

# Technical and Professional Communications 12

January 2001 Provincial Examination

## ANSWER KEY / SCORING GUIDE

---

### CURRICULUM:

#### Organizers

1. Reading, Viewing and Listening
2. Writing, Representing and Speaking
3. Communication and Collaboration

#### Sub-Organizers

- A, B, C, D  
E, F, G, H, I  
J, K, L, M

### Multiple Choice

Q	K	C	S	CO	PLO	Q	K	C	S	CO	PLO
1.	D	U	1	2	H3, 4	14.	D	U	1	1	A3
2.	C	K	1	2	H3	15.	A	K	1	1	A3
3.	D	K	1	2	E1; I4	16.	D	U	1	1	A3; B4; J3
4.	D	U	1	1	A4	17.	B	U	1	1	A3, 4
5.	A	U	1	1	A4	18.	D	U	1	1	A5; B2
6.	D	U	1	1	A3, 4, 5						
7.	B	U	1	1	B2; A5, 4	19.	D	K	1	2	I2
8.	C	K	1	2	H4	20.	B	U	1	2	I3; B4
9.	D	K	1	2	H1	21.	C	K	1	2	I2
10.	C	K	1	2	H1, 4	22.	B	K	1	2	I2; B4
						23.	A	U	1	2	I2, 3
11.	D	U	1	1, 3	A3; B4; J3	24.	C	U	1	2	I3; B4
12.	C	U	1	1	J1	25.	A	U	1	2	B4
13.	B	K	1	1	A3						

**Multiple Choice = 25 marks**

## Written Response

<b>Q</b>	<b>B</b>	<b>C</b>	<b>S</b>	<b>CO</b>	<b>PLO</b>
1.	1	U	3	1	A3
2.	2	U	3	1	A3
3.	3	U	4	1, 2	A4; E2
4.	4	H	20	2, 3	E1, 2; G1, 3; J4
5.	5	H	35	2	E1, 2; G1, 3; I2, 4; J5

**Written Response = 65 marks**

Multiple Choice = 25 (25 questions)

Written Response = 65 (5 questions)

**EXAMINATION TOTAL = 90 marks**

### **LEGEND:**

**Q** = Question Number

**K** = Keyed Response

**C** = Cognitive Level

**B** = Score Box Number

**S** = Score

**CO** = Curriculum Organizer

**PLO** = Prescribed Learning Outcome

## PART B: READING COMPREHENSION

Value: 18 marks

Suggested Time: 25 minutes

**INSTRUCTIONS:** Answer questions 1 to 3 based on the article “The Internet via Cable.” Complete sentences are not required.

1. Identify **three** distinct advantages of a cable network for accessing the Internet. (3 marks)

**Response:**

**The cable television network**

- feeds images and text instantly on to the screen (data transmission).
- provides full-motion video and audio play (without jitter).
- is up to one hundred times faster than “traditional dial-up.”
- connection is “always on.” (It does not require you to log on.)
- cable modem can connect to more than one computer in the home.
- transferring data to and from the TV.

2. From paragraphs 11 and 12, name **three** future uses for television sets provided through the use of cable modems. (3 marks)

**Response:**

**In the future, television sets will allow you to**

- surf the Web on television.
- read e-mail on the television.
- move from the TV to the Internet and vice versa.
- view a TV program while chatting with other viewers.
- watch a movie while calling up information about the director or actors.
- purchase merchandise viewed on the television screen.

3. Apart from the flow chart and the paragraph numbering, identify **two** techniques used in the layout of the article and explain how each aids the reader. **(4 marks)**

**Response:**

<b>Technique</b>	<b>Explanation</b>
<b>Use of boldface text</b>	<ul style="list-style-type: none"><li>• provides emphasis and attracts attention to the topic.</li></ul>
<b>Varying font sizes</b>	<ul style="list-style-type: none"><li>• attracts reader's attention.</li><li>• divides up the text.</li></ul>
<b>Use of descriptive headings</b>	<ul style="list-style-type: none"><li>• breaks up the text.</li><li>• increases accessibility.</li></ul>
<b>Use of italics</b>	<ul style="list-style-type: none"><li>• provides emphasis and attracts attention to the topic.</li></ul>
<b>Use of columns</b>	<ul style="list-style-type: none"><li>• is easier for the eye to follow.</li></ul>
<b>The box around the flow chart</b>	<ul style="list-style-type: none"><li>• separates the body of the text from the chart.</li></ul>
<b>Drop caps</b>	<ul style="list-style-type: none"><li>• indicate beginning of new section.</li><li>• increases the attractiveness of the text.</li></ul>

## PART D: DESIGN

Value: 20 marks

Suggested Time: 20 minutes

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

- underline words to indicate *italics*
- (circle) words to indicate **bold**
- |                     |
|---------------------|
| describe<br>graphic |
|---------------------|

 use a box to indicate the look and placement of a graphic

4. You are Leslie Schreiber, a member of your school's student council. After much debate, you have convinced your principal that the student council needs a fax machine in order to coordinate council activities with other schools in the area. The principal has expressed concern that if people do not know how to use the fax machine properly, it will quickly break. She has asked you to make a sign explaining how the machine works.

