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COLUMBIA**

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**Technical  
and Professional  
Communications 12**

**June 2003**

**Course Code = TPC**

### Student Instructions

1. Place the stickers with your Personal Education Number (PEN) in the allotted spaces above. **Under no circumstance is your name or identification, other than your Personal Education Number, to appear on this booklet.**
2. Ensure that in addition to this examination booklet, you have an **Examination Response Form**. Follow the directions on the front of the Response Form.
3. **Disqualification** from the examination will result if you bring books, paper, notes or unauthorized electronic devices into the examination room.
4. When instructed to open this booklet, **check the numbering of the pages** to ensure that they are numbered in sequence from page one to the last page, which is identified by **END OF EXAMINATION**.
5. At the end of the examination, place your Response Form inside the front cover of this booklet and return the booklet and your Response Form to the supervisor.

Question 1:

1.

(4)

Question 2:

2.

(4)

Question 3:

3.

(2)

Question 4:

**Marker 1**

4.

(5)

**Marker 2**

5.

(5)

Question 5:

**Marker 1**

	Content	Design
6.	<input type="text"/>	<input type="text"/>
	(5)	(5)

**Marker 2**

	Content	Design
7.	<input type="text"/>	<input type="text"/>
	(5)	(5)

**TECHNICAL  
AND PROFESSIONAL  
COMMUNICATIONS 12**

**June 2003**

COURSE CODE = TPC

## GENERAL INSTRUCTIONS

1. Aside from an approved calculator, electronic devices, including dictionaries and pagers, are **not** permitted in the examination room.
2. All multiple-choice answers must be entered on the Response Form using an **HB pencil**. Multiple-choice answers entered in this examination booklet will **not** be marked.
3. For each of the written-response questions, write your answer in the space provided in this booklet.
4. Ensure that you use language and content appropriate to the purpose and audience of this examination. Failure to comply may result in your paper being awarded a zero.
5. This examination is designed to be completed in **two hours**. *Students may, however, take up to 30 minutes of additional time to finish.*

**TECHNICAL AND PROFESSIONAL COMMUNICATIONS 12  
PROVINCIAL EXAMINATION**

	<b>Value</b>	<b>Suggested Time</b>
1. This examination consists of <b>five</b> parts:		
PART A: Communication Concepts	10	8
PART B: Reading Comprehension	18	25
PART C: Editing	7	7
PART D: Design	20	20
PART E: Case Study	35	60
	<b>Total:</b>	
	<b>90 marks</b>	<b>120 minutes</b>

2. A hand-held calculator may be used for this examination; however, computers, calculators with a QWERTY keyboard, and electronic writing pads will not be allowed. Students must not bring any external devices to support calculators, such as manuals, printed or electronic cards, printers, memory expansion chips or cards, or external keyboards. Students may have more than one calculator available during the examination. Calculators may not be shared and must not have the ability to either transmit or receive electronic signals.
  
3. You may use a ruler or geometry set to create any graphics required for the Design and Case Study parts.

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## PART A: COMMUNICATION CONCEPTS

Value: 10 marks

Suggested Time: 8 minutes

**INSTRUCTIONS:** For each multiple-choice question, select the **best** answer and record your choice on the Response Form provided. Using an HB pencil, completely fill in the circle that has the letter corresponding to your answer.

Use the following information to answer questions 1 and 2.

1.	Jamison, P. <pjamison@medwatch.com> “Health Dangers Today: A Personal View,” 15 December 1999. <soc.health.opinions> (5 April 1999).
2.	“The Doctor’s Concerns,” Prod. W. Harper, <i>Health Alert</i> . CBS, New York. 15 January 2000.
3.	“An Interview with Dr. Jamison,” <i>Globe &amp; Mail</i> . 25 January 2000: R8. Available: <a href="http://www.theglobeandmail.com">http://www.theglobeandmail.com</a>
4.	Jamison, P. <i>Health Concern</i> . [e-mail from pjamison@medwatch.com]. (3 January 2000).

