

003274/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 03/B

MARK SCHEME

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MARK SCHEME

SECTION A

MODULE 1 - GATHERING AND PROCESSING INFORMATION

Question 1

(i) An excellent answer should contain:

- students love computers in school
use computers to access adult entertainment
- some students are benefiting from the use of technology

Content [5 marks]

Award: 5 marks for a well executed summary containing all of the information

3 - 4 marks for a good summary including most of the points

2 marks for an answer with half the points

0 - 1 mark for no response or a very weak attempt at summarizing

(ii) An excellent response should discuss the following:

- evidence is given about one school
- cannot necessarily apply to other schools
- evidence may or may not be reliable as only Principal's view point is given
- She/He should know what is happening in the school BUT is she/he being honest or protecting the reputation of the institution? Is the Principal biased?
- Key words such as "few" are not defined by number hence impact subjective/vague.
- article not a comprehensive report.

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(a) Content	7
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
(b) Expression	4
Clear, correct language with excellent control of style	4
Acceptable control of language. However there may be some errors.	2 - 3
Weak control of language with numerous errors.	0 - 1
(c) Organization	4
Organizes information 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

A good answer may include the following:

(a) Writer's inspiration

A belief that the world is becoming far too materialistic and that morality is on the decline.

(b) Intended audience

The writer's countrymen appear to be the audience especially the political leaders who believe that material gains can be made without sacrificing moral integrity.

(c) Purpose

The purpose of the piece is to persuade the audience to see that human kind and the physical landscape are both in peril. The danger is materialism. It destroys the landscape and causes human beings to lose their innate goodness.

(d) Situation in which this can be used

(1) A speech reaching a mass audience

(2) A letter to the editor may be read widely

(3) The speech read and then analyzed by a panel.

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(a) Content	8
An excellent response in which the candidate clearly and effectively responds to all the questions asked.	8
A good response where the candidate responds effectively to most of the questions asked.	6 - 7
An adequate response where the candidate attempts to respond to most of the questions asked but does not do so effectively.	4 - 5
An inadequate response where candidate only covers half of the expected content.	2 - 3
A weak response where there is little or no attempt to respond to the requirements of the question.	0 - 1

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(b) Expression	6
<p>There is excellent control of formal syntactic structures There are no grammatical errors and Style is fluent</p>	6
<p>There is good control of formal syntactic structures There are no grammatical errors and Style is fluent</p>	5
<p>There is some control of formal syntactic structures There are few grammatical errors and Style is fluent</p>	4
<p>There is little control of formal syntactic structures There are many grammatical errors and Style is not fluent</p>	3
<p>There is poor control of formal syntactic structures There are extensive grammatical errors and Style is not fluent</p>	2
<p>Where expression interferes with coherence of response There is almost no control of syntactic structures and English grammar is not used</p>	1
<p>Where answer is incoherent</p>	0

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

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SECTION C

MODULE 3 - SPEAKING AND WRITING

Question 3

Dialectal variation

- The use of - English creole e.g. I hit you back white cockroach, I hit you back
- Standard English

Each of the above establishes the social class and race of the two women Antoinette and Amélie.

Attitudes to language

- Amélie uses the term 'white cockroach' to insult Antoinette. The word 'white' takes on a pejorative meaning here. When linked to the cockroach it clearly defines Antoinette as a less than acceptable person.

The narrator 'I' uses the term 'child' in reference to Amélie perhaps to signify age and position in the household but Antoinette does not accept this word as she sees nothing child-like in Amélie's behaviour.

Communicative behaviours

- laugh - disdain
- slap - anger
- 'she swung round, very pale' - anger, frustration
- 'Amélie pretended to sob' - sly
- the song } Vindictive
- Amélie's smile } [Line 35]
- Christophine's 'soft-voiced' response to the smile - threat
- Christophine's kiss - fondness

Use of register

- Formal - Narrator's speech to Amélie
- Informal - Intimate - Narrator's speech to Antoinette
- Taunting familiar - Amélie's speech to Antoinette
- Motherly Christophine to Antoinette

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(a) Content	8
An effective analysis of all registers and dialectal variations Attitudes to language and communicative behaviours demonstrated in the given piece	8
A good analysis of all registers and dialectal variations Attitudes to language and communicative behaviours demonstrated in the given piece	6 - 7
A fair attempt at analysing the salient features. However there are <u>some</u> identified features 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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(b) Expression	7
<p>If the analysis is done in clear English There is excellent control of formal syntactic structures There are no grammatical errors and Style is fluent</p>	7
<p>If the analysis is done in clear English There is good control of formal syntactic structures There are no grammatical errors and Style is fluent</p>	6
<p>If the analysis is done in clear English There is some control of formal syntactic structures There are few grammatical errors and Style is fluent</p>	5
<p>If the analysis is clear There is some control of formal syntactic structures There are several grammatical errors and Style is not fluent</p>	4
<p>If the analysis is discernible There is little control of formal syntactic structures There are many grammatical errors and Style is not fluent</p>	3
<p>If few elements of analysis are evident There is poor control of formal syntactic structures There are extensive grammatical errors and Style is not fluent</p>	2
<p>Where expression interferes with coherence of analysis There is almost no control of syntactic structures and English grammar is not used</p>	1
<p>Where answer is incoherent</p>	0

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