The principal has provided you with the following information from the *Fax 5000 User Guide*. You should include a warning that if the fax machine does break, it will not be repaired and may be removed.

### FAX 5000 USER GUIDE, Page 3

Place the document to be faxed face-down in the loading tray. Depending on the thickness of the pages, you can load up to 20 pages at a time. Remember to remove all staples, clips and pieces of tape before loading your document. Be sure to include the area code, using the numeric keypad, when you dial a long distance fax number. When ready to begin, press the start button.

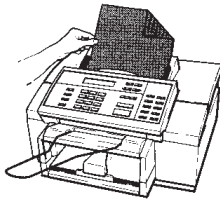
When the fax job is finished, always remember to remove your document and press the reset button. When you are faxing, never pick up the telephone that the machine is connected to, as this will interrupt the transmission and you will have to begin again. It is also important to make sure there is always enough paper in the machine to receive incoming faxes.

# How to Use This Fax Machine

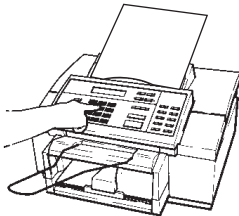
Failure to follow these guidelines will result in the removal of this fax machine.



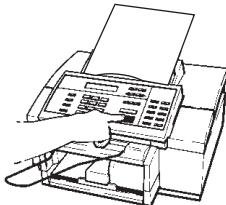
Remove **all** staples, tape, and paper clips from the document you wish to fax.



Place the document (up to twenty pages) to be faxed face-down in the loading tray.



Use the numeric keypad to dial the recipient's fax number. Remember to include the area code when faxing long distance.



Press the Start button to begin transmission.



During transmission, **never** pick up the telephone to which the fax machine is connected. This will interrupt the transmission and you will have to begin again.

## ALWAYS REMEMBER

- *remove your document when finished*
- *push the reset button for the next user*
- *keep enough paper in the machine for incoming faxes*

## AN INTRODUCTION TO THE DESIGN SCORING GUIDE

In determining the mark for the Design question, Marker A assigns the paper a score from 0 to 5. Marker B performs the same operation. The two scores are then added together and multiplied by two to yield a score out of 20.

Marker A	4
Marker B	<u>5</u>
	$9 \times 2 = \mathbf{18 \text{ marks}}$

A written response may or may not conform to each and every descriptor within a particular level, but the overall description of a level will provide markers with a general impression as to how well a student has answered the question.

## DESIGN SCORING GUIDE

**5**

The product is superior in that it displays a controlled sense of purpose. This is achieved through logical organization, precise language, parallel structure, appropriate emphasis, effective visual support, and an effective title. Details are complete, concise and accurate. Language use clearly demonstrates an understanding of audience and context.

**4**

The product presents an effective message due to organization, clarity, appropriate visual support, and an appropriate title. Parallel structure and appropriate emphasis are attempted, but may have minor weaknesses. Although the essential message is clear, some details may be absent or lack conciseness. Language use is appropriate for audience and context.

**3**

The product presents a competent attempt at organization. Visual support and a title are present, but not particularly effective or suitable. Some details may be incomplete, while others may be redundant or irrelevant. Language use is generally acceptable for audience and context.

**2**

The product lacks clarity due to poor organization, confusing visual elements, and misplaced emphasis. Many essential details may be missing, and some redundant or irrelevant details may be included. Language use may be inappropriate for audience and context.

**1**

An attempt to respond was made, but the product does not meet the purpose of the task. Significant details are omitted and the layout is inappropriate.

**0**

The product is unintelligible, or manifests an achievement less than outlined in scale point 1.

**NR**

A blank paper with no response given.



## 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 visuals. For emphasis in your work

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

### 5. Scenario:

You are Shannon White, student leader of the Senior Concert Band at Cedarwood Secondary. The band has been invited to perform for three days at the prestigious Festival of the Arts Extravaganza in New York in April 2001. You and the 19 other band members are very excited about this opportunity. Mr. Art Wilson, the music teacher, is willing to take the senior band to New York if members raise a minimum of \$3 000 towards the cost of the trip. The parents of the band members have agreed to pay any costs above and beyond the \$3 000 earned through fundraising.