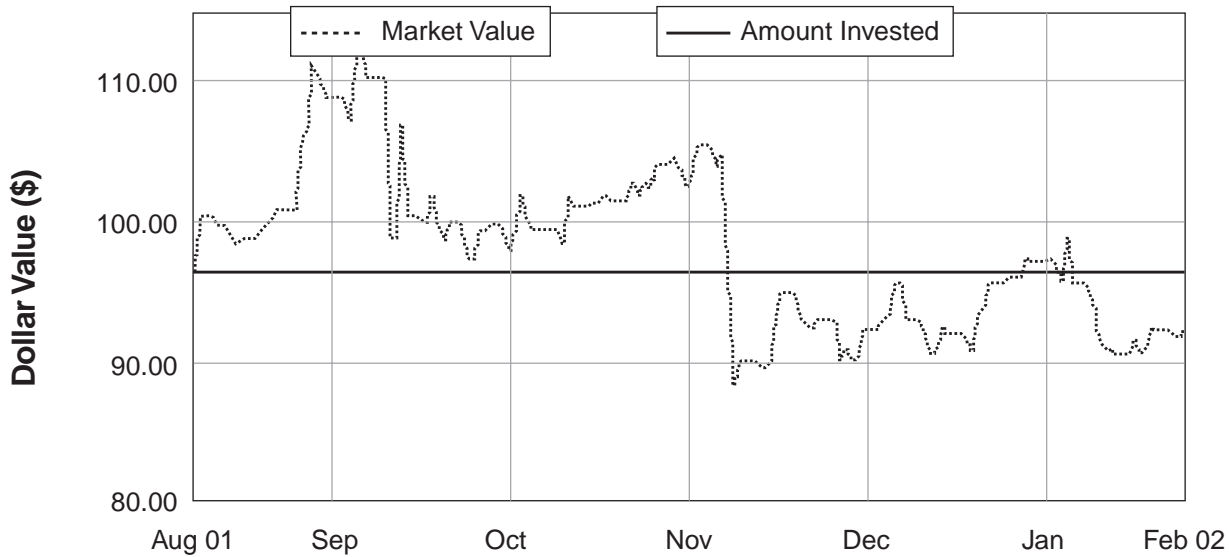
- In what order should the resources be listed in a bibliography?
  - 3, 4, 1, 2
  - 3, 1, 4, 2
  - 2, 3, 4, 1
  - 2, 3, 1, 4
  
- Which of the entries refers to a private communication between two people?
  - first
  - second
  - third
  - fourth

---
  
- Which organizational pattern would be best when describing an automobile’s dashboard?
  - spatial
  - sequential
  - problem–solution
  - order of importance

OVER

Use the following graph to answer questions 4 and 5.

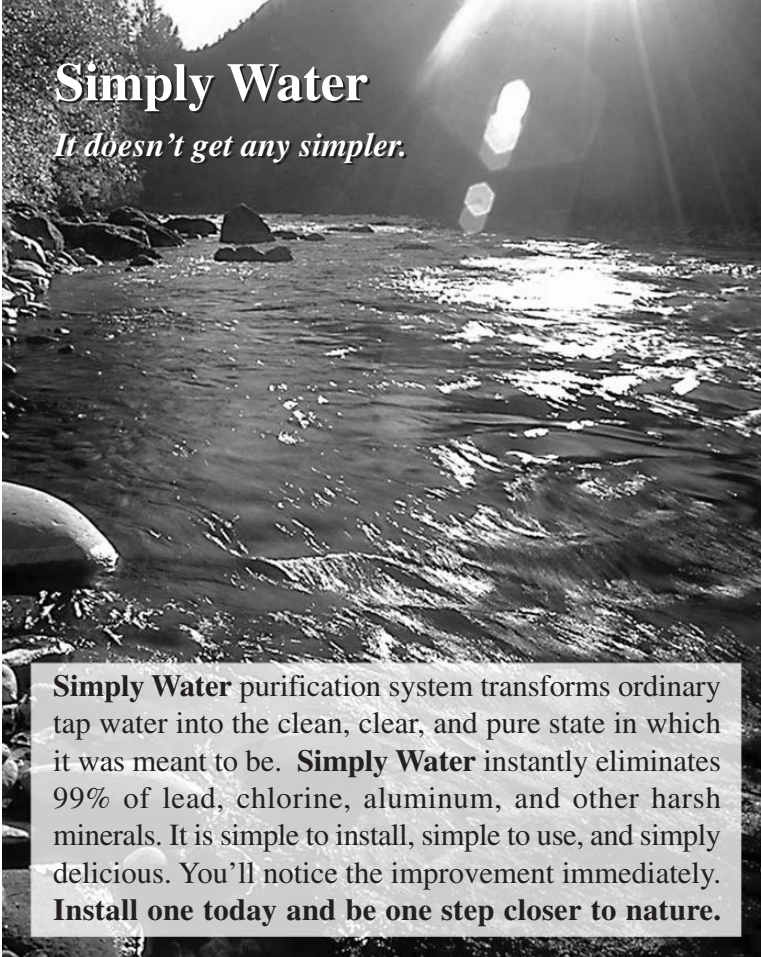
**Rocket Cola Stock Prices  
August 2001 to February 2002**



