factors on the development of language and related communicative behaviours.
- (b) Social, political, ethical and psychological roles of language, for example, the use of language to:
 - (i) *discriminate against others, alienate, ridicule, make face threats, mark social biases;*
 - (ii) assert authority, mark identity, mark solidarity, make social linkages, promote cultural awareness.
- (c) The influence of historical factors on Caribbean language situations.
- (d) Attitudes to Caribbean language: implications for regional, national, social, gender, ethnic and other sub-group relations.
- (e) Language in international situations.
- (f) Language in interactive settings: influence of factors such as audience, message, purpose, occasion, gender, age, on choice of language and related communicative behaviours.



5. Technology, Culture and Communication

- (a) Developments in communication technology:
 - (i) print;
 - (ii) electronic (such as satellite radio, television, tele/video-conferencing, Internet, browsers and search engines, Gobal, digital social networking tools such as YouTube®, twitter®, facebook® and Smartphones.
- (b) Use of media for enhancing and facilitating communication.
- (c) The influence of technology on cultural communication patterns in the region.
- (d) The effect of technology on language use.

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives in Module 2, teachers are advised to engage students in the following teaching and learning activities.

- 1. Have students examine the possible interpretations of the word 'communicate'. They should provide examples such as:
 - (a) dark clouds communicate the possibility of rain;
 - (b) aspects of body language communicate different emotional states;
 - (c) music may communicate different messages about mental states (joy, sadness).
- 2. *Have students:*
 - (a) compare any (or all) of the above with human language. Discuss range, effectiveness, complexity, efficiency, economy and ability to deal with abstraction;
 - (b) *identify areas of difference of form between human language and other kinds of communication. Deduce the formal characteristics of human language: verbal, symbolic, systematic (grammar, sound, meaning).*
- 3. *Have students upgrade the list of developments in communication technologies presented in 5(a) above.*
- 4. Have students observe a game, show or event and prepare an oral or written report for (a) the class and (b) the principal. Have students discuss the differences in the level of language used and identify reasons for the differences.



- 5. Present students with copies of maps of the Caribbean. Ask them to name the territories. For homework they should be required to identify the official language used in each territory. Students should match the official language and the Creole language of the territory. (Some historical information may be necessary).
- 6. Prepare a list comparing *Caribbean* Standard English words and Creole or Creole-influenced vernacular words for the same item. Discuss the possible reasons for the differences in vocabulary and semantics. Use the various dialects of either to show that differences often may exist within specific versions of a language.
- 7. Have students do a project in which they differentiate Caribbean Standard English from another Standard English.
- 8. Have students select passages or messages intended for different social levels.
- 9. Identify a passage which represents informal, conversational Creole (you may wish to transcribe a section of an audio-tape from the suggested resources for Module 2). Have students (in groups so as to stimulate discussion) translate the passage to a formal, standard, written version of Caribbean Standard English. Advise them to pay attention to:
 - (a) vocabulary and semantics;
 - (b) grammar;
 - (c) sentence structure;
 - (d) idiomatic expressions.

They may wish to underline the sections to be changed in the original and discuss their reasons.

- 10. Have students examine the local daily newspapers, newspaper archives and the Internet for debates on Creole and standard varieties of English. Students may be required to identify the basic positions taken and to:
 - (a) evaluate them;
 - (b) support or reject them;
 - (c) present a summary of the major arguments.
- 11. Use a map of the world to identify territories in which English is one of the major languages. Students should discuss the notion of *international language*. Be sure to raise the question of use by international organisations, academic publishers and major news networks.
- 12. Encourage students to build a comparative list of terms used for flora and fauna in various territories of the region. Have students group territories on the basis of similarity of items.



- 13. Divide students into groups. Have each group identify and focus on new technological advancements in the home, school and workplace, for example, computer, MP3 player, digital recorder, smartphone, blog and social networking Internet sites. Each group should explain the varied used of these "new" tools and their impact on the communication process.
- 14. Encourage students to (a) utilise modern forms of communication technologies to make class and portfolio presentations and (b) evaluate the effectiveness of the technology used in the presentation.
- 15. Have students use the Internet for research purposes and evaluate the reliability and validity of the sources and information gathered.
- 16. Have students summarise the useful information gathered, taking care to avoid plagiarism.



RESOURCES

Allsopp, R.	Dictionary of Caribbean English, Oxford: Oxford University Press, 1996.
	Dictionary of Bahamian English. Lexik House Publishers, 1982.
	Kriol-Inglish Dikshineri. Belize Kriol Project: Belize, 2007.
	<i>Dictionary of the English/Creole of Trinidad & Tobago.</i> London: McGill-Queen's University Press, 2009.
Christie, P.	Language in Jamaica, Kingston: Arawak Publications, 2003.
McDermott, H.	<i>CAPE Communication Studies:</i> Trinidad and Tobago, Caribbean Educational Publishers, 2008.
Pollard, V.	From Jamaican Creole to Standard English: A handbook for teachers, Jamaica: UWI Press, 2007.
Roberts, P.	West Indians and their language, New York: Cambridge University Press, 2007.
Simmons-MacDonald, H. and Robertson, I.	<i>Exploring the boundaries of Caribbean Creole languages,</i> Jamaica: UWI Press, 2006.
Simmons-MacDonald, H., Fields, L., & Roberts, P.	Writing in English: A Coursebook for Caribbean students, Kingston: Ian Randal, 1997.
Simon, V. and Osborne, S.	CAPE Communication Studies, Oxford: Macmillan, 2009.
Zeuschner, R.	Communicating Today, Boston: Allyn and Bacon, 2002.
Audiotapes by performers such as:	Paul Keens-Douglas (for example, Savannah Ghost, Tim Tim, Joan Andrea Hutchinson (for example, Dat Bumpy Head Gal)
Videotaped films such as:	My Fair Lady Oliver At Large



♦ MODULE 3: SPEAKING AND WRITING

GENERAL OBJECTIVES

On completion of this Module, students should:

- 1. use the structures of *Caribbean Standard* English correctly and appropriately, as well as with a degree of elegance;
- 2. evaluate examples of written and spoken communication, including arguments, taking into consideration the form and content of the communication and the context in which it is presented or constructed;
- 3. produce different types of communication relevant and appropriate to their social, academic, professional and vocational needs;
- 4. demonstrate knowledge of the major forms of communication (oral, written, non-verbal) and assess their appropriateness for use in specific communication situations;
- 5. express themselves in speech and writing with precision, accuracy, clarity and fluency;
- 6. demonstrate *competence in organising* oral and written communication;
- 7. use different forms, media, channels and technologies of communication to maximise effective communication in specific contexts;
- 8. appreciate the possibilities which technology offers to the communicative process.

SPECIFIC OBJECTIVES

Students should be able to:

- 1. speak and write *with effective* control of grammar, vocabulary, mechanics and conventions of speech and writing in the use of *Caribbean Standard* English;
- 2. describe the process of communication;
- 3. apply specific communication concepts to different situations;
- 4. identify the specific features of verbal and non-verbal communication and appropriate contexts of use;
- 5. describe the mental and social processes involved in speaking and writing;
- 6. manipulate non-verbal elements and modes of speech and writing, appropriate to specific purposes and audiences;



- 7. employ appropriate channels (mediums) for specific oral and written presentations;
- 8. speak in *Caribbean Standard* English on prepared topics, using appropriate non-verbal communication cues;
- 9. use appropriate organising and formatting strategies in producing specific types of oral and written communication;
- 10. evaluate their own communication according to set criteria: intention, audience awareness, coherence, mechanics and depth;
- 11. *describe the uses to which information communication technologies can be put in the learning process.*

CONTENT

1. *Expression* (oral and written)

- (a) Grammar.
- (b) Usage.
- (c) Word choice.
- (d) Spelling.
- (e) Punctuation.
- (f) Pronunciation.
- (g) Enunciation.
- (h) Revising and editing drafts.

2. Process of Communication

- (a) Identifying the elements in the process (sender, message, channel/medium, receiver, feedback).
- (b) Describing the process (conceptualisation, encoding, selection of channels/mediums, decoding, interpretation, feedback).
- (c) Mass media, channels (mediums) and technologies.
- (d) Facilitators and barriers.



3. Forms of Communication

- (a) Verbal (speech, writing).
- (b) Non-verbal:
 - (i) body language (for example, gestures, posture, facial expression);
 - (ii) use of space;
 - (iii) use of objects;
 - (iv) dress;
 - (v) graphics (charts, tables, diagrams);
 - (vi) integrating forms for specific purposes and situations (practice cases, role play and simulation).

4. Contexts of Communication

- (a) Intrapersonal (for example, thinking, solving problems, imagining).
- (b) Interpersonal (for example, interviews, conversations, intimate communication).
- (c) Small group (for example, leadership meetings, role-taking, goal setting).
- (d) Organisational (for example, business, government, educational purposes).
- (e) Academic (for example, essay, research paper).
- (f) Public (for example, speeches, debates).
- (g) Intercultural (for example, communicating across social sub-groups, in tour guiding).

5. Types of Speaking and Writing

- (a) Speaking:
 - (i) conversation;
 - (ii) short expository, persuasive and argumentative speeches.



- (b) Writing:
 - (i) reflective (for example, journals, diaries);
 - (ii) academic essays (for example, argument, exposition, persuasion).

6. Organising Skills (oral and written)

- (a) Introductions and conclusions.
- (b) Focus and emphasis (that is, defining scope; streamlining; placing and keeping central ideas in the foreground; and highlighting).
- (c) Logical linkages (linkages within and between paragraphs [for example, the use of transitional words *such as* 'although', 'therefore', and 'however'; and variation of sentence structure to achieve coherence]).
- (d) Formatting (selecting and using particular styles of arrangement correctly, for example, appropriate headings and sequences of headings for a short informal report).
- (e) Revising and editing drafts (via conferencing, peer-evaluation, self-evaluation).

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives in Module 3, teachers are advised to engage students in the following teaching and learning activities.

