

Technical and Professional Communications 12

June 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.	A	K	1	2	H3	14.	C	U	1	1	A3
2.	D	K	1	2	I4; E1	15.	D	K	1	1	B4
3.	C	K	1	2	E1; I4	16.	D	U	1	1	A3
4.	D	U	1	1	A4	17.	D	U	1	1	A3
5.	B	U	1	1	A4	18.	C	H	1	1	B4
6.	C	U	1	2	B2; A4, 3						
7.	D	U	1	2	B2; A4	19.	D	U	1	2	I3; B4
8.	D	K	1	2	H1, 4	20.	A	K	1	1	B4; K3
9.	D	K	1	2	H4	21.	C	K	1	2	I2
10.	B	K	1	2	H4	22.	C	U	1	1	B4; I3
						23.	B	U	1	1	B4; I3
11.	B	U	1	1	A3	24.	B	K	1	2	I2
12.	D	K	1	1	A3	25.	A	U	1	2	B4
13.	A	U	1	1	A3; J3						

Multiple Choice = 25 marks

Written Response

Q	B	C	S	CO	PLO
1.	1	U	2	1	A4
2.	2	U	2	1	A4
3.	3	U	2	1	A4
4.	4	U	4	1, 2	A4; E2
5.	5	H	20	2, 3	E1, 2; G1, 3; J4
6.	6	H	35	2	E1, 2; G1, 3; I2, 4; J5

Written Response = 65 marks

Multiple Choice = 25 (25 questions)

Written Response = 65 (6 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 4 based on the article “Beyond Saturn.” Complete sentences are not required.

1. From paragraph 2, name **two** distinct characteristics of the Uranian system. (2 marks)

Response:

- **Uranus is “tipped loopily on its side” / rotates horizontally / does not orbit the sun in an upright position.**
- **Its nine faint, upright rings are turned at a sharp angle to the horizontal.**
- **Five large moons circle Uranus.**
- **The moons orbit vertically around Uranus.**
- **A number of smaller moons orbit Uranus.**

2. Identify **two** hypotheses that scientists have held as to how Miranda became a damaged world. (2 marks)

Response:

Hypothesis 1

- **It was hit by a meteor (paragraph 8).**

Hypothesis 2

- **It resulted from gravitational pumping (paragraph 8).**

3. The author uses figurative language throughout the article. **Quote one** example of figurative language and explain how it contributes to the reader’s understanding. (2 marks)

For Example:

Quote (Paragraph 3)

- **“Tiptoeing through this planetary train wreck...”**

Explanation

- **The difficulty of the journey through the Uranian system is emphasized.**

Quote (Paragraph 4)

- “...curious corkscrew...”

Explanation

- **It paints a vivid picture in the reader’s mind.**
- **It secures the reader’s interest.**

Quote (Paragraph 5)

- “...number of fairy-dust bands...”

Explanation

- **The fineness of the formations of the rings and the uniqueness of them are emphasized.**

Quote (Paragraph 8)

- “...a world that had been broken into rubble as many as five times in its past only to shrug off the insult and gravitationally reassemble itself...”

Explanation

- **By making a comparison to a familiar physical action, the author offers a quick route to understanding the re-formation of a planet (through metaphor).**

NOTE: other responses may be possible.

4. Other than Figure 2, identify **two** design techniques used in the layout of the article and explain how each helps to convey the author’s meaning. **(4 marks)**

Response:

Design Technique	Explanation
Large title is a graphic	<ul style="list-style-type: none">• suggests the journey of <i>Voyager 2</i> past Saturn, and beyond
Descriptive headings	<ul style="list-style-type: none">• alerts reader to content of sections• breaks article into sub-sections for easy comprehension• suggests the unusual discoveries about Uranus
Figure 1	<ul style="list-style-type: none">• presents a visual image of <i>Voyager 2</i>• caption suggests how <i>Voyager 2</i> operated

NOTE: other responses may be possible.