4. Within a month of the initial investment, Rocket Cola stock
  - A. remained stable.
  - B. decreased by 10%.
  - C. increased by 10%.
  - D. increased by 25%.
  
5. The information in the graph indicates that
  - A. this investor should sell the shares.
  - B. the company almost went bankrupt in November.
  - C. Rocket Cola is an unstable short-term investment.
  - D. fewer people drink Rocket Cola during the winter months.



Use the following advertisement to answer questions 6 and 7.



**Simply Water**  
*It doesn't get any simpler.*

**Simply Water** purification system transforms ordinary tap water into the clean, clear, and pure state in which it was meant to be. **Simply Water** instantly eliminates 99% of lead, chlorine, aluminum, and other harsh minerals. It is simple to install, simple to use, and simply delicious. You'll notice the improvement immediately. **Install one today and be one step closer to nature.**

6. Which of the following is evident in the advertisement?
- A. repetition
  - B. understatement
  - C. figurative language
  - D. manipulation of emotions
7. The product's appeal is primarily generated by the advertiser's
- A. claims of tradition.
  - B. use of visual imagery.
  - C. claims of health benefits.
  - D. use of technical language.

OVER

8. Which of the following is an example of unethical behaviour?
- A. using the Internet for background research for a term paper
  - B. copying single-licensed software onto more than one computer
  - C. borrowing a friend's music CD instead of purchasing one of your own
  - D. copying graphics from an Internet shareware site into your own presentation
9. Which on-line communication is **least** intrusive to the user?
- A. SPAM
  - B. listserv
  - C. newsgroups
  - D. instant messaging
10. Which site would provide the most current weather conditions in Hawaii?
- A. [www.cnn.com/weather/Hawaii](http://www.cnn.com/weather/Hawaii)
  - B. [www.Hawaii.gov.us/weatherwatch](http://www.Hawaii.gov.us/weatherwatch)
  - C. [www.weatheroffice.gov.eg.ca/Hawaii](http://www.weatheroffice.gov.eg.ca/Hawaii)
  - D. [www.unitedairlines.com/weather/Hawaii](http://www.unitedairlines.com/weather/Hawaii)

## PART B: READING COMPREHENSION

Value: 18 marks

Suggested Time: 25 minutes

**INSTRUCTIONS:** Read the following article carefully. For questions 11 to 18, select the **best** answer and record your choice on the Response Form provided.

### North Is That Direction

(adapted)

1 There is no doubt that Canada has a North, but where is it? Most people probably consider the North to be “the far North” or “north of 60° latitude” — Yukon, the Northwest Territories and Nunavut. But this definition does not capture many of the essential elements that constitute the North, and it ignores those more southerly regions of the country that share similar climate, physical attributes and settlement patterns with the far North — the northern regions of Quebec, Ontario, the Prairie Provinces, British Columbia and Labrador.

2 Geographers have developed some consensus on what defines the North, but no common agreement about its boundary has emerged. Now, issues such as Aboriginal land claims, the protection of the environment, and the development of resources call for a definition that would serve a wide range of purposes and needs by addressing genuine characteristics of “northness.”

#### Where is North?

3 The diversity of views about the North is reflected in the many competing concepts of the North. Perhaps the most obvious choice is the cold climate, which shapes almost all aspects of the northern environment. Not solely a reflection of latitude, temperature reflects topography, hydrological features, prevailing winds and ice pack, but most importantly, soils and vegetation. Soils represent the cumulative effects of environmental, chemical and biotic processes occurring over millennia. Cold temperatures inhibit soil development, which suppresses agricultural activity, which alters settlement patterns, which dampens economic growth. Since temperature both enables and curtails human activity, it is a measure of an area’s potential usefulness.