Teachers should stress that the written product, like any other, must go through a process leading to completion, and students must be able to identify the tools that forge successful written communication. Show students how to use the process approach to writing as illustrated by the following activities.

Prewriting

- 1. Have students keep journal entries (in a notebook) where they record thoughts, observations and experiences. These can serve as starting points or ideas for more extended writing.
- 2. Do brainstorming as an oral class activity where students pick a topic and try to exhaust it by saying everything that comes to mind. The next step is to try to arrange the ideas logically and try to connect them to the topic. Students can work in groups and create different combinations of ideas, which would give different perspectives on the topic.
- 3. Use clustering or semantic mapping to help students organise ideas in useful patterns for later drafting. *Students* can create any physical design for their maps and present them on charts to their small group or class. They can challenge each other to defend the connections made.



4. Have students choose a broad topic and examine its treatment in two different publications or broadcasts. Ask them to consider audience and purpose for each presentation. Have them narrow the topic and write an appropriate thesis statement.

Writing and Revising

- 5. Have students select a topic and try to create as many different introductory sentences as possible. They may discuss the type of sentences and the level of interest, as well as practise rephrasing vague sentences.
- 6. Have students practise uninterrupted, sustained writing for a specified time from their pre-writing notes. They should not pause to consider grammar, usage or mechanics at this point.
- 7. Help students develop checklists that they can use with peers or by themselves to evaluate the content, organisation and language of the first draft. Let them choose partners or groups to discuss their writing. Students must be instructed to concentrate on both strengths and weaknesses. At this point students must concentrate on fluency and elegance of writing.

Editing and Proof reading

8. Have students form editing groups where they can use checklists to check grammar and mechanics in each other's writing. Mini lessons on problematic grammatical areas can be taught here. Encourage students to research spelling and grammatical rules themselves and discuss with peers.

Practice in Writing

- 9. Have students do practical projects like class or group magazines to help develop their writing skills. Groups can work on different collections, for example, short stories, anecdotes, inspirational pieces and poems.
- 10. Have students share their written pieces orally. Some class time can be allocated to daily reading, where students read from their completed pieces of whatever genre. At this point the audience is required to simply listen and respond appreciatively. It is important that teachers write also. Sharing your own writing with students is motivational to them and lends itself to the workshop atmosphere, which should prevail in the writing classroom.
- 11. Create opportunities for students to publish their work at school, in local newspapers and elsewhere.



RESOURCES

O'Hair, D., Friedrich, G. and Shaver, L.	<i>Strategic communication in business and the professions</i> , Houghton Mifflin, (Part 1: Chs. 1 and 2; Part 2: Ch. 5; Part 3: Chs. 7 and 8; Part 4: Chs. 13, 14, 15), 1995.
McDermott, H.	CAPE Communication Studies: Trinidad and Tobago, Caribbean Educational Publishers, 2008.
Simmons-MacDonald, H., Fields, L. and Roberts, P.	Writing in English: A coursebook for Caribbean students, Kingston: Ian Randle, 1997.
Tubbs, S. L. and Moss, S.	Human communication: Principles and contexts, New York: McGraw Hill, 2007.
Zeuschner, R.	Communicating today, Boston: Allyn and Bacon, (Chs. 5, 17), 2002.



OUTLINE OF ASSESSMENT

EXTERNAL ASSESSMENT
Written Papers - 4 hours80%Paper 01
(1 hour 30 minutes)Forty-five compulsory, multiple-choice items.30%Paper 02
(2 hours 30 minutes)Three compulsory questions requiring more
depth of understanding than questions in
Paper 01.50%SCHOOL-BASED ASSESSWENT20%

Paper 03/1

A portfolio on a theme selected by the candidate and approved by the teacher.

Paper 03/2 (1 hour 30 minutes)

Private candidates are required to write Paper 03/2, an Alternative Paper to the School-Based Assessment Paper. The details are on page 38.

MODERATION OF THE SCHOOL-BASED ASSESSMENT

School-Based Assessment Record Sheets are available online via the CXC's website www.cxc.org.

All School-Based Assessment Record of marks must be submitted online using the SBA data capture module of the Online Registration System (ORS). A sample of assignments will be requested by CXC for moderation purposes. These assignments will be re-assessed by CXC Examiners who moderate the School-Based Assessment. Teachers' marks may be adjusted as a result of moderation. The Examiners' comments will be sent to schools. All samples must be delivered to the specified marking venues by the stipulated deadlines.

Copies of the students' assignment that are not submitted must be retained by the school until three months after publication by CXC of the examination results.

CXC A1/U1/12

ASSESSMENT DETAILS

Paper 01 (1 hour 30 minutes - 30% of Total Assessment)

1. Number of Questions

This paper consists of forty-five (45) compulsory multiple-choice items based on the syllabus. There are fifteen (15) items on each Module.

2. Syllabus Coverage

This paper tests candidates' knowledge across the breadth of the syllabus.

3. Question Type

Each multiple-choice item will test either Comprehension or Language Awareness and Use. Items will be presented using words or illustrations, or a combination of words and illustrations, as stimulus material.

4. Mark Allocation

One mark will be assigned to each item.

The maximum number of marks of 45, available for this paper, will be weighted to 90.

This paper contributes 30% towards the final assessment.

Paper 02 (2 hours 30 minutes – 50% of Total Assessment)

1. Number of Questions

This paper consists of three compulsory questions, one on each of the Modules in the syllabus.

2. Syllabus Coverage

This paper requires more depth of understanding than questions in Paper 01.

3. Question Type

Questions may be presented using words or illustrations, or a combination of words and illustrations.

Questions 1 and 2 require the candidate to respond in the form of an essay.

Question 3 requires the candidate to select an appropriate presentation.



4. Mark Allocation

This paper is worth 75 (by 2) marks and contributes 50% towards the final assessment.

Each question contributes 25 (by 2) marks or about 16.7% towards the final assessment

5. Award of Marks

Marks are awarded for content, organisation and expression.



SCHOOL-BASED ASSESSMENT (20% of Total Assessment)

School-Based Assessment is an integral part of student assessment in the course covered by this syllabus. It is intended to assist students in acquiring certain knowledge, skills and attitudes that are associated with the subject. The activities for the School-Based Assessment are linked to the syllabus and should form part of the learning activities to enable the student to achieve the objectives of the syllabus.

During the course of study for the subject, students obtain marks for the competence they develop and demonstrate in undertaking their School-Based Assessment assignments. These marks contribute to the final marks and grades that are awarded to students for their performance in the examination.

The guidelines provided in this syllabus for selecting appropriate tasks are intended to assist teachers and students in selecting assignments that are valid for the purpose of School-Based Assessment. The guidelines provided for the assessment of these assignments are intended to assist teachers in awarding marks that are reliable estimates of the achievement of students in the School-Based Assessment component of the course. In order to ensure that the scores awarded by teachers are not out of line with the CXC standards, the Council undertakes the moderation of a sample of the School-Based Assessment assignments marked by each teacher.

School-Based Assessment provides an opportunity to individualise a part of the curriculum to meet the needs of students. It facilitates feedback to them at various stages of the experience. This helps to build their self-confidence as they proceed with their studies. School-Based Assessment also facilitates the development of the critical skills and abilities emphasised by this CAPE subject and enhances the validity of the examination on which candidate performance is reported. School-Based assessment therefore makes a significant and unique contribution to both the development of relevant skills and the testing and rewarding of students for the development of those skills.

The Caribbean Examinations Council seeks to ensure that the School-Based Assessment scores are valid and reliable estimates of accomplishment. The guidelines provided in this syllabus are intended to assist in doing so.



School-Based Assessment – Paper 03/1

PORTFOLIO

Each candidate will compile a portfolio on a theme selected, determined by the candidate and approved by the teacher. The portfolio should be internally coherent and be organised under four sections as follows:

1. General Introduction (12 marks)

This section should be no more than **200 words**. It should relate to the other three sections, *identifying* the theme selected *and the purpose of selecting it* and *showing* how it relates to the *candidate*'s academic, work-related and personal interests.

2. *Exposition* (16 marks)

This section of the portfolio will be orally presented and examined. The duration should be no more than 10 minutes per candidate. Topics chosen in this section should be current. *A candidate* should collect at least two pieces of related information on the selected topic.

A candidate's presentation should be well organised and effectively delivered, and should feature:

- i. a discussion of the issues raised and the challenges experienced in exploring the selected topic;
- ii. an evaluation of the effect of source, context and medium (or channel) on the reliability and validity of information gathered. (Refer to page 6, content 4c (v).

Candidates may bring to the examination room a single cue card, 4" by 6", with headings (and nothing else) related to their presentation. Teachers must ensure that each candidate's card is free of additional information.

3. *Reflection* (14 marks)

A candidate will create ONE sample of original work which should not exceed **800** words. The sample created should cover ONE literary genre. Please note that the sample created must relate to the theme selected.

For this sample, candidates should write a <u>preface</u> of no more than 200 words, specifying:

- (a) *the purpose;*
- (b) *the intended audience;*
- (c) *the context.*

4. Analysis (18 marks)

The analysis in this section should not exceed **350 words**. Candidates *must analyse the sample created under Reflection. The analysis should address any TWO of the following:*

- (a) registers;
- (b) dialectal *variation;*



- (c) attitudes to language;
- (d) communicative behaviours.