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
graphic |
|---------------------|

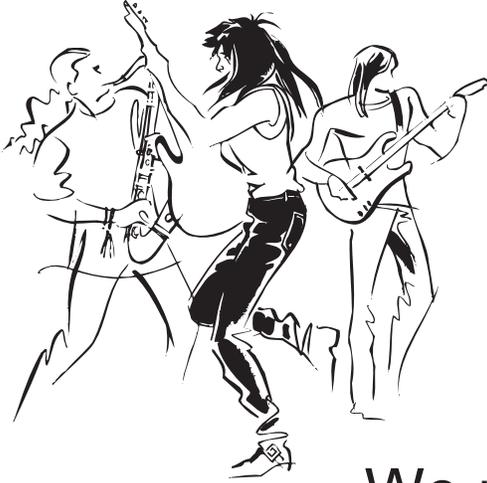
 use a box to indicate the look and placement of a graphic

5. You are Dominique Spearing, the top student in your school's music program. While you like playing in the school band, what really excites you is playing with *The Nite Riders*, the rock band you belong to with your friends. Your parents have let you practise in their garage, but now, after only a few weeks and even though you do not practise after 9:00 at night, they and the neighbours are starting to complain about the noise.

You have decided that the best way for *The Nite Riders* to find a new place to practise is to put up posters in all the local music stores. For the posters to produce the desired result, you must include the following information presented in a well-organized and effective manner.

You must let people know that *The Nite Riders* are willing to do odd jobs in and around the practice location in exchange for the use of the facility. You are aware of the fact that one of the group's members may be quitting soon. Therefore, you want to mention that anyone who might be interested in joining the band, and who can play a number of instruments, should contact you. You want a place that is available weekends or evenings. The band is made up of mature and responsible people. Your telephone number is 555-ROCK. The place you are looking for will ideally have an area to store musical instruments and be located in a part of town where the neighbours will not be disturbed. Preferably, you are looking for a place where people love music.

Do You Love Music?

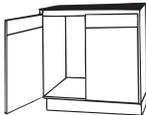


The Nite Riders, a local rock band made up of mature and responsible students, needs your help in finding the ideal practice location.

We need a place...



- that is available evenings and weekends and where we won't disturb the neighbours;



- that has a storage place for instruments; and



- where rent can be exchanged for odd jobs.



We are also looking for a musician who can play a variety of instruments and wants to join us. Are you that musician?



If you can help, please call Dominique at 555-ROCK!

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**.

6. Scenario:

You are Sandra Lowe, production supervisor for the Winter 2000 Concert Project undertaken by the Media Arts 12 class at Roberts Secondary School. The project is now finished and you must provide a completion report as part of a memo to your teacher.

Ms. Kelsey, your teacher, was asked on November 28, 2000 if your class would be interested in producing videotapes of the three local elementary schools' Winter Concerts. The videos would be sold to parents as keepsakes for \$10 each and all proceeds would be donated to the local food bank. Your class eagerly agreed to put its budding production skills to practical use on this school / community project.

Three production teams were created (one for each school) and you were selected as the production supervisor. Each team videotaped the concert dress rehearsals (scheduled two days before each concert performance), the afternoon concert, and the evening concert at their assigned school. Beaver Valley Elementary's concerts were held on December 10, 2000 at 12:30 p.m. and 7:30 p.m., and Crawford Elementary's concerts were held on December 11, 2000 at 1:30 p.m. and 7:00 p.m. Wilson Road Elementary also held its concerts on December 11, 2000 at 1:00 p.m. and 7:30 p.m. After the taping was complete, the teams edited their tapes and produced final videotapes for distribution.

Prepaid orders for the videotapes were taken at the time of the concerts. It was estimated that approximately 50 orders would be received from parents at each school. The delivery date was set for December 22 — the last day of school before winter break. Blank camcorder tape was available from the Media Arts class, but the project would be charged \$20 per tape used. For ease of editing, it was decided that each performance would be recorded on a separate camcorder tape. Blank videotapes for duplicating the final productions would be purchased in bulk for \$2 each.