4 Given the interaction and interdependence among climate, human activity, and biosphere, it is clear that no single variable is sufficient to define the North. Most of the well-known definitions, however, tend to place greater emphasis on one or another facet of the northern environment. The Arctic definition, for example, focuses on the natural frontiers between the arctic and the sub-arctic, and draws the boundary at the southern limit of the boreal forest. On the other hand, the “accessibility approach” emphasizes the economic character of the North, placing key importance on distance and population density in providing basic social and economic needs. This concept essentially classifies the North as a hinterland to be developed and exploited for its natural resources. In fact, the relationship between remoteness and economic well-being is the basis for federal policies concerning taxation allowances for people living in remote areas; the Income Tax Relief Zones, for example, clearly define the North by latitude.

5 The idea of the Aboriginal North suggests it is possible to regard the native north and resource areas as Canada’s North, using differences in Aboriginal characteristics as the determining factor. A more complex variant of this approach is offered by the “nordicity concept,” which recognizes that the North has cultural as well as physical aspects. The nordicity index includes ten items, ranging from natural barriers such as annual cold and plant cover, to human variables like accessibility and economic activity.

6 The boundary proposed in this article incorporates elements of all these ideas. It is based on a set of 16 variables that represent a complex set of factors and incorporates such diverse elements as the southern limits to the boreal forest, heating degree-days and income tax

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**Exercise care when tearing along perforations**

**OVER**

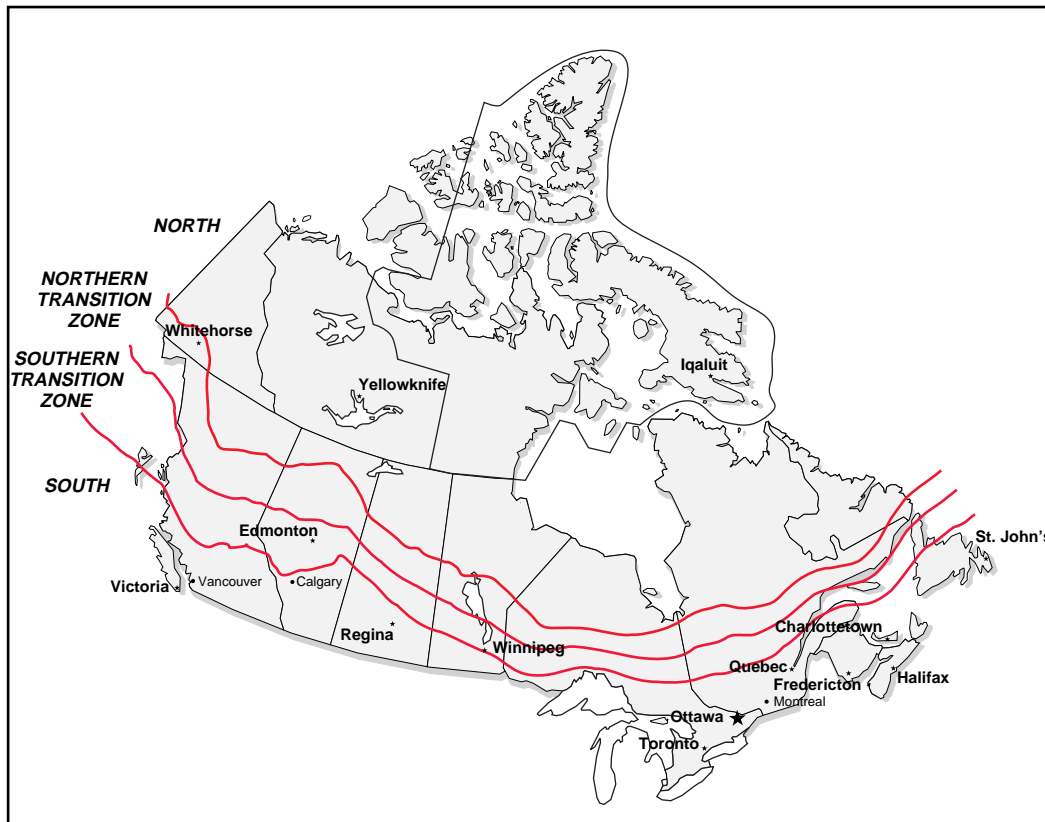


Figure 1

relief zones, in addition to the northern limits of agriculture, railways, and all-season roads. Taken together, these variables provide a fairly inclusive definition of Canada's North. But when they are mapped, it is clear that there is not a distinct north-south divide; rather, what emerges is a gradual transition from north to south. To acknowledge this finding, two intermediate regions — the north and the south transition zones (NTZ and STZ) — were introduced to the definition (see Figure 1). This new boundary shows that simple two-way comparisons of north and south mask interesting differences within the northern regions; it is evident that residents of the North are often quite different from their neighbours in the north transition zone.