MARKING CRITERIA FOR SCHOOL-BASED ASSESSMENT

GEN	(12 MARKS)	
(a)	Theme and purpose of portfolio	(2 marks)
	• Candidate presents theme and purpose clearly.	2 marks
	• Candidate presents theme and purpose, but not clearly OR presents only one of them clearly.	1 mark
	• Candidate presents neither theme nor purpose.	0 mark
(b)	How theme is treated in the Exposition and Reflection sections	(4 marks)
	• Candidate explains how theme is developed in both sections, and how each section contributes to achieving his/her purpose.	4 marks
	• Candidate explains how theme is developed in both sections, but explains how only one section contributes to achieving his/her purpose.	3 marks
	• Candidate explains how theme is presented in both sections, but does not explain how the sections contribute to achieving his/her purpose.	2 marks
	• Candidate explains how theme is developed in one section only, and how the latter contributes to achieving his/her purpose.	2 marks
	• Candidate explains how theme is developed in one section only, with no further explanation.	1 mark
	• Candidate does not explain how theme is developed in either of the sections.	0 mark
(c)	How theme relates to candidate's academic interests	(2 marks)
	• Candidate explains clearly how theme relates to his/her academic interests.	2 marks
	 Candidate explains, but not clearly, how theme relates to his/her academic interests. Candidate makes no attempt to relate theme to his/her academic 	1 mark
	interests.	0 mark



(d)	How	theme relates to candidate's work-related interests	(2 marks)
	•	Candidate explains clearly how theme relates to his/her work-related interests.	2 marks
	•	Candidate explains, but not clearly, how theme relates to his/her work-related interests.	1 mark
	•	Candidate makes no attempt to relate theme to his/her work-related interests.	0 mark
(e)	How	theme relates to candidate's personal interests	(2 marks)
	•	Candidate explains clearly how theme relates to his/her personal interests.	2 marks
	•	Candidate explains, but not clearly, how theme relates to his/her personal interests.	1 mark
	•	Candidate makes no attempt to relate theme to his/her personal interests.	0 mark
EXPO	OSITIO	Ν	(16 MARKS)
(a)	Discu	ussion of issues and challenges.	(5 marks)
	•	Candidate has a current topic and demonstrates substantial knowledge of critical issues related to the topic, as well as considerable appreciation of the challenges raised by the issues.	5 marks
	•	Candidate has a current topic and demonstrates good knowledge of critical issues related to the topic, as well as good appreciation of the challenges raised by the issues.	4 marks
	•	Candidate has a current topic and demonstrates adequate knowledge of critical issues related to the topic, as well as adequate appreciation of the challenges raised by the issues.	3 marks
	•	Candidate has a current topic but demonstrates weak knowledge of critical issues related to the topic, as well as weak appreciation of the challenges raised by the issues.	2 marks
	•	Candidate has a current topic but demonstrates little knowledge of critical issues related to the topic, as well as little appreciation of the challenges raised by the issues.	1 mark
	•	Candidate has not chosen a current topic and demonstrates no knowledge of critical issues related to the topic, as well as no appreciation of the challenges raised by the issues.	0 marks



(b)		ation of the effect of source, context and medium (or channel) on liability and validity of information gathered.	(4 marks)
	•	Candidate provides an excellent evaluation.	4 marks
	•	Candidate provides a good evaluation.	3 marks
	•	Candidate provides an unsatisfactory evaluation.	1-2 marks
	•	Candidate provides no evaluation.	0 mark
(c)	Orgar	nisation	(3 marks)
	•	Candidate provides an organisation with introduction, logical sequence of ideas, and conclusion.	3 marks
	•	Candidate provides an organisation with two of the elements above.	2 marks
	•	Candidate provides an organisation with one of the elements above.	1 mark
	•	Candidate provides no organisation.	0 mark
(d)		ery (Audibility, fluency, eye contact, body movement, and inguistic features such as pauses, throat clearing, pitch and other	(4 marks)
	•	Candidate speaks with a clear, audible voice throughout and is consistently fluent and confident, with excellent paralinguistic control.	4 marks
	•	Candidate generally speaks with a clear, audible voice and is mostly fluent and confident, with moderate paralinguistic control.	3 marks
	•	Candidate often speaks unclearly and is hardly fluent or confident, with limited paralinguistic control.	2 marks
	•	Candidate generally speaks unclearly, haltingly and uncertainly, with no paralinguistic control.	1 mark
	•	Candidate does not deliver.	0 mark

NB Students who have severe speech impediments should be exempted from the requirement of fluency.



REFL	ECTION	V	(14 MARKS)
(a)	Prefac	e	
	•	Candidate provides an excellent treatment of purpose, audience and context.	(4 marks)
	•	Candidate provides a very good treatment of purpose, audience and context.	4 marks
	•	Candidate provides a good treatment of purpose, audience and context.	3 marks
	•	Candidate provides an unsatisfactory treatment of purpose, audience and context.	2 marks 0-1 mark
<i>(</i> b <i>)</i>	Doct o	f Deflection comple * (10 marks)	0 1 mark
(b)	Kest o	f Reflection sample * (10 marks)	
	•	Candidate produces an excellent sample in terms of creativity, organisation, and expression.	10 marks
	•	Candidate produces a very good sample in terms of creativity, organisation, and expression.	8-9 marks
	•	Candidate produces a good sample in terms of creativity, organisation, and expression.	6-7 marks
	•	Candidate produces an adequate sample in terms of creativity, organisation and expression.	4-5 marks
	•	Candidate produces an unsatisfactory sample in terms of creativity, organisation, and expression.	2-3 marks
	•	Candidate produces a weak sample in terms of creativity, organisation, and expression.	0-1 mark
ANAL	YSIS		(18 MARKS)
(a)	Conte	nt	(8 marks)
	•	Candidate provides an excellent analysis of the two elements selected.	8 marks
	•	Candidate provides a very good analysis of the two elements selected.	6-7 marks
	•	Candidate provides a good analysis of the two elements selected.	4-5 marks
	•	Candidate provides an unsatisfactory analysis of the two elements selected.	2-3 marks
* Creativ	• ity factors: u	Candidate provides a weak analysis of the two elements selected.	0 -1 mark

Organisation factors: introduction, development and conclusion; thematic / episodic coherence; labelled sections and subsections; references / bibliography;

appendices / annexes. Expression factors: appropriateness of register to genre; grammatical language; facilitative punctuation / pronunciation / intonation; careful proofreading.



(b) Expression		ression	(5 marks)
	•	Candidate's analysis is clear and fluent and there is excellent control of grammar and syntax.	5 marks
	•	Candidate's analysis is clear and fluent and there are hardly any errors of grammar and syntax.	4 marks
	•	Candidate's analysis is clear and fluent but there are several errors of grammar and syntax.	3 marks
	•	Candidate's analysis is clear but not fluent, and there are many errors of grammar and syntax.	2 marks
	•	Candidate's analysis is incoherent and there are many errors of grammar and syntax.	0 -1 mark
(c)	c) Organisation (introduction, development, conclusion, coherence, links from paragraph to paragraph)		(5 marks)
	•	Candidate demonstrates excellent organisation.	5 marks
	•	Candidate demonstrates very good organisation.	4 marks
	•	Candidate demonstrates good organisation.	3 marks
	•	Candidate demonstrates unsatisfactory organisation.	2 marks
	•	Candidate demonstrates poor organisation.	0 – 1 mark



REGULATIONS FOR PRIVATE CANDIDATES

Candidates who are registered privately will be required to sit Paper 01A, 01B, Paper 02 and Paper 03/2. Paper 03/2 will test the candidate's acquisition of the skills in the same areas of the syllabus identified for the School-Based Assessment. Consequently, candidates are advised to undertake a portfolio similar to the portfolio that the school candidates will normally complete and submit for School-Based Assessment. It should be noted that private candidates will not be required to submit a portfolio.

Paper 03/2 (1 hour 30 minutes)

1. Number of Questions

This Paper consists of three compulsory questions, one on each Module.

This Paper tests skills similar to those listed in the School-Based Assessment (Paper 03/1).

2. Question Type

Each question requires the candidate to respond in the form of an essay.

3. Mark Allocation

This paper is worth 60 marks and contributes 20% towards the final assessment.

4. Award of Marks

Marks are awarded for content, organisation and expression.

REGULATIONS FOR RE-SIT CANDIDATES

Re-sit candidates must complete Papers 01 and 02 of the examination for the year for which they re-register. A candidate who re-writes the examination within two years may re-use the moderated School-Based Assessment score earned in the previous sitting within the preceding two years.

Candidates are no longer required to earn a moderated score that is at least 50 per cent of the maximum possible score; any moderated score may be re-used.

Candidates re-using SBA scores in this way must register as 'Re-sit candidates' and provide the previous candidate number. (In order to assist candidates in making decisions about whether or not to reuse a moderated SBA score, the Council will continue to indicate on the pre-slip if a candidate's moderated SBA score is less than 50 per cent).

Re-sit candidates must be registered through a school, a recognised educational institution, or the Local Registrar's Office.



• ASSESSMENT GRID

Papers	Module 1 Gathering and Processing Information	Module 2 Language and Community	Module 3 Speaking and Writing	Total Marks	(%)
External Assessment Paper 01	15 (30)	15 (30)	15 (30)	45 (90)	(30)
Paper 02	50	50	50	150	(50)
School-Based Assessment Paper 03/1/03/2	20	20	20	60	(20)
Total	85 (100)	85 (100)	85 (100)	255 (300)	(100)

The Assessment Grid for the Unit contains marks assigned to papers and Modules, and percentage contributions of each paper to total scores.