The band has generated a number of ideas about how to raise the required \$3 000. As student leader of the band, it is your responsibility to decide how best to proceed and then to write a detailed proposal to your music teacher explaining how the group intends to raise the funds by February 15, 2001.

One of the suggestions proposed by the band members is holding a Saturday Christmas Craft Fair in the school gym from 10 a.m. to 4 p.m. Vendors would pay \$25.00 to set up a booth to sell their crafts. A reasonable assumption is that 20 booths could be sold to prospective vendors. The band members would be responsible for decorating the gym, setting up tables, providing coffee and cookies, and cleaning up after the fair. It is believed that the decorations, coffee and cookies would cost approximately \$200 if purchased wholesale from a local store owner who wishes to help support the trip to New York. Another suggestion involves the sale of Christmas wrapping paper. The wrapping paper would sell for \$10.00 a roll, of which \$3.00 would be profit. The band members are confident that they can each sell 25 rolls to friends and family. Another idea involves the sale of frozen gourmet appetizers. Each valu-pack of 75 frozen appetizers would sell for \$20.00, of which \$4.00 would be profit. Everyone believes they could each sell between 15 and 20 valu-packs.

Another idea is to hold a car wash from 9:00 a.m. to 5:00 p.m. at a local gas station. Students would be expected to bring their own soap and buckets, and the station would provide the water and hoses. In the past, car washes paid for by donation have raised approximately \$300. The final suggestion involves a bottle drive. The students would advertise the drive and spend a full day collecting bottles from residences within the community. The band could reasonably expect to make \$400 from this activity.

### Task:

Write to Mr. Wilson, outlining your plan to raise the money by February 15, 2001. Your plan must propose fundraising activities, estimate the amount of money that can be raised, and justify a proposed timeline. Date your correspondence October 16, 2000.

## Sample Student Response

### Memorandum

**TO:** Mr. Wilson  
**FROM:** Shannon White  
**DATE:** October 16, 2000  
**SUBJECT:** Fundraising for the New York band trip

As you know, the Senior Concert Band has been invited to perform at the Festival of the Arts Extravaganza in New York this spring. We realize that we will need to raise a minimum of \$3 000 by February 15, 2001, in order to pay for the cost of the trip. To raise the necessary funds, the band members have agreed to participate in a number of fundraising activities. We appreciate the commitment of parents to pay costs over \$3 000.

The following is a detailed list of suggested activities and the estimated revenue from each.

Fundraising Activity	Sales Assumptions	Estimated Profit
Christmas Craft Fair	20 booths @ \$25.00/booth	\$300.00
Christmas Wrapping Paper	\$3.00/roll profit $\times$ 25 rolls $\times$ 20 students	\$1 500.00
Gourmet Appetizers	\$4.00/pkg profit $\times$ 15 pkgs $\times$ 20 students	\$1 200.00
Car Wash	based on previous donation experience	\$300.00
Bottle Drive	\$0.10/bottle $\times$ 4 000 bottles	\$400.00

Based on our estimates, we have decided to pursue the Christmas Craft Fair and the sale of Christmas wrapping paper and frozen gourmet appetizers. The sale of wrapping paper and frozen appetizers will potentially generate the most revenue. We believe that revenue from these two activities, together with revenue from the craft fair, will generate sufficient funds to meet our goal, as well as cover the cost of the coffee supplies, cookies, and decorations required by the fair.

The band members have decided not to pursue the idea of a car wash: few people are willing to pay for their cars to be washed in the winter only to have it become dirty a few days later. Experience has shown that car washes by donation are worthwhile only if organized in the spring or summer. Likewise, the band decided against organizing a bottle drive since it would require an estimated three weekends of work with only limited results.

By making efficient use of our time and focusing all of the fundraising over a period of four weeks, we believe our student participants will be both motivated and interested in the activities. Our main fundraising would then be complete by the beginning of December, leaving students free for the Christmas holidays and the month of January when many students will be busy studying for January provincial examinations.

Please respond to our proposal within the next two weeks, as we would like to book a date for the craft fair and contact suppliers for the Christmas wrapping paper and gourmet appetizers.

We are very excited about this trip and are committed to meeting our goal. We would appreciate any feedback you may have to offer. We look forward to hearing from you soon, and thank you for agreeing to chaperone this trip.