### People are younger in northern Canada

**7** All told, less than 2% of Canadians live in the country's immense northern regions. The population is only about 513 000, less than the census metropolitan area of Hamilton (624 000 in 1996). Almost one-third (186 000) live in the North and the remainder (327 000) live in the NTZ.

**8** The most striking aspect of people in the northern regions, though, is their youth. In the South, about one-third of the population is less than 25 years old. But 50% of the residents in the North and 44% in the NTZ are under 25, with the difference in the age structures mainly the result of the higher percentage of people under age 15 in the North. The North also has proportionally fewer residents aged 45 and older than the NTZ (18% versus 24%). This difference suggests that people may work in the North but prefer to retire in southern communities.

### The greatest differences between North and NTZ are economic

**9** The most notable differences between the residents in the North and the NTZ stem largely from the economic disparities between the two areas. The North has huge hydroelectric facilities in northern Quebec and Labrador, as well as extensive mining activities, the territorial capitals and associated government activities. The NTZ, by contrast, tends to be resource poor and most of it is located where the Canadian Shield and severe Arctic winters intersect. It has few urban centres.

So although the percentage of working-age people employed is about the same in both regions (nearly 60%), the proportion of workers employed in service-producing industries, which tend to provide year-round work, are very different: 78% in the North and 66% in the NTZ. The differences are especially notable in community and government services, which employ almost 39% of workers in the North but only 25% in the NTZ.

**10** Employment income accounts for 85% of total personal income in the North and 82% in the NTZ; in contrast, it accounts for only 75% of income in the South, where almost all the economic activity in the country is located. The North is also less reliant on government income than any other region: only 12% of total personal income comes from government sources compared with 13% in the NTZ and 14% in the South.

## Summary

**11** The North really should be envisioned as a layer of dimensions from physical characteristics to environmental attributes, and from population settlement to economic activity. It is difficult to define the North in a way that will satisfy all social, economic, or political needs. However, it is clear that the character of the population gradually changes as one moves further north; if a single boundary divides north from south, the individual character of the North is lost. Extending the boundaries to include intermediary areas of transition enhances our understanding of the needs and aspirations of Canada's immense northern regions.

by Chuck McNiven

- 
11. The purpose of the quotation marks in paragraph 1 is to
- A. add emphasis.
  - B. quote the author.
  - C. show familiar phrases.
  - D. indicate slang expressions.
12. Which factor has the largest impact upon how functional a particular geographic area will be for humans?
- A. latitude
  - B. temperature
  - C. natural vegetation
  - D. settlement patterns
13. The word "facet" in paragraph 4 means
- A. feature.
  - B. location.
  - C. purpose.
  - D. function.

14. The purpose of the Income Tax Relief Zones is to
- A. compensate those living in northern areas.
  - B. redistribute taxes earned from natural resources.
  - C. ensure that the basic social needs of northern families are met.
  - D. acknowledge that it costs less to live in a remote area than in an urban area.
15. Paragraphs 7 to 9 indicate that the Northern Transition Zone (NTZ) has
- A. fewer residents than the Canadian North.
  - B. fewer residents over age 45 than the Canadian North.
  - C. more working-aged residents than the Canadian North.
  - D. a higher percentage of residents employed by the government than the Canadian North.
16. The Canadian North has
- A. a stronger economy than the NTZ.
  - B. fewer natural resources than the NTZ.
  - C. fewer year-round workers than the NTZ.
  - D. more reliance on government income than the NTZ.
17. The author concludes that no single measurement of the North should be used because
- A. it would be impossible to select a single factor.
  - B. north is too subjective a concept, and therefore shouldn't be defined.
  - C. it would diminish the unique character of the people living in the North.
  - D. it would segregate the Aboriginals from the residents of Canada's South.
18. Which group is intended as the primary audience for this article?
- A. geographers
  - B. map makers
  - C. Aboriginal groups
  - D. northern politicians

**INSTRUCTIONS:** Answer questions 1 to 3 based on the article “North Is That Direction.” Complete sentences are not required.

