

003271/CAPE/SPEC/MS/2003

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

ADVANCED PROFICIENCY EXAMINATION

COMMUNICATION STUDIES

SPECIMEN PAPER

PAPER 01/A

MARK SCHEME

COMMUNICATION STUDIES

SPECIMEN PAPER 01/A

MARK SCHEME

SECTION A

MODULE 1 - GATHERING AND PROCESSING INFORMATION

Question 1

(a) Award ONE mark EACH for any TWO of the following:

- interview
  - direct observation
  - scientific testing
- [2 marks]

(b) Award ONE mark for any ONE of the following:

- strengths
  - more reliable
  - invites open discussion
  - more accurate
- [2 marks]

Weaknesses

- Responses not always honest
  - Bias observation
  - Results may vary depending on time chosen
- [2 marks]

(c) Award ONE mark for any TWO of the following:

- face to face
  - telephone
  - mail
  - e-mail
  - posted on web-site for respondents to fill in and submit by clicking
- [2 marks]

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**Question 2**

(a) Award ONE mark EACH for any TWO of the following:

- Residents in the area
- Health Authorities
- River
- Fishermen
- Environmentalists
- Recreational users

[2 marks]

(b) Award ONE mark for any ONE of the following:

- Previous research
- Library
- Newspapers
- Environmental publications
- Internet

[1 mark ]

(c) Award ONE mark for any TWO of the following:

- Timing of data collection
  - Restricted location
  - Bias/select sampling
  - Sampling too small
- Questionnaire may be administered to:
- restricted location
  - small spread
  - special interest groups

[2 marks]

(d) Award ONE mark EACH for ONE of the following:

- Results cannot be generalised
- Location would not be representative of entire community
- Results obtained may vary

[2 marks]

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SECTION B

MODULE 2 - LANGUAGE AND COMMUNITY

Question 3

(a) Award ONE mark to EACH of any THREE of the following:

- Persuading
- Questioning
- Directing
- Informing
- Providing aesthetic pleasure/entertaining

[3 marks]

(b) Award ONE mark EACH for any TWO formal situations identified.

[2 marks]

(c) Award ONE mark EACH for any TWO informal situations identified.

[2 marks]

Question 4

(a) Award TWO marks EACH for the reasons given, for example:

- mixing of more than one culture
- historical reasons; indigenous peoples and immigrants

[4 marks]

(b) Award ONE mark for EACH of FOUR of the following:

- replacement of the 'th' sound with 'd' and 't'
- insertion of does for habitual
- forming one word from two words kinda for kind of
- absence of copula (is)  
e.g. it fancy, it formal, it free
- absence of 's' from possessive pronoun

[4 marks]

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**Question 5**

(a) Give ONE mark EACH for any TWO of the following:

- use of creole - forms a barrier
- register may be too informal
- ambiguous.

[2 marks]

(b) Give ONE mark for "You get it jus now."

[1 mark ]

(c) Give ONE mark EACH for any FOUR of the following:

- multinational
- symbolic
- has a lexicon
- grammatical structure.

This list is not exhaustive.

[4 marks]

**Question 6**

(a) Give ONE mark EACH for the following:

- Dialect is not appropriate to a funeral eulogy
- Dialect is appropriate to describe Conrad.

[2 marks]

(b) Give TWO marks for a complete explanation.  
Give ONE mark for an incomplete explanation.

- Language should be informed by the type of occasion or setting.
- Formal language should be spoken in formal settings.
- Casual language may be spoken in informal settings.

[2 marks]

(c) (i) Give ONE mark EACH for any TWO of the following:

- video/camcorder
- tape recorder
- multi-media projector
- digital camera
- internet
- satellite feed

[2 marks]

(ii) Give ONE mark for a clear explanation of the way in which each device could be used.

[2 marks]

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SECTION C

MODULE 3 - SPEAKING AND WRITING

Question 7

(a) Award ONE mark EACH for any THREE of the following:

- Conceptualization
- Encoding
- Selection of channel
- Decoding
- Interpretation
- Feedback
- Type of audience
- Setting

[3 marks]

(b) Award TWO marks for EACH response which gives a clear explanation of its significance; ONE mark for a partial explanation.

[4 marks]

Question 8

(a) Award ONE mark EACH for any THREE of the following:

- face-to-face interaction
- dropping a note or flyer or leaflet into people's mail box
- walking along the streets of the community with a renowned environmentalist
- discourse
- a public speech
- a written piece, for example, a letter
- his personal attire (a green jersey, a green hat, a jersey with a logo)
- a poster or posters
- use of objects such as garbage bins, rakes ...
- appear on TV's community programmes
- informative leaflets for the general public
- a magazine aimed at 'teens' readership

[3 marks]

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**Question 8 cont'd**

- (b) Award TWO marks for EACH coherent explanation which shows why EACH means of communication would be effective.

For example:

- a public speech would allow him to convince his audience with a profound effect, for he can use non-verbal techniques (such as facial expressions, gestures and voice variation to get his point across)
- a letter to villagers would be a bit more formal and structured; it would be effective
- his personal attire would strengthen his resolve and would facilitate deeper awareness for all
- illustrations on posters and banners would serve to send a visual message
- leaflets would be effective for they can be distributed door-to-door
- an interview with the host of community programmes (on TV) would serve to make his views more public (more nationwide)

**[4 marks]**

**Question 9**

- (a) Award ONE mark EACH for any THREE of the following:

verbal -            a speech  
                      a letter  
                      an advertisement

**[3 marks]**

- (b) Award ONE mark EACH for any THREE of the following:

non-verbal -    objects  
                     his attire  
                     graphics  
                     body language

**[3 marks]**

- (c) Award TWO marks\* for a coherent explanation. ONE mark can be awarded for a partial response.

**[2 marks]**

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**Question 10**

(a) Award FOUR marks for a coherent answer which shows that the old man (second speaker) did not fully understand the facts of the issue.

- The teen may not have gone into depth on the issue; his focus was narrow
- The time was too short to get the message to everyone
- Some of the basic communication principles were not applied, for example, the teen must take into consideration people's social and occupational positions in society.
- The language used by the teen may not have been appropriate in some social contexts.

**[4 marks]**

(b) Award TWO marks for EACH response that is coherent and reasonable.

**[4 marks]**