## AN INTRODUCTION TO THE CASE STUDY SCORING GUIDE

In determining the mark for the Content of the Case Study question, Marker A assigns the paper a score from 0 to 5. This score is then multiplied by 2 resulting in a score out of 10. Marker B performs the same operation. The scores of Marker A and Marker B are added together to yield a score out of 20.

Marker A	$4 \times 2$	8
Marker B	$3 \times 2$	<u>6</u>
		<b>14 marks</b>

In determining the mark for the Visual Design of the Case Study question, Marker A assigns the paper a score from 0 to 5. Marker B performs the same operation. The average of the two scores is then added to Markers A and B's scores to yield a score out of 15.

Marker A	4
Marker B	3
Average	<u>3.5</u>
	<b>10.5 marks</b>

The two scores for Content and Visual Design are added together to give a single score for the Case Study.

Total score is  $14 + 10.5 = \mathbf{24.5 \text{ marks}}$

A written response may or may not conform to each and every descriptor within a particular level, but the overall description of a level will provide markers with a general impression as to how well a student has answered the question.

## CASE STUDY SCORING GUIDE CONTENT

### 5

The **5 paper** has a clearly identified primary message supported by appropriate detail. The argument developed is persuasive and effective. Tables and figures have informative labelling. The language and rhetorical devices used are clear and well controlled. There are few errors in the conventions of standard written English. The action closing is concise and unambiguous.

### 4

The **4 paper** has a primary message with supporting detail. A clear argument is presented. Tables and figures may lack some details. Any language errors present are those to be expected in a first draft which could be improved by reworking. Action required of the reader may be incomplete.

### 3

The **3 paper** is predictable in the details and argument used to support its primary message. The development of the ideas may be standard but correct. The reader follows the meaning and purpose of the paper with ease, although there are some errors. The action required may lack some significant detail. There is a sense the writer has an acceptable control of ideas and language.

### 2

The **2 paper** has little sense of organization beyond the simplistic. No clear message is presented, and details are used in an apparently random fashion. The reader has some difficulty in following the message and purpose of the paper. Errors in language are frequent, perhaps coming from a reliance on common spoken language. There may be a sense the writer does not have control of the task presented. The reader may be uncertain of the action required.

### 1

The **1 paper** displays no sense of writing for a specific purpose, perhaps because there is no controlling message. Details are presented in the order and form of the scenario with no apparent selection or organization. The length of the response may be short of what is necessary for understanding. The number of errors in language, diction or usage may obscure meaning. The reader finds it difficult to follow the argument or to understand the action required.

### NR

A blank paper or one with less than a complete sentence is assigned NR (No response). A paper with achievement less than that outlined in Scalepoint 1 may, **after consultation with the marking chair**, be assigned a zero.

## CASE STUDY SCORING GUIDE

### VISUAL DESIGN

The document must be designed from the audience's perspective so that the reader can read and recall with speed and accuracy. Sophisticated visual elements permit technical writers to convey complex information more easily. The visual aspects of technical writing combine with writing conventions as a strategic rhetorical combination.

#### 5

The **5 paper** is clearly laid out with a sophisticated selection of instructions, headings and/or titles. There will be appropriate graphics placed to best effect in combination with the written material. The document is obviously organized into introduction, supporting detail section and action closing. The reader is made to feel the material in the document is easily accessible. The visual effect is attractive. The message, audience and purpose can be identified easily.

#### 4

The **4 paper** has headings which separate the document into sections. There may be appropriately placed graphics. The document appears to be laid out to support the reader. Information seems to be organized. There may be minor flaws in alignment or consistency. The visual effect may lack balance. The writer seems to have considered message, audience and purpose.

#### 3

The **3 paper** offers identifiable sections which may include headings or other devices used to provide visual separations. Any graphic provided is simple and obvious. Organization of the material is predictable. Headings, titles, etc. may not be consistent. The visual effect may be uninviting to the reader. The reader can discern a specific message, audience and purpose.

#### 2

The **2 paper** has no clear divisions other than paragraphs. Any graphic is unclear and unhelpful. Organization does not assist the reader. Headings, titles and introductions do not separate the material. The overall effect is untidy and/or confusing. The reader is uncertain of the message, audience and/or purpose from the layout.

#### 1

The **1 paper** displays little knowledge of the skills of effective communication. The order and divisions of the material presented are unclear. There are few if any devices to assist the reader. The reader is not aware of any specific message, audience and/or purpose.

#### NR

A blank paper or one with less than an attempt at a layout is assigned (NR) No Response. A paper which demonstrates a lesser achievement than that outlined in Scalepoint 1 may, **after consultation with the marking chair**, be assigned a zero.

END OF KEY