1. From the article, list **two** factors (other than latitude) that reflect the temperature of a geographic region. **(2 marks)**

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2. The article provides a number of different definitions of “North.” List **two** of these and briefly explain what aspect of “northness” is emphasized in each. **(4 marks)**

Definition	Aspect Emphasized

3. Explain how Figure 1 supports the reader’s understanding of **two** distinct ideas from the article. **(4 marks)**

Idea 1: \_\_\_\_\_

Explanation: \_\_\_\_\_

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Idea 2: \_\_\_\_\_

Explanation: \_\_\_\_\_

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## PART C: EDITING

Value: 7 marks

Suggested Time: 7 minutes

**INSTRUCTIONS:** You are Nathan Lang from the New Student Information Centre. You have prepared the following e-mail for new students. Before sending the message, edit for clarity and consistency. For questions 19 to 25, select the **best** answer and record your choice on the Response Form provided.

To: <Undisclosed-Recipient>  
From: nsic@ustrathcona.ca  
Subject: New Student Orientation Week of Welcome  
Cc:  
Bcc:  
X-Attachments: wow.doc

- 1 Every year the University of Strathcona hosts a Week of Welcome (WOW) for new students. This year, WOW runs from Sept. 4–11. The intent of this program was to ease your transition by helping you get acquainted with the university campus and services, and by immersing you in student life. WOW will give you a chance to meet people and introduce you to important services that can help you be a successful student.
- 2 During WOW, new students can arrange to join a variety of daytime activities, including: campus tours, city sightseeing, hiking trips, a beach volleyball tournament, rock climbing, outdoor soccer, scuba diving, and restaurant tours. In addition, two outdoor barbecues, a casino night, and a dance will be organized for new students.
- 3 Registration can be completed on-line at our web site (<http://www.ustrathcona.ca>); just click on the “New Students” link. The fee for WOW is \$50 CDN; \_\_\_\_\_, if you take advantage of advance registration, which ends on July 31, 2003, the cost is only \$35 CDN.
- 4 Enrolment for activities is limited and will be on a first-come, first-served basis. The maximum amount of students per event will vary depending on the activity. A complete list of activities and a schedule of events can be found in the attachment. Please note that additional fees will be required if scuba diving and rock climbing are selected as your activity choices.
- 5 Register as soon as possible! Look forward to seeing you in September. Got any questions? Give us a call at the New Student Information Centre. WOW will wow you!

19. The underlined sentence in paragraph 1 contains
- A. jargon.
  - B. a tense shift.
  - C. a dangling modifier.
  - D. faulty parallel structure.



20. In paragraph 2, the colon in the segment “activities, including: campus tours”
- A. is correct.
  - B. should be a dash.
  - C. should be removed.
  - D. should be a comma.
21. Which of the following would best be inserted in the underlined space in paragraph 3?
- A. however
  - B. in addition
  - C. furthermore
  - D. consequently
22. Paragraph 3 could best be improved by
- A. placing it after paragraph 4.
  - B. eliminating word redundancy.
  - C. rewriting it in the active voice.
  - D. clarifying the advance registration process.
23. Which of the following sentence fragments from paragraph 4 contains an error?
- A. The maximum amount
  - B. of students per event
  - C. will vary depending
  - D. on the activity.
24. Within the context of the entire e-mail, paragraph 5 is
- A. inappropriate because it uses clichés.
  - B. appropriate because it uses concise language.
  - C. inappropriate because it uses colloquial language.
  - D. appropriate because it uses a variety of sentence types.
25. The main purpose of this message is to
- A. explain the registration process.
  - B. describe the schedule of events.
  - C. respond to a request for information.
  - D. persuade the reader to register for Week of Welcome.

**OVER**

**Organization and Planning**  
**(this will not be marked)**


	<b>1st</b>	<b>2nd</b>	<b>Total</b>
<b>Design</b>			

## PART D: DESIGN

Value: 20 marks

Suggested Time: 20 minutes

**INSTRUCTIONS:** Read the situation below and create an appropriate product (complete with title). Use visual representation to enhance the message.

