INSTRUCTIONS TO CANDIDATES

1. Answer ALL questions.

2. Write your answer to each question in the space provided.

3. Notes or other textual materials are not allowed in the examination room.
SECTION A

MODULE 1 – GATHERING AND PROCESSING INFORMATION

Questions 1 – 2

Read the scenario below, then answer questions 1 – 2.

A group of Agricultural Science students at Miller High School, which is located in a remote community, is doing research on the transportation problems faced by the small farmers in the community.

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

Method 1: ________________________________________________________________

Method 2: ________________________________________________________________ [2 marks]

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

Strength of Method 1

______________________________________________________________

[1 mark ]

Weakness of Method 1

______________________________________________________________

[1 mark ]

Strength of Method 2

______________________________________________________________

[1 mark ]

Weakness of Method 2

______________________________________________________________

[1 mark ]
(b) Suggest TWO reasons why a questionnaire might NOT be suitable for collecting the data for this research.

(i) 

(ii) 

[2 marks]

Total 8 marks

2. (a) State THREE questions which the students might ask the farmers that would elicit valid data for this research.

(i) 

(ii) 

(iii) 

[3 marks]

(b) Name FOUR sources, other than the farmers themselves, that could provide information on the transportation problems faced by the farmers in the community.

(i) 

(ii) 

(iii) 

(iv) 

[4 marks]

Total 7 marks

GO ON TO THE NEXT PAGE
SECTION B

MODULE 2 – LANGUAGE AND COMMUNITY

Questions 3 – 6

Read Susan’s monologue below, then answer questions 3 - 4.

‘Lord, mi chile, every time mi go by Tantie, she does seh mi does talk too bad. She does say ah does chop up de words an dem and mix up de language too much. She does seh mi doesn ‘communicate’ right. Lord! Dem big words dere she expec mi to use. She does seh I must speak the standard language so that I may move up in society. An yu know, I say I was talking nice wid Merican accent an ting!’

3. (a) Susan laments being told by Tantie that she does not communicate well. Give THREE examples of structures in Susan’s monologue to which Tantie would object.

(i) ____________________________________________________________

(ii) ____________________________________________________________

(iii) ____________________________________________________________

[3 marks]

(b) State FOUR reasons why Tantie sees the standard language as “good language”.

(i) ____________________________________________________________

(ii) ____________________________________________________________

(iii) ____________________________________________________________

(iv) ____________________________________________________________

[4 marks]

Total 7 marks
4. (a) State FOUR arguments you would use to convince Tantie that what Susan is speaking is a language.

(i) 

(ii) 

(iii) 

(iv) 

[4 marks]

(b) Describe how history has influenced the language situation in a named territory you have studied.

[4 marks]

Total 8 marks
5. **Read the scenario below, then answer the questions that follow.**

In the Caribbean, it is normal for politicians to use Creole during election campaigns when they move from district to district. However, when they become government ministers, they typically make their speeches in the standard language.

(a) Give TWO reasons why a politician might use the TWO language varieties.

(i) 

(ii) 

(b) (i) Identify THREE other groups of persons who use the two different varieties in their spoken language.

(i) 

(ii) 

(iii) 

(ii) For any ONE of the groups identified in 5 (b) (i) above, state the context in which each of the TWO language varieties may be used.

Creole:

Standard English:

[2 marks] [3 marks]

Total 7 marks
6. Read the scenario illustrated below, then answer the questions that follow.

Congratulations, Paul. I understand that you have been chosen as valedictorian. Thanks. See a copy of my speech here.

Ron reads the speech

You can't use so much Patois, Paul. It's graduation. What difference dat will make?

(a) In advising Paul against using too much Patois in the valedictory address, what point is Ron making about language and setting?

______________________________________________________________________________________________________________________________

[2 marks]

(b) (i) What FOUR technological devices could Paul use to enhance his presentation?

(i)_____________________________________________________________________________________________________________________

(ii)___________________________________________________________________________________________________________________

(iii)_________________________________________________________________________________________________________________

(iv)_________________________________________________________________________________________________________________

[4 marks]

(ii) Explain how ONE device you identified in 6 (b) above could enhance Paul's presentation.

DEVICE:_____________________________________________________________________________________________________________________

_________________________________________________________________________________________________________________________

_________________________________________________________________________________________________________________________

_________________________________________________________________________________________________________________________

[2 marks]

Total 8 marks

02114010/CAPE2005

GO ON TO THE NEXT PAGE
SECTION C

MODULE 3 – SPEAKING AND WRITING

Questions 7 – 10

Consider the situation below, then answer the questions that follow.

The Sixth-Form Association is a newly-formed organization with a small membership. The members wish to embark on a recruitment drive.

7. (a) List THREE aspects of the communication process that the members should consider before they begin to create their recruitment message.

(i) 

(ii) 

(iii) 

[3 marks]

(b) Select TWO of the aspects that you have listed in 7 (a) above, and explain the significance of EACH.

Aspect: 

Significance:

Aspect: 

Significance:

[4 marks]

Total 7 marks
8. (a) Identify THREE means by which the members of the Sixth-Form Association can convey their message effectively.

(i) ______________________________________________________________________

(ii) ______________________________________________________________________

(iii) ______________________________________________________________________ [3 marks]

(b) Select TWO of the means that you have identified in 8 (a) above, and explain why EACH can be used to convey the message effectively.

Means: ______________________________________________________________________

Explanation:
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Means: ______________________________________________________________________

Explanation:
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________ [4 marks]

Total 7 marks
9. (a) List FOUR contexts of communication that may be deemed suitable for the Sixth-Form Association's recruitment drive.

(i) 

(ii) 

(iii) 

(iv) 

[4 marks]

(b) Choose ONE of the contexts you listed in 9 (a) above and give TWO reasons for its suitability.

Context:


Reasons:

(i) 

(ii) 

[4 marks]

Total 8 marks
10. Read the scenario illustrated below, then answer the questions that follow.

(a) Suggest TWO reasons why Nigel did NOT receive the message clearly.

(i) 

(ii) 

(b) List FOUR elements in the communication process implied in the scenario above.

(i) 

(ii) 

(iii) 

(iv) 

[4 marks]

[4 marks]

Total 8 marks

END OF TEST