GLOSSARY

Module One

channel/medium(n)	The form of the message or the vehicle for sending it (televised, podcast, tele/video-conferencing, e-books, e-readers); also referred to as medium . The plural form of 'medium' used in this syllabus is 'mediums' to differentiate it from 'media' as used in mass media).
data (n)	Information that is used as a basis for calculating, reasoning or making decisions.
database (n)	A collection of information (data) that is organised in, for example, a computer to enable rapid search and retrieval.
efferent reading (adj)	Reading for information.
fallacy (n)	An error in reasoning or logic. More than a dozen common logical fallacies can readily be identified. A well-known fallacy is the bandwagon appeal, as in: Dedicated professional people all use product X, so shouldn't you do so too?
genre (n)	A category of literature or art.
media (n)	For example, press, print, radio, TV and Internet news, entertainment sources. Also referred to as mass media.
medium/channel (n)	See channel.
primary source (n)	An article or other document written by the actual researcher of a study or creator of a theory. Journals are great sources of articles that are primary sources. Historical documents, literary works, letters and reports are also examples of primary sources.
reliability (n)	The level to which an experiment, test or procedure gives the same results when done again and again.
resource (n)	A physical, human or virtual tool that assists one. In research, reliable websites can be considered resources, just as journals, compact discs, reports, encyclopedias; audio/video tapes are considered resources. Typically, a resource is a source of information.
search engine (n)	A tool that assists in sifting through databases to identify sources that fit specific criteria. For example, Google and Yahoo are popular search engines; the user may be directed to either full articles or to databases that contain information but that require a password or fee. Many colleges and universities now subscribe to services that allow students direct access to databases such as ProQuest and Ebsco Host; the latter, for example, houses Academic Search



	Premier and Business Source Premier that provide access to almost 5,000 full text journals, which contain thousands of primary sources.
secondary source (n)	An article, book or other document written by someone who did not actually do the research or formulate the opinions or theories but who has pulled together relevant sources. Encyclopedias and textbooks are common examples.
validity (n)	The extent to which a test, experiment or procedure measures what it aims to measure.
Module Two	
Caribbean Standard English (CSE) (n)	An accepted standard of English developed in the Caribbean. It is as much a standard English as is British Standard English, American Standard English, Australian Standard English and Nigerian Standard English. CSE differs from other Standard Englishes primarily on the phonological and lexical levels, with no appreciable difference in grammar, particularly in the formal written mode
	Lexical differences can be found generally in the areas of body parts, clothing, food/drink and cultural beliefs. Some peculiar CSE expressions are: maubi, roti, obeah, parang, cut your eye at somebody, suck your teeth
	In terms of phonology, the international patterns of CSE vary within the Caribbean territories as well as from other standard Englishes.
Caribbean Creole (n)	A language with a lexical base primarily from a European language but with a grammar that is non-European in many respects. Caribbean English Creoles (CEC) therefore have English as their lexical base. An example of a Creole with a French lexical base is St. Lucian Kwéyòl. The grammars of these Creoles are in some respects patterned on their West African sources. An example is the predicative use of adjectives, as in 'mi siki' 'mwen malad'.
code-switch (v)	Move between varieties of language within a single utterance or in a conversation, for example, I went late to the market and mi no get no food. In this utterance, the speaker moves from Standard English I went to Creole mi no get no food.
Creole (n)	A native language which has its beginnings in situations of contact where groups of people who did not share a common language were forced to communicate with each other.
Creole-influenced vernacular (n)	A form of social communication that is in routine, widespread use in certain communities, for example, Barbados, and that is influenced by some features of a Creole.



dialect (n)	A regional or social variety of a language, usually noticeable through features of vocabulary and pronunciation and, to a lesser extent, grammar. Within English, several regional dialects can be identified, such as British English, American English, Nigerian English, Australian English and Caribbean English. Jamaican, Bajan, Belize Kriol and Trinidadian Creole are dialects of Caribbean Creole. Within Caribbean territories, there is further dialectal variation.
language (n)	A systematic way of communicating feelings or idea in words and signs. A language subsumes dialects and idiolects (personal ways of speaking a dialect) and may be designated as international, official, national. It may also be placed in a linguistic family or group. For example, French, Italian and Spanish belong to the Romance family of languages.
idiomatic expression (n)	An idiomatic expression is a saying or phrase with a figurative rather than a literal meaning, which cannot be worked out from the meaning of the component words. Examples of idiomatic expressions in English are rain cats and dogs, kick the bucket, not my cup of tea.
	Idiomatic expressions in Caribbean Creole include to kiss/suck teeth, to cut your eye (at someone)
international language (n)	(Also referred to as global language.) A language that serves as a lingua franca for peoples whose native languages are different. Of the world's 6,000 or so known languages, three (English, Spanish and French) are generally considered as international languages. For example, at the Olympics, which generally enjoys the participation of many countries, hundreds of different languages are informally spoken, but all formal communication generally occurs in these three international languages: English, Spanish and French, apart from the official language of the host country.
national language (n)	(Also referred to as native language or mother tongue.) A language the government recognises as having major significance in the social life of a nation. This might mean the government would allow one or more national languages to be used in education. Some countries have several national languages. For example, India recognises some 14 national languages; and Belize recognises five national languages. What is considered as an official language in one country (for example, Spanish in Mexico) may be used as a national language in another country (for example, Spanish in Belize).
official language (n)	A language used in official situations for legal, educational, government, and other formal communication purposes. Some countries recognise two or more official languages. For example, Canada recognises English and French, India recognises English and Hindi, and Haiti Haitian Creole and French.
pre-verbal particle marker (n)	A word that systematically comes before a verb and modifies the latter's meaning by specifying the general time and nature of its action. For example, in the phrase does teach, does is a pre-verbal particle that specifies present time, emphasis and regularity of occurrence in the meaning of the verb in most Caribbean English Creoles.



register (n)	The range of types of language choices from highly formal and stylised to intimate, available for use.
standard language (n)	The dialect of a language that is generally used for education and other formal or official purposes. It is generally held to be the most prestigious of the dialects of a language.
style (n)	A person's distinctive way of speaking or writing that arises from factors such as pronunciation, word choice and sentence structure.
vernacular (n)	The language variety of a community or country that is in routine widespread use in social interaction.



Module Three

culture (n)	A way of life characteristic of a group of people. It includes their language, food, dress, and lifestyles, is socially acquired and evolves slowly across generations.	
intercultural communication	The type of communication that takes place between or across cultures or sub- groups.	
interpersonal communication	The type of communication that takes place between two or more people.	
intrapersonal communication (n)	The type of communication that takes place within a person and which consists of thinking, imagining and reflecting.	
mode (n)	A general way of categorising. For example, communication can be considered to have five modes: listening, speaking, reading, writing and visually representing.	
Sources for meanings in this glossary		
Allsopp, R.	Dictionary of Caribbean English, Oxford: Oxford University Press, 1996.	
Devonish, H.	Language and Liberation: Creole language politics in the Caribbean, (2nd ed.), Kingston: Arawak, 2007.	
Merriam Webster's Collegiate Dictionary (10th ed.), Springfield, Massachusetts: Merriam-Webster Incorporated, 1996.		
Tubbs, S. L. and Moss, S.	Human communication: Principles and contexts, (10th ed.), New York: McGraw Hill, 2007.	
Young, C.	Language and education in Belize, Belize City: Angelus Press, 2002.	
Audiotapes by		

Audiotapes by

performers such as: Paul Keens-Douglas (for example, Savannah Ghost, Tim Tim), Joan Andrea Hutchinson (for example, Dat Bumpy Head Gal).

Videotaped films such as: My Fair Lady and Oliver At Large



GLOSSARY OF BEHAVIOURAL VERBS USED IN THE COMMUNICATION STUDIES EXAMINATIONS

WORD	TASK
Analyse / Write an analysis of	Explain or interpret information by examining its constitution or structure methodically as directed. An analysis may involve identifying matters such as dialectal varieties, attitudes to language, and authorial tone.
	For example: In an essay of no more than 300 words, write an analysis of the extract taking into consideration:
	 (i) dialectal variation (ii) attitudes to language (iii) communicative behaviours.
Comment	Give your views or reaction. This verb is typically used in a question that seeks the candidate's views on the effectiveness of a literary or language device. For example: Choose ONE of the metaphors and comment on its effectiveness.
Compose	Make up, develop, form or create. For example: Compose FOUR questions that should be included in the questionnaire.
Compare and contrast	Express similarities and differences between at least two entities. 'Compare' refers to the similarities, while 'contrast' refers the differences. An alternative expression is 'State/Discuss similarities and differences'. For example:
	(1) <u>Compare and contrast</u> Tiger's speech and Urmilla's.
	(2) Discuss similarities and differences between Tiger's speech and Urmilla's.
Define	State precisely the meaning, nature or scope of (often with an illustration). This verb is usually used in relation to words/phrases. For example: Define the term "dialect".



Describe	Provide an account of something or an issue in words, including its significant characteristics or traits. For example: Describe how history has influenced the language situation in a named territory you have studied.
Discuss	Provide an extended answer that explores related concepts and issues, using detailed examples but not necessarily drawing a conclusion.
	 For example: In an essay of no more than 500 words, discuss the following: (a) The dialectal variation in the passage; (b) How film would effectively capture the communicative behaviours in this extract.
Explain	Make something (usually an idea, situation or problem clear by describing it in more detail or giving more information on it. For example: Two students are overheard discussing sources to be used for the research. Paul: I say we should forget that article from "The Gazette" and concentrate instead on parents as a source. Beryl: No way! Explain how EACH of the sources mentioned in the dialogue above could be used in the research.
Evaluate	Judge or determine the value of material (usually informationand its sources) for a given purpose. For example : <u>Evaluate</u> the reliability of the information.
Give /State	 Provide (usually short, concise answers). For example: (1) <u>Give</u> TWO reasons for your answers. (2) <u>State</u> the writer's main point in no more than 30 words.
Identify	Extract the relevant information from a stimulus without explanation. For example: 1 (a): <u>Identify</u> FOUR features of non – verbal communication that a politician might use in a debate in parliament.



Give an explanation (for a response or situation). **For example:** 1 (b) <u>Justify</u> one of the features in your answer in 1 (a) above.

Western Zone Office 7 May 2010



CARIBBEAN EXAMINATIONS COUNCIL

Caribbean Advanced Proficiency Examination ${\sf CAPE}^{{\scriptscriptstyle (\!\!R\!)}}$



COMMUNICATION STUDIES

Specimen Papers and Mark Schemes/Keys

Specimen Papers:

-Paper 01 Paper 02 Paper 03/2

Mark Schemes and Keys:

Paper 01 Paper 02 Paper 03/2



TEST CODE 02114010-ES

SPEC 2014/02114010-ES

CARIBBEAN EXAMINATIONS COUNCIL

CARIBBEAN ADVANCED PROFICIENCY EXAMINATION®

COMMUNICATION STUDIES

SPECIMEN PAPER 01

GATHERING AND PROCESSING INFORMATION – LISTENING

EXAMINER'S SCRIPT

ITEMS 1-7

ES-02114010/SPEC 2014

1. Say to candidates

Items 1–7 constitute Section A of this paper. They are based on an extract, which I will read to you. You will be given 2 minutes to look at the items before you listen to the extract. Then I will read the extract to you twice.