There were numerous surprises during the project. First, during Beaver Valley Elementary's dress rehearsal there was a power failure during the last 30 minutes of school. The two split grade 6/7 classes weren't taped, so the edited version had to rely on what was taped during the actual performance. At Crawford Elementary, a child tripped over the extension cord to the camcorder during the afternoon performance. Recording stopped for approximately 5 minutes. Before the evening concert, a production team member purchased duct tape for \$4.50 from the drug store so the cord could be held firmly in place. Orders received were beyond project participants' wildest expectations: Beaver Valley Elementary — 89, Crawford Elementary — 135, and Wilson Road Elementary — 126. It became impossible to deliver all of the tapes by the stated delivery date. School principals were contacted and told that the parents' copies would not be available until January 20.

The last of the tapes were delivered to parents on January 20, 2001.

Task: Write a completion report for the Winter 2000 Concert Project detailing the project description, including a summary of the project events, and a comparison of the estimated and actual revenues and expenses. Address the memorandum to your teacher, Ms. Kelsey.

Sample Student Response Memorandum

TO: Ms. Kelsey, Teacher
Media Arts 12

FROM: Sandra Lowe, Production Supervisor
Winter 2000 Concert Project

DATE: January 20th, 2001

SUBJECT: Winter 2000 Concert Project Completion Report

Project Description

The Winter 2000 Concert Project involved taping, editing and distributing a video of each of the local elementary schools' annual Winter Concerts. Parents could pre-order copies of the video at a cost of \$10 each on the day of the school concerts. The Media Arts 12 class intended to duplicate the videos and deliver them to schools for distribution to parents on or before December 22, 2000. Sales, originally estimated at 150 tapes, actually reached 350 tapes, which significantly delayed distribution.

Each school was assigned its own production team and I was identified as the Production Supervisor for the project.

Project Events

Date	Time	Event	Details
08 December 2000		Beaver Valley Elementary dress rehearsal taped	<ul style="list-style-type: none"> • power failure • 1 class not taped
09 December 2000		Crawford Elementary dress rehearsal taped	<ul style="list-style-type: none"> • none
		Wilson Road Elementary dress rehearsal taped	<ul style="list-style-type: none"> • none
10 December 2000	12:30 p.m.	Beaver Valley Elementary afternoon concert taped	<ul style="list-style-type: none"> • none
	7:30 p.m.	Beaver Valley Elementary evening concert taped	<ul style="list-style-type: none"> • none
11 December 2000	1:00 p.m.	Wilson Road Elementary afternoon concert taped	<ul style="list-style-type: none"> • none
	7:30 p.m.	Wilson Road Elementary evening concert taped	<ul style="list-style-type: none"> • none
	1:30 p.m.	Crawford Elementary afternoon concert taped	<ul style="list-style-type: none"> • child tripped on extension cord (duct taped for evening performance) • 5 mins of performance not taped
	7:00 p.m.	Crawford Elementary evening concert taped	<ul style="list-style-type: none"> • none
12 December 2000		tape delivery date changed to 20 January 2001	<ul style="list-style-type: none"> • principals informed of delay
20 January 2001		tapes delivered to schools	

Estimated and Actual Income Statement

	Estimated	Actual
Revenue:		
Beaver Valley Elementary	\$500.00	\$ 890.00
Crawford Elementary	500.00	1 350.00
Wilson Road Elementary	<u>500.00</u>	<u>1 260.00</u>
Total	\$1 500.00	\$3 500.00
 Expenses:		
Camcorder Tape (\$20.00 × 9)	\$180.00	\$180.00
Videotapes	300.00	700.00
Duct Tape	<u>0.00</u>	<u>4.50</u>
Total	<u>\$480.00</u>	<u>\$884.50</u>
 Net profit	 <u>\$1 020.00</u>	 <u>\$2 615.50</u>

The project was an excellent method of introducing the Media Arts 12 class to the rewards and pitfalls of live video production. I think we dealt with the disruptions in scheduling responsibly and produced an entertaining product for parents and children, as well as one that our class could be proud of. Our class raised \$2 615.50 for the food bank.

If you have any questions or concerns about this report, please feel free to bring them to my attention during class.

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	4×2	8
Marker B	3×2	<u>6</u>
		14 marks

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>
	10.5 marks

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