- underline words to indicate *italics*
- (circle) words to indicate **bold**
-  use a box to indicate the look and placement of a graphic

4. You are the Personnel Officer for your local school district. Over the last 5 years, the cost of your school district's Workers' Compensation claims has increased by 30%. During an investigation of procedures, you discovered that there didn't seem to be a common accident reporting procedure throughout the district. More importantly, there didn't seem to be a common procedure for handling accidents. For example, injury victims often didn't report to the first aid attendants, despite your district's efforts to ensure that every site had a certified first aid attendant on staff.

You met with various employee groups and created new procedures to be followed and new forms to be completed when accidents occur. You know that no change will occur unless you inform all employees, so you decide to create a bulletin that outlines the new procedures. This bulletin will be placed in every staff room. Use the new policy guidelines below to help you.

### POLICY 23.454 ACCIDENT REPORTING PROCEDURES

While there is an understanding that accidents happen, it is also clear that the school district has a fiscal responsibility to reduce its WCB costs. The first step in controlling costs is to ensure that all WCB requirements are met with regards to the reporting of accidents and handling of any and all reports arising from them.

After first aid has been administered, the employee is required to inform an Administrative Officer or a supervisor of the accident. In addition, the employee must complete Section A of the Employee Injury Report Form. All accidents must be reported, no matter how apparently insignificant. The Personnel Office will determine, under WCB regulations, whether or not the incident needs to be reported to the WCB office. Once Section A is complete, it must be faxed immediately to the district's Claims Processing number: 1-800-444-1234. The employee submits the form to a supervisor for completion of Sections B–E.

OVER

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**Organization and Planning**  
(this will not be marked)

## PART E: CASE STUDY

Value: 35 marks (Content: 20 marks; Visual Design: 15 marks) Suggested Time: 60 minutes

**INSTRUCTIONS:** Read the scenario below and write a standard business memorandum. For ease of navigation, it is expected that you will include supporting visual design elements. For emphasis in your work

- underline words to indicate *italics*,
- **circle** words to indicate **bold**.

### 5. Scenario:

You are Taylor MacKinnon, an executive member of the Student Government at Cedarbrook Secondary School. Each year, the Student Government organizes an event to raise money for the local food bank prior to the Christmas holidays. This year, the students would like to host a Talent Night. You have done some research and are ready to compose a comprehensive proposal for the principal's approval, as you will require an advance to cover initial expenses.

The event is tentatively scheduled for the evening of December 12<sup>th</sup>, from 7:00–9:00 p.m., and will take place in the school auditorium. You anticipate that 16 groups of participants will enter the Talent Show, and you would like sign-up completed prior to December 5<sup>th</sup> in order to finalize your plans.

The first set of participants will perform from 7:00–8:00, followed by a 15 minute coffee break. The second set of participants will take the stage at 8:15. Judging will be conducted by five staff members, and the results will be announced at the end of the evening. The first place winners will receive \$250. You anticipate an audience of about 300 people, and tickets will cost \$5.00 at the door.

The TPC 12 class has volunteered to produce and distribute promotional flyers for the event throughout the community; they will also design an ad for the school newsletter. These will have to be done three weeks prior to the event. The local paper has agreed to include the same ad free of charge in two weekend editions. A local bakery, Pastries Galore, will supply assorted gourmet cookies for \$2.00 / dozen, and assorted squares for \$3.00 / dozen. You will require 20 dozen of each.

You will also offer a choice of coffee, tea, or punch, estimated at \$125. Paper cups and napkins will add an additional \$75 to these costs. The Student Government members will set up tables and refreshments, and clean up at the end of the evening. You have already approached the band teacher, Mr. Anderson, to book the auditorium for the evening, and he has also agreed to set up and test the sound system. You will be asking for teachers to volunteer to be one of the highly-acclaimed judges as soon as you receive approval for your plans, and, of course, you are hoping that the principal will be the Master of Ceremonies for the evening!

### Task:

Write to your principal, Mr. Suter, outlining your plans for the evening and estimating your anticipated expenses and funds raised. Describe your organizational plan and indicate what the participants and the audience can expect. Date your correspondence November 1, 2003.