You are required to listen carefully to the extract before answering the items. You may make notes while you listen to the reading. You must NOT begin to answer the items until you are told to do so.

You are required to respond to the items on your answer sheet by selecting the correct option from the four options lettered A-D.

2. Say to candidates

Look at the items now for 2 minutes.

3. Two (2) minutes later, say to the candidates

Now listen carefully while I read this extract twice. Remember, you may make notes as I read.

4. Read the following extract twice at normal reading pace. (DO NOT dictate the extract for candidates to copy it.)

Dawn is a Fisherman

Dawn is a fisherman, his harpoon of light Poised for a throw — so swiftly morning comes: The darkness squats upon the sleeping land Like a flung cast-net, and the black shapes of boats Lie hunched like nesting turtles On the flat calm of the sea.

By Raymond Barrows

GO ON TO THE NEXT PAGE

ES-02114010/SPEC 2014

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

You have 90 minutes to answer all the items on Paper 01. When you are finished answering those items which are based on this extract, go straight Section B and answer the items 8 to 45 there. Do not wait for any further instructions I will tell you when the last fifteen minutes are left.

- 7. Seventy-five minutes later, tell the candidates that they have 15 minutes left.
- 8. Fifteen minutes later, at the end of the allotted 90 minutes, collect all papers and dismiss the candidates.

ES-02114010/SPEC 2014



SPEC 2014/02114010

CARIBBEAN EXAMINATIONS COUNCIL

CARIBBEAN ADVANCED PROFICIENCY EXAMINATION[®] COMMUNICATION STUDIES

SPECIMEN PAPER

Paper 01

1 hour 30 minutes

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

- 1. This test consists of 45 items divided into two sections, A and B.
- 2. Section A, based on a communication extract, consists of 7 questions. The extract, which is NOT included in the question booklet, will be read to you twice but you will be allowed two minutes to look at the questions before the extract is read to you.
- 3. Section B consists of 38 questions. Answer each question based on the information given.
- 4. In addition to the test booklet, you should have an answer sheet.
- 5. Each item in this test has four suggested answers lettered (A), (B), (C), (D). Read each item you are about to answer and decide which choice is best.
- 6. On your answer sheet, find the number which corresponds to your item and shade the space having the same letter as the answer you have chosen. Look at the sample item below.

Sample Item

Which of the following is an advantage of the questionnaire as a data collection method?

- (A) Ease of administration
- (B) Immediacy of feedback
- (C) Openness of discussion
- (D) Opportunity for clarification

 $\underline{Sample Answer}$

The best answer to this item is "Ease of administration", so (A) has been shaded.

- 7. If you want to change your answer, erase it completely before you fill in your new choice.
- 8. When you are told to begin, turn the page and work as quickly and as carefully as you can. If you cannot answer an item, go on to the next one. You may return to this item later.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

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SECTION A

Items 1–7

<u>Instructions</u>: You will hear an extract. It will be read twice. Listen carefully before answering the questions based on the extract.

4.

- 1. What is the MAIN idea in the extract?
 - (A) A fisherman goes fishing in the dawn.
 - (B) A fisherman goes fishing as soon as morning comes.
 - (C) Dawn in its different aspects quickly gives way to morning.
 - (D) Dawn in its different aspects is as quick as a thrown harpoon.
- 2. What details support the main idea of the extract?
 - I. "Harpoon of light"
 - II. "A flung cast-net"
 - III. "Black shapes of boats"
 - (A) I and II only
 - (B) I and III only
 - (C) II and III only
 - (D) I, II and III
- **3**. Which of the following BEST expresses the purpose of the extract?
 - (A) To show how quickly morning comes
 - (B) To describe dawn as a fisherman who goes to sea
 - (C) To compare the rays of the morning sun to a fisherman's harpoon
 - (D) To capture aspects of dawn through images associated with fishermen

- What is the literary device used in "The darkness squats upon the sleeping land"?
 - (A) Contrast
 - (B) Hyperbole
 - (C) Personification
 - (D) Transferred epithet
- 5. Which of the following literary devices are used in the extract?
 - I. Personification
 - II. Simile
 - III. Metaphor
 - (A) I and II only
 - (B) I and III only
 - (C) II and III only
 - (D) I, II and III
- 6. Which of the following BEST captures the poet's method of discourse?
 - (A) Narration of an event
 - (B) Description of a scene
 - (C) Provision of information
 - (D) Presentation of an argument
- 7. Which of the following comments BEST shows that the phrase "the black shapes of boats lie hunched like nesting turtles" is effectively used?
 - (A) It evokes a sense of admiration in the listener.
 - (B) It visually captures one aspect of the dawn.
 - (C) It compares the hunched state of the boats to turtles that are nesting.
 - (D) It shows that in the darkness boats can be mistaken for nesting turtles.

SECTION B

Items 8–11

5

Instructions: Read the following scenario carefully and then answer Items 8–11.

Uncle Jerry's Tees Fundraising that's Fun Raising

Why do some school fundraisers and other fundraising projects fail to reach their goals? In many cases, it comes down to the products. We've all been there—in a position where we feel obligated to buy a fundraising product because it's for a good cause even though, in reality, we will never use or enjoy that product. However, when you offer products that have broad-based appeal—that buyers are actually enthusiastic to purchase—your chances of success skyrocket. At Uncle Jerry's Tees Fundraising, we are proud to carry fundraiser products that people will be happy to buy—not only because they will be contributing to a good cause, but because they actually like what they are getting.

Retrieved and adapted from http://www.unclejerrystees.com.

- 8. Which of the following expresses the meaning of "broad-based appeal" in line 5?
 - (A) Popular request
 - (B) Intensive demand
 - (C) Far-reaching popularity
 - (D) Widespread attractiveness
- 9. The purpose of Uncle Jerry's Tees Fundraising message is to
 - (A) entertain the online reader
 - (B) supply information on fundraising
 - (C) convince readers to buy his products
 - (D) persuade readers to go into fundraising

- **10**. Which of the following factors is NOT true about the extract?
 - (A) It uses rhetorical language.
 - (B) It is a primary source of data.
 - (C) The writer seems to be knowledgeable about fund-raisers.
 - (D) Uncle Jerry's Tees Fundraising claims to carry products that people will buy.
- 11. Which of the following literary devices is used in the title of the extract?
 - (A) Pun
 - (B) Metaphor
 - (C) Assonance
 - (D) Oxymoron

Items 12-15

Instructions: Read the following scenario carefully and then answer Items 12–15.

In her private practice, Dr Pierre realizes that many of her young patients need treatment for overbite problems. She would like to research the causes of these problems.

- 12. Which of the following pairs of methods would be MOST suitable for gathering primary data for this research?
 - (A) Questionnaire and interview
 - (B) Observation and focus groups
 - (C) Questionnaire and content analysis
 - (D) Document analysis and focus group
- **13**. Which of the following is an advantage that the questionnaire, as a data collection method, would offer Dr Pierre?
 - (A) Ease of administration
 - (B) Immediacy of feedback
 - (C) Openness of discussion
 - (D) Opportunity for clarification

- 14. Which of the following data sources would be suitable for the research?
 - I. Young patients
 - II. Parents of her young patients
 - III. Classmates of her young patients
 - (A) I and II only
 - (B) I and III only
 - (C) II and III only
 - (D) I, II and III
- **15**. Which of the following should Dr Pierre do in order to generalize the findings of her research?
 - (A) Use a small sample size
 - (B) Use a representative sample
 - (C) Limit the demographic scope
 - (D) Use only secondary sources of data

Items 16-19

Instructions: Read the following excerpt carefully and then answer Items 16–19.

"Heat up, heat up," Mrs Jackson said. "I don't have no fridge, so if we don't heat everything, it gwine spoil."

"The word is 'eat', mama, not 'heat,' Natasha corrected her mother sternly. Mrs Jackson looked at her with pride.

5 "You know, Natasha always come first or second in her class. The only thing her teacher say is that she talk too much."

The child tightened, her face scornful and angry as she looked at her mother. Mrs Jackson smiled gently and several emotions went across her face. Andrea watched her, knowing she loved her mother but was ashamed of her. She, too, had felt that way,

10 until her mother died when she was sixteen, three years ago. But her reasons had been different. Mrs Jackson didn't seem the type who could drink white rum like a man and go to bars where she was the only woman. Andrea closed her eyes briefly.

"You've decorated your house nicely, Mrs Jackson," she said. "Have you lived here long?"

Adapted from Alecia McKenzie, "Natasha", Satellite City, Longman 1992.

- **16.** What is Natasha's attitude to the language variety used by her mother?
 - (A) Anger
 - (B) Admiration
 - (C) Acceptance
 - (D) Indifference
- 17. Which of the following BEST explains why Natasha displays an attitude of disapproval in line 7?
 - (A) Natasha's mother is telling Andrea about her.
 - (B) Natasha's teacher found her to be too talkative.
 - (C) Natasha's mother continues to speak English Creole.
 - (D) Andrea is embarrassed by the speech of Natasha's mother.

- **18**. What is the language register used by Mrs Jackson in the excerpt?
 - (A) Casual
 - (B) Frozen
 - (C) Formal
 - (D) Consultative
- **19**. Which of the following is NOT an instance of the grammar of Caribbean English Creole?
 - (A) "talk" (line 6)
 - (B) "come" (line 5)
 - (C) "don't have no fridge" (line 1)
 - (D) "if we don't heat everything" (lines 1 – 2)

Instructions: Read the following excerpt carefully and then answer Items 20–24.

"Gem!" she called. "Gem?" The second bellow was met with a timid reply. "Yes, Ma'am," the obviously frightened housekeeper responded. "I am tired of telling you that you ought to make your presence known when I am around."

