

Technical and Professional Communications 12

January 2002 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	C2	14.	A	U	1	1	A3
2.	A	K	1	2	EI	15.	B	K	1	1	A3
3.	B	U	1	2	I3; B4; J3	16.	A	U	1	1	A3
4.	C	U	1	1	A4	17.	D	K	1	1	J3
5.	D	U	1	1	A4	18.	A	H	1	1	B4
6.	D	U	1	1	A4						
7.	D	U	1	1	A4	19.	B	U	1	2	I3
8.	B	U	1	2	H4	20.	D	U	1	2	B4; I2
9.	C	K	1	2	C2; H1	21.	C	U	1	2	B4
10.	D	K	1	2	H1	22.	A	K	1	2	I2
						23.	C	K	1	2	I2
11.	B	K	1	1, 3	A3	24.	D	U	1	2	B4; J1
12.	D	U	1	1	A3	25.	D	U	1	2	B4
13.	C	U	1	1	A3						

Multiple Choice = 25 marks

Written Response

Q	B	C	S	CO	PLO
1.	1	U	4	1	A3
2.	2	U	2	1	A3
3.	3	U	4	1, 2	A4
4.	4	H	20	2, 3	E1,2; G1,3; J4
5.	5	H	35	2	E1,2; G1,3; J4

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 “A River of Uncertainty.” Complete sentences are not required.

1. Scientists disagree on the causes of the decline in the population of the Snake River wild salmon. Identify **two** different causes reported in the article, and state **one** piece of evidence that scientists have cited for each cause. **(4 marks)**

Response:

Cause: The dams on the Snake River have caused the decline. (para 14)

Evidence: (Many scientists) “argue that the population of the Snake River salmon began to decline after the dams were built in the 1960s and 1970s...” (para 14)

OR

“Prior to completion of the lower Snake River dams, Snake River stocks did as well or better than their downriver counterparts.” (para 15)

OR

Scientist Bowles said, “Since completion of the dams, we have every year done much worse.” (para 15)

OR

Turbines kill the fish (point 2 in the diagram).

Cause: The wild salmon population has been hurt by

- the destruction and degradation of spawning areas / overfishing. (para 17)**

OR

- the introduction of hatchery-bred salmon and trout. (para 17)**

OR

- human intervention.**

Evidence: (Fisheries service analysis states that) “Only about 20 per cent of Snake River salmon today are the progeny of wild fish.” (para 17)

OR

(The fisheries service says that) “the latest evidence suggests that trucking and barging young fish is more effective than was previously thought.” (para 20) [i.e., The dams are not the cause; other conditions are the cause.]

2. Identify **two** ways in which Pacific salmon differ from Atlantic salmon.

(2 marks)

Response:

Pacific Salmon vs. Atlantic Salmon	
There are several species of Pacific salmon.	There is only one species of Atlantic salmon.
Pacific salmon spawn at different times.	Atlantic salmon spawn at the same time.
Pacific salmon can spawn only once and then they die.	Atlantic salmon are able to spawn several times.

3. Name **two** devices used in the layout of the diagram to help to make the information clear, and explain how each device enhances understanding.

(4 marks)

Response:

Device	Explanation
arrows	<ul style="list-style-type: none"> • show the direction of the flow of the water • show the direction of travel by the fish through and around the dam
labels	<ul style="list-style-type: none"> • identify important parts of the dam • identify important options for fish travel
titles / with letters and numbers	<ul style="list-style-type: none"> • outline the options of the fish in passing through or around the dam, both coming to and going from spawning grounds • facilitate the sequencing of events
shading	<ul style="list-style-type: none"> • differentiates the fish and their routes from parts of the dam • differentiates the age of the fish
3-dimensional cross-section of diagram	<ul style="list-style-type: none"> • shows the inner workings of the dam

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**
- | |
|---------------------|
| describe
graphic |
|---------------------|

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

4. You are the instructor of a First Aid course being offered through the Canadian Red Cross Society. Your supervisor has informed you that she needs you to teach an introductory lesson to her class this afternoon. She was planning on creating a visually