**You may detach this page for convenient reference.  
Exercise care when tearing along perforations.**

**OVER**

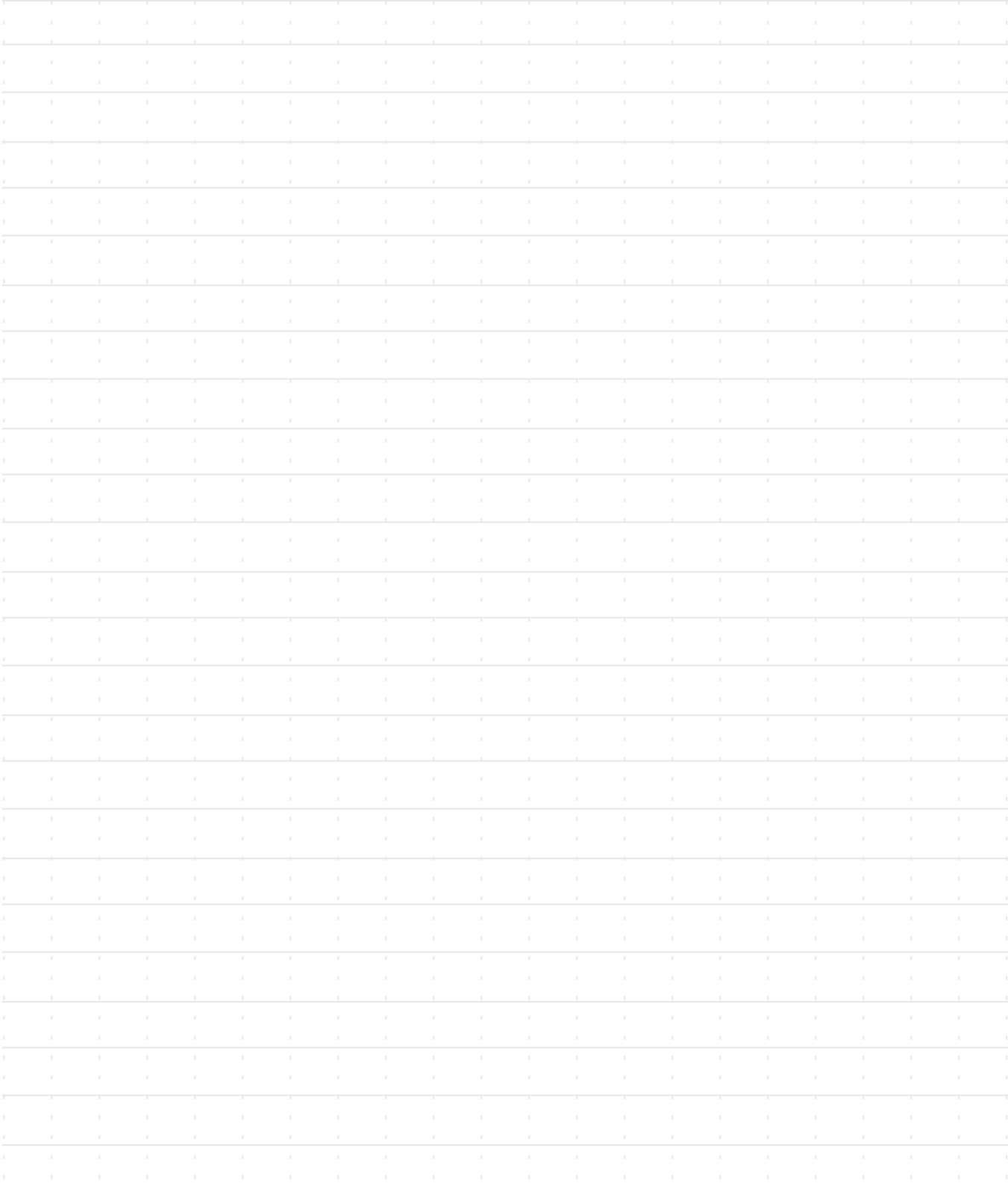
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**FINISHED WORK**



A large grid of horizontal lines, resembling a ledger or account book page. The grid consists of 24 evenly spaced horizontal lines that span the width of the page, providing a structured area for recording data or entries.





## **ACKNOWLEDGEMENTS**

“North Is That Direction”, adapted from the Statistics Canada publication *Canadian Social Trends*, Catalogue 11-008, Autumn 1999, No. 54, pages 8–11.

Statistics Canada information is used with the permission of Statistics Canada. Information on the availability of the wide range of data from Statistics Canada can be obtained from Statistics Canada’s Regional Offices, its world wide web site at <http://www.statcan.ca>, and its toll-free access number 1-800-263-1136.