5 "But mi neva know dat yu is ere Ma'am."
"Gem, don't tell me that the electronic car porch shutter makes far too much noise for you not to know that I am home."...
"Mi did not ear yu, Ma'am," Gem retorted tersely as she descended the stairs. "Yu see de print letter, Ma'am?"

6

10 "'Hear', Gem. Say 'hear'. There is an 'h' on that word." "Yes Ma'am, but me know yu undastan mi."

> Adapted from D.A. Harris, "Bougainvillea". Unpublished work, 2007.

- **20**. Based on how Gem and Ma'am use language, which of the following describes the nature of the relationship between them?
 - (A) Casual
 - (B) Formal
 - (C) Intimate
 - (D) Consultative
- 21. What is Ma'am's attitude towards the use of English Creole?
 - (A) Pride
 - (B) Shame
 - (C) Adoration
 - (D) Disapproval
- 22. In the utterance "Yes, Ma'am, but mi know yu understand mi", (line 11), which of the following areas of language is Gem focused on?
 - I. Pronunciation
 - II. Meaning
 - III. Grammar
 - (A) I only

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- (B) II only
- (C) I and II only
- (D) I, II and III

- **23**. Which of the following BEST describes "yu is ere" (line 5)?
 - (A) Bad language
 - (B) A case of subject verb agreement
 - (C) A good attempt at producing English Creole
 - (D) A failed attempt at producing Standard Caribbean English
- 24. Which aspect of Gem's speech is Ma'am correcting when she says, ""Hear', Gem. Say 'hear"??
 - (A) Social
 - (B) Semantic
 - (C) Phonological
 - (D) Grammatical

Items 25-27

<u>Instructions</u>: Examine the following table which displays the linguistic groupings of four Caribbean countries and then answer Items 25–27.

1	2	3	4	
Martinique	Nevis	Cuba	Bonaire	
Guadeloupe	Montserrat	Puerto Rico	Curaçao	

- **25.** The citizens of countries listed in Column 2 are predominantly speakers of
 - (A) Dutch
 - (B) French
 - (C) English
 - (D) Spanish
- 26. On the basis of language spoken, which of the following countries could replace Bonaire in Column 4?
 - (A) Saba
 - (B) Belize
 - (C) Dominica
 - (D) St Thomas

- 27. In which of the following islands would a group of Martiniquans be likely to encounter the LEAST difficulty communicating with the locals?
 - (A) St Croix
 - (B) Saint Lucia
 - (C) St Vincent
 - (D) Sint Eustatius

Items 28-30

Instructions: Select the most appropriate answer for Items 28–30.

- **28**. Which of the following would be the BEST justification for the use of Caribbean English Creole as a language?
 - (A) Caribbean English Creole can be used for every communicative function.
 - (B) Caribbean English Creole is used only for entertainment and casual interaction.
 - (C) Caribbean English Creole is proudly used by many people across the Englishspeaking Caribbean.
 - (D) Caribbean English Creole has been used by writers in novels and short stories.

- **29**. Which of the following factors does NOT critically affect the acquisition of the language people speak in Caribbean territories?
 - (A) Trade
 - (B) Education
 - (C) Intelligence
 - (D) Immigration
- **30**. Which of the following is NOT a dialect of a language spoken in the Caribbean region?
 - (A) Patois
 - (B) Kreyòl
 - (C) French
 - (D) Garifuna

Items 31-33

Instructions: Read the following scenario and then answer Items 31–33.

It is World AIDS Day and the students of CB College are attending a lecture. During the presentation, the students in the audience begin to fidget. The speaker suspects that it is because his presentation is not very clear and decides to make changes before presenting to another group.

- **31**. What are some organizational features that a presenter could employ to ensure that a presentation is coherent?
 - I. Clear topic sentences
 - II. Clear thesis statement
 - III. Transitional words
 - (A) I and II only
 - (B) I and III only
 - (C) II and III only
 - (D) I, II and III
- **32**. Which of the following sets of communicative behaviours would BEST help the presenter to enhance his presentation?
 - (A) Use of gestures, facial expression and vocalics
 - (B) Time management and distance from audience
 - (C) Use of graphics and time management
 - (D) Distance from audience, hairstyle and facial expressions

- **33**. Which of the following would NOT be an effective medium if the presenter were to make a similar presentation to a group of first form students?
 - (A) Lecture
 - (B) Dramatization
 - (C) Cartoon animation
 - (D) Slide presentation

Items 34-35

Instructions: Read the following scenario and then answer Items 34–35.

John is listening attentively to a guest lecture on short story writing. Shortly after the presentation starts, his teacher asks him to give the vote of thanks. John makes careful notes, which he uses as cues during the vote of thanks.

- **34**. Which method of presentation does John use in his speech?
 - (A) Prepared speech
 - (B) Extempore speech
 - (C) Memorized presentation
 - (D) PowerPoint presentation
- **35**. Which of the following communicative behaviours could John use to make his presentation effective?
 - (A) Standing erect on the spot
 - (B) Using different gestures
 - (C) Using a high-pitched voice
 - (D) Reading verbatim from his notes

Items 36-37

Instructions: Read the following scenario and then answer Items 36–37.

Tommy's younger brother, who is writing an essay as a Social Studies assignment, asks him to look at the first draft. Tommy notices that the draft is poorly organized.

- **36**. Which of the following sets of strategies could Tommy suggest that his brother use to improve the organization of his essay?
 - (A) Statistics and clear descriptions
 - (B) Graphs and clear descriptions
 - (C) Clearly defined main points and charts
 - (D) Clearly defined main points and transitional words

- **37**. Which of the following technological devices could Tommy's brother use to improve the visual presentation of his assignment?
 - (A) Television
 - (B) Word processor
 - (C) Document camera
 - (D) Overhead projector

Items 38-42

Instructions: Select the most appropriate answer for Items 38–42.

- **38**. Which of the following is an example of horizontal communication?
 - (A) Team members share ideas
 - (B) Managers set targets for staff
 - (C) Workers give feedback to managers
 - (D) Department heads give tasks to workers
- **39**. Which of the following elements of her opponent's delivery would a debater need to focus on to make an effective rebuttal?
 - (A) Introduction, thesis and conclusion
 - (B) Style of delivery, thesis and introduction
 - (C) Thesis, main points and supporting evidence
 - (D) Development, main points and supporting evidence
- **40**. An overseas student is asked to inform an assembly of students about her culture. Which of the following reasons BEST explains why visual aids would be an effective tool to use in her presentation?
 - (A) They can serve as a record of the presentation.
 - (B) They can act as supplemental material for the audience.
 - (C) They can allow the audience to participate in the presentation.
 - (D) They help the audience to better grasp the information being presented.

41. A young advertising executive is invited to address a group of CAPE Communication Studies students on the advantages and limitations of advertising.

What TWO elements of the communication process should he/she consider when planning the presentation?

- (A) Decoding and perception
- (B) Association and perception
- (C) Conceptualization and encoding
- (D) Conceptualization and persuasion
- **42**. You are a member of your school's winning football team and you have been asked to make a presentation to students of another school on the value of sportsmanship.

Which of the following combinations would be MOST appropriate to hold the interest of the students?

- (A) Skit and song
- (B) Report and song
- (C) Speech and poetry
- (D) Speech and video clips

Items 43-45

Instructions: Read the following scenario and then answer Items 43-45.

It is the hurricane season again and the members of the Emergency Relief Organization are identifying ways in which young people may be mobilized to act as volunteers in the event of a hurricane.

- **43**. Which of the following mediums of verbal communication would be MOST suitable for attracting a youthful audience?
 - (A) Jingles
 - (B) Sign language
 - (C) Spoken commands
 - (D) Official documents
- **44**. Which of the following mediums could be used by the members of the organization to encourage the young people to volunteer?
 - I. Case studies showing the work of the organization
 - II. Local celebrities endorsing volunteerism
 - III. Appeals made through schools' Red Cross groups
 - (A) I only
 - (B) I and II only
 - (C) I and III only
 - (D) I, II and III

- **45**. Which of the following would NOT be helpful to the organization in ensuring continued youth participation?
 - (A) Staging a song competition in the schools
 - (B) Criticizing the work ethic of youth on public media
 - (C) Involving the young people in a mentorship programme
 - (D) Encouraging families to participate in the organization's activities

END OF TEST

Item	Specific Objective	Key	Item	Specific Objective	Key
1	M1; SO 4	С	26	M2; SO 7	А
2	M1; SO 4	D	27	M2; SO 7	В
3	M1; SO 4	D	28	M2; SO 2	А
4	M1; SO 4	С	29	M2; SO 7	C
5	M1; SO 4	D	30	M2; SO 7	C
6	M1; SO 2	В	31	M3; SO 9	D
7	M1; SO 2	В	32	M3; SO 6	Α
8	M1; SO 4	D	33	M3; SO 11	А
9	M1; SO 4	С	34	M3; SOs 3, 6	В
10	M1; SO 6	В	35	M3; SOs 4, 6	В
11	M1; SO 4	А	36	M3; SO 9	D
12	M1; SO 6	D	37	M3; SO 11	В
13	M1; SO 6	А	38	M3; SO 3	А
14	M1; SO 6	D	39	M3; SO 4	C
15	M1; SO 6	В	40	M3; SOs 7, 11	D
16	M2; SO 8	А	41	M3; SO 4	C
17	M2; SO 7	С	42	M3; SO 7	D
18	M2; SO 8	А	43	M3; SO 7	Α
19	M2; SO 3	D	44	M3; SO 7	D
20	M2; SO 8	В	45	M3; SO 4	В
21	M2; SO 7	D			
22	M2; SO 8	В			
23	M2; SO 3	D			
24	M2; SO 3	С			
25	M2; SO 7	С			

TEST CODE 02114020 SPEC/2010

FORM - 02114020 SPEC/2010

CARIBBEAN EXAMINATIONS COUNCIL HEADQUARTERS

ADVANCED PROFICIENCY EXAMINATION

COMMUNICATION STUDIES

SPECIMEN PAPER

PAPER 02

2 hours 30 minutes

INSTRUCTIONS TO CANDIDATES

Answer ALL questions.

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0211420/CAPE SPEC/2010

SECTION A

MODULE 1 – GATHERING AND PROCESSING INFORMATION

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

Look at them behind their counters – young, neatly outfitted in their starched fast food uniforms or their linen and polyester clerk suits. They quickly and effortlessly tap the keys on their cash registers and computers, answer phones, and look quite efficient, don't they? They seem as if they can think, don't they? Don't let the pressed clothes and technology fool you; many of them can't. Let there be a glitch or a breakdown and then you'll see what lies beneath the suits and uniforms and beyond the counters – operators of broken-down cash registers and computers who will fumble to spell and calculate. And you, older than they, will wonder what they spent their primary and secondary school years learning.

You can spot them everyday, everywhere. Last week, for example, I saw the brain of a young attendant at a fast food outlet shut down the instant his computer crashed. Before the crash, he had appeared capable as he punched the appropriate keys for the orders. But when he was faced with having to write down what his customers wanted, he could only operate in slow motion. I know because, to my misfortune, I was about to order a tuna sandwich and a large orange juice when the system failed. After a minute or two of trying to spell the two items, he scrunched up the piece of paper and started writing afresh on a second sheet. I was not sure I'd get the correct meal.

Two days after this calamity, I encountered one of Mr. Illiteracy's pals, a Miss Innumeracy, in a store downtown when I was trying to pay a bill of \$26.05 with two twenty-dollar bills. Because of a mix-up, the cash register was closed, and so the young girl had to calculate on paper how much change to give me. After an eternity of scratching her head and calculating on a sheet of paper, she handed me \$14.05, but, thanks to my Standard Five teacher, I had already calculated in my head that I should have received \$13.95. When I told her so, she seemed mentally paralysed. Luckily, another suited girl, who looked senior in age and rank, came to her rescue. She whipped out a calculator, pressed a few keys, and, presto, gave me the right change, scolding Miss Innumeracy for her bad math!

I left, thinking sadly that there was nothing I could do to help them make up for the years they had spent in their classrooms not bothering to learn how to read, write, count, or think.

Adapted from Suzanne Mills, "Between the Lines", <u>Trinidad and Tobago Newsday</u>, June 2, 2004, p.11.

- (a) State the writer's MAIN point in no more than 30 words. (2 marks)
- (b) Write an ESSAY in no more than 500 words in which you include reference to the following:
 - (i) The writer's purpose
 - (ii) Organisational strategies
 - (iii) Language techniques
 - (iv) An evaluation of the appropriateness of the tone.

(23 marks)

[Total 25 marks]

SECTION B

MODULE 2 – LANGUAGE AND COMMUNITY

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

With great dignity, she slowly mounted the steps of the Housing Office in town. The chief clerk in the office greeted her politely and offered her a chair.

He remembered his boyhood days when he would buy three oranges for a penny from Tantie's tray in the market.

'Tantie, I am glad you came in answer to my letter. We have a little matter to settle.'

He stretched out his bare knees and long stockinged legs under the desk. Tantie remained silent.

'I know how you feel to leave the old place. But never mind, we'll fix you up snug and nice.'

'Me old house is good enough for me, thank you. I ain't going nowhere.'

'Yes, Tantie, but you won't be able to stay there when they build the road and all the heavy lorries and taxis start passing along there.'

He pleaded but Tantie remained adamant.

'All right Tantie. We'll see what can be done.'

'Any luck?' asked his assistant coming in from the adjoining room after she had gone.

'No use arguing. I think we'll just have to move the old girl bodily.'

Monica Skeete, <u>The Road</u>, Thomas Nelson & Sons Ltd., 1982, pp. 115 – 116.

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

- (a) The different ways in which the clerk and Tantie use language;
- (b) The various social factors responsible for the tension in the interaction they have;
- (c) How a video presentation would highlight that tension.

SECTION C

MODULE 3 – SPEAKING AND WRITING

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

Your Principal has invited you to deliver the feature address for the annual graduation ceremony at your school/college, in which tolerance and togetherness are emphasised. 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.

(4 marks)

(b) In no more than 300 words, write the feature address in which tolerance and togetherness are emphasised. (21 marks)

[Total 25 marks]

END OF EXAMINATION

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ADVANCED PROFICIENCY EXAMINATION

SPECIMEN PAPER

COMMUNICATION STUDIES

PAPER 02

MARK SCHEME

PAPER 02 MARK SCHEME 2010

Question 1

Content (10 marks)

(a) Award **2 marks** for the main point of the writer:

Young adults in the workplace, both male and female, are frustratingly illiterate and innumerate, having squandered their learning opportunities in primary and secondary school. [2 marks]

(b) (i) Award **2 marks** for the writer's purpose, something like the following:

To draw public attention to the illiteracy and innumeracy of primary and secondary school graduates in the workplace in hope, perhaps, of motivating corrective action. [2 marks]

- (ii) Award **1 mark** for each of **TWO** of the following organisational strategies such as:
 - a) report of personal experience (two encounters: one with an illiterate young man, the other with an illiterate young lady);
 - b) use of contrast (for example, between the attendants' impressive attire and their educational incompetence; between that incompetence and the writer's (the latter acquired in primary school)
 - c) indication that the problem affects both genders

[2 marks]

- (iii) Award **1 mark** for each of **TWO** language techniques
 - a) the general-reference statement 'You can spot them everyday, everywhere', illustrated by the two encounters mentioned above
 - b) emotive language, in particular, the language of frustration and distress
 - c) choice of names to emphasise characteristics focused on.
 [2 marks]

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- (iv) Award **2 marks** for an evaluation of tone such as the following:
 - a) there is a clear tone of concern/frustration that is achieved through, for example, use of negative emotive words/phrase (for example, 'fumble', 'wonder...', 'to my misfortune', 'calamity', 'Mr. Illiteracy') and a contrast between physical appearance and mental incompetence.

Award **1 mark** for an answer which simply identifies the tone.

Organisation	7 marks
Excellent introduction, thematic cohesion, appropriate use of	
transitional devices, effective conclusion.	7
Good use of the above with one to two weaknesses visible.	5 - 6
Adequate level of organisation with several weaknesses noted.	3 - 4
Unsatisfactory level of organisation. Weaknesses in all areas	1 - 2
identified above.	
No organisation.	0

Expression	8 marks
Excellent, effective and error free use of language.	8
Very good use of language though there may be few lapses.	7
Good use of language though there may be a few lapses.	5 - 6
Some ability to use language accurately and effectively, but with	3 - 4
some inconsistency in accurate usage.	
Frequent, inaccurate use of language.	
OR	1 - 2
Insufficient information presented to make an assessment.	
Inability to use language accurately.	
OR	0
Too little information presented to make an assessment.	

Total 25 marks

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Question 2

Content (10 marks)

Award 10 marks for the discussion of:

(a) The clerk's use of Standard English versus Tantie's partial use of non-standard English; the relationship of the usage to social status and level of formality of context: for example, (i) the clerk holding an important government office but Tantie being a market vendor who has grown old; (ii) the meeting taking place in a government office where the atmosphere is, by default, formal; and (iii) Tantie's attempt to use standard English as a result of that formality.

Clerk's use of specific language and tone (i) "little matter" is used to put Tantie at ease and avoid confrontation (ii) "snug and nice" used to placate her. Also use of "move the old girl" suggests a disparaging attitude in contrast to his seeming caring portrayed before.

Tantie shows her inflexibility and formality in her language use. (i) Her use of "thank you" suggests the formality as she distances herself from the clerk's attempts to placate her. (ii) Her abrupt sentence speaks to her dissatisfaction with moving. (iii) Her not speaking also points to her dissatisfaction.

(b) Tantie's desire to keep her old house versus the clerk's desire for her to move because of plans to build a road nearby – tradition versus progress; their familiarity with each other in different roles and at different levels of maturation: she a market vendor and he merely a boy who bought oranges from her; the social roles reversed as evidenced, for example, in his government job, his official attire, and her, a grown woman, having to come to him; his polite tone versus her insistence on staying.

Tantie's recognition that she is being taken advantage of because of her position in society (her powerlessness) versus the clerk's need to carry out his job.

(c) The clerk leaning towards a stern, straight-backed Tantie, smiling but mixing respect with firm intention; he pleading and perhaps smiling, but she unwavering, now expressionless, now animated and perhaps raising her voice; she with a stern, erect posture as she sits listening, adopting a cold tone in contrast with the intended warmth of that of the clerk; perhaps background scenes contrasted with the present-day scene.

The emphasis on the distance between the clerk's desk and Tantie's position to highlight tension.

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Content	10 marks
A superior response that addresses all areas identified.	9 - 10
A good response that addresses most of the areas identified.	7 - 8
A fair response that addresses half of the areas identified;	5 - 6
however, not all fully developed.	
A weak response – less than half of expected content. Not well	3 - 4
developed.	
A poor response. Minimal content evident.	0 - 2

Organisation	7 marks
Excellent introduction, thematic cohesion, appropriate use of	
transitional devices, effective conclusion.	7
Good use of the above with one to two weaknesses visible.	5 - 6
Adequate level of organisation with several weaknesses noted.	3 - 4
Unsatisfactory level of organisation. Weaknesses in all areas	1 - 2
identified above.	
No level of organisation.	0

Expression	8 marks
Excellent, effective and error free use of language.	8
Very good use of language though there may be few lapses.	7
Good use of language though there may be a few lapses.	5 - 6
Some ability to use language accurately and effectively, but with	3 - 4
some inconsistency in accurate usage.	
Frequent, inaccurate use of language.	
OR	1 - 2
Insufficient information presented to make an assessment.	
Inability to use language accurately.	
OR	0
No information presented to make an assessment.	

Total 25 marks

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Question 3

Content (10 marks)

Award 4 marks for discussion of TWO verbal and TWO non-verbal elements.

(a) Verbal	 language appropriate to both groups not frozen but not too casual choice of vocabulary – inclusion of youth language use of short sentences, rhetorical questions 	
Award 1 m	ark each for any two	[2 marks]
(b) Non-verba	- gestures, eye contact, movement, dress	

- voice modulation
- specific dress

Award 1 mark each for any two

- (c) Speech should include:
 - formal greeting (not "protocol observed")
 - references to the two terms in relation to both parents and graduands
 - persuasive techniques, for example, repetition, rhetorical questions, analogy, emotive language, reference to authority.

[6 marks]

[2 marks]

See grid on page 7 for descriptors for mark scheme for (c)

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Content for Part (c)	6 marks
A superior response that addresses required content.	6
A good response that addresses most of the areas required.	4 - 5
A moderate response that addresses half of the areas required.	2 - 3
A poor response. Minimal content evident.	0 - 1

Organisation	7 marks
Excellent introduction, thematic cohesion, appropriate use of	
transitional devices, effective conclusion.	7
Good use of the above with one to two weaknesses visible.	5 - 6
Adequate level of organisation with several weaknesses noted.	3 - 4
Unsatisfactory level of organisation. Weaknesses in all areas	1 - 2
identified above.	
No organisation.	0

Expression	8 marks
Excellent, effective and error free use of language.	8
Very good use of language though there may be a few lapses.	7
Good use of language though there may be a few lapses.	5 - 6
Some ability to use language accurately and effectively, but with	3 - 4
some inconsistency in accurate usage.	
Frequent, inaccurate use of language.	
OR	1 - 2
Insufficient information presented to make an assessment.	
Inability to use language accurately.	
OR	0
No information presented to make an assessment.	

Total 25 marks



CARIBBEAN EXAMINATIONS COUNCIL

ADVANCED PROFICIENCY EXAMINATION

SPECIMEN PAPER

COMMUNICATION STUDIES

PAPER 03/2

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2010

SECTION A

MODULE 1 – GATHERING AND PROCESSING INFORMATION

Question 1 (a)

An excellent answer should contain:

- Two Siberian languages Middle Chulym and Tofa-are vanishing as a result of small numbers of speakers.
- They are among hundreds of languages that are likely to disappear.
- Languages that die without being recorded rob the world of vital information about complex structures that humans are able to produce, as well as certain knowledge about the local environment.

5 marks	[5]	marks]	
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Summary	5 marks
For a well executed summary containing all of the information	5 marks
For a good summary including most of the points	3 – 4 marks
For an answer with half the points	2 marks
For no response or a very weak attempt at summarising	0 – 1 mark

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Question 1 (b)

An excellent answer should contain the following points:

- Authoritative evidence used as a report refers to the findings and perspectives of a linguist who had documented two dying Turkic languages
- Report presents what writer takes to be the thesis/essence of the linguist"s documentation.
- Report cites remarks by the linguist in support of thesis, including data on numbers of speakers.
- Report seems credible enough
- Its credibility would have been strengthened by reference to the work of other observers/researchers.

Question 1 (b) (15 marks)

Content	7 marks
An excellent evaluation of the effect of sources, content and medium on the validity and reliability of the information presented.	7
A good evaluation of the effect of sources, content and medium on the validity and reliability of the information presented.	5 - 6
An acceptable evaluation of the effect of sources, content and medium on the validity and reliability of the information presented.	3 - 4
An unsatisfactory evaluation where the candidate demonstrates little or no skill in evaluating the effect of sources, content and medium.	0 - 2

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Question 1 (b) cont'd

Expression	4 marks
Clear, grammatical Standard English with excellent control of style.	4
Acceptable control of Standard English. However, there may be some errors.	2 - 3
Weak control of Standard English with numerous errors.	0 - 1

Organisation	4 marks
Information organised meaningfully with excellent use of introduction, development and conclusion.	4
Acceptable use of introduction, development and conclusion.	2 - 3
Weak response with little or no use of paragraphing.	0 - 1

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SECTION B

MODULE 2 – LANGUAGE AND COMMUNITY

Question 2

Candidate may choose to discuss any two of the following.

(i) <u>Registers</u>

- Mrs Jackson begins in a very formal register but there are shifts back and forth in the intimacy and formality of her register depending on what she wants to communicate
- Andrea uses a formal register throughout the piece indicating her respect for and lack of intimate knowledge of Mrs Jackson
- Natasha''s register indicates the familiarity of the family relationship

(ii) **Dialectal variation**

- The use of Standard English by Andrea: "You"ve decorated your home so nicely"
- The use of Standard English by Natasha: "The word is "eat", mama, not "heat"
- The use of Creole by Mrs Jackson.

I don"t have no fridge, ... it gwine spoil

- Varieties depict the difference in social class and education.

(iii) <u>Attitudes to language</u>

- Natasha is ashamed of her mother"s use of Creole she looked at her mother scornfully. She corrected her mother even though they had a visitor.
- Mrs Jackson, on the other hand, is proud of her daughter"s ability to speak English. She seems to link her accomplishment at school with her ability to speak English.
- Mrs Jackson welcomes the correction and seems to be making an effort to use English, illustrating her acceptance of English as "superior".

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(iv) <u>Communicative behaviours</u>

- Natasha"s stern/scornful look: disapproval, shame.
- Mrs Jackson"s smile: pride
- Andrea"s closed eyes: shutting out unpleasant memory
- Slow chewing: Andrea"s concern for Mrs Jackson"s & Natasha"s well-being

(a)	Content	8
	An effective analysis of all dialectal variation, attitudes to language and communicative behaviours demonstrated in the given piece.	8
	A good analysis of all dialectal variation, attitudes to language and communicative behaviours demonstrated in the given piece.	6 -7
feature	A fair attempt at analysing the salient features. However, <u>some</u> identified es are not discussed.	4 - 5
	An inadequate analysis where the candidate identifies but does not adequately discuss the salient features of the language demonstrated in the piece.	2 - 3
	Weak, little or no identification or analysis of the given piece.	0 - 1

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Question 2 cont'd

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(b)	Expression	7
	Analysis done in clear English Excellent control of formal syntactic structures No grammatical errors Style fluent.	7
	Analysis done in clear English Good control of formal syntactic structures No grammatical errors Style fluent.	6
	Analysis done in clear English Some control of formal syntactic structures Few grammatical errors Style not fluent.	5
	Analysis clear Some control of formal syntactic structures Several grammatical errors Style not fluent.	4
	Analysis discernible Little control of formal syntactic structures Many grammatical errors Style not fluent.	3
	Few elements of analysis evident Poor control of formal syntactic structures Extensive grammatical errors Style not fluent.	2
	Expression interfering with coherence of analysis Almost no control of syntactic structures English grammar not used.	1
	Answer incoherent.	0

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Question 2 cont'd

(c) Organisation	5
Candidate demonstrates superiority in the use of:	
Introduction Development Conclusion Coherence Paragraph unity/transition words between paragraphs.	4 - 5
Candidate demonstrates competence in the use of:	
Introduction Development Conclusion Coherence Paragraph unity/transition words between paragraphs.	3
Candidates suggests competence in the use of:	
Introduction Development Conclusion Coherence Paragraph unity/transition words between paragraphs.	2
Candidate demonstrates incompetence in the use of:	
Introduction Development Conclusion Coherence	0 - 1
Paragraph unity/transition words between paragraphs.	

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SECTION C

MODULE 3 – SPEAKING AND WRITING

Question 3

- (i) Writer's emotional involvement:
 - The writer mentally recaptures the beauty of a place. She loves Tobago.
 - She seems overwhelmed/ecstatic/mesmerized/nostalgic.
- (ii) Intended audience:
 - Visitors to the island
 - Prospective tourists
- (iii) What the writer hopes to achieve:
 - An increase in the number of visitors to the island
 - An appreciation by the non-resident of Tobago as a highly attractive tourist destination
- (iv) Suitable contexts for the piece:
 - Trade Fair promoting Tourism product abroad
 - A reception held for overseas visitors who have just arrived in the island
 - An advertisement on radio, TV or electronic media
 - Educational material for building local pride.

Total 20 marks

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Question 3 cont'd

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(a)	Content	8
	Excellent response in which the candidate clearly and effectively responds to all the questions asked.	8
questic	Good response in which the candidate effectively responds to most the ons asked.	6 – 7
of the d	Adequate response in which the candidate attempts to respond to most questions asked but does not do so effectively.	4 -5
	Inadequate response in which the candidate covers only half of the expected content.	2-3
of the d	Weak response in which there is little or no attempt to fulfil the requirements question.	0 - 1

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Question 3 cont'd

(b)	Expression	6
	Excellent control of formal syntactic structures No grammatical errors Style fluent	6
	Good control of formal syntactic structures No grammatical errors Style fluent	5
	Some control of formal syntactic structures Few grammatical errors Style fluent	4
	Little control of formal syntactic structures Many grammatical errors Style not fluent	3
	Poor control of formal syntactic structures Extensive grammatical errors Style not fluent	2
	Expression interfering with coherence of response Almost no control of syntactic structures English grammar not used	1
	Answer incoherent.	0

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ADVANCED PROFICIENCY EXAMINATION COMMUNICATION STUDIES

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Question 3 cont'd

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(c) Organisation	6
Candidate demonstrates superiority in the use of:	
Introduction	
Development	5 - 6
Conclusion	
Coherence	
Paragraph unity/transition words between paragraphs.	
Candidate demonstrates competence in the use of:	
Introduction	
Development	3 - 4
Conclusion	
Coherence	
Paragraph unity/transition words between paragraphs.	
Candidate suggests competence in the use of:	
Introduction	2
Development	
Conclusion	
Coherence	
Paragraph unity/transition words between paragraphs.	
Candidate demonstrates incompetence in the use of:	
Introduction	0 -1
Development	
Conclusion	
Coherence	
Paragraph unity/transition words between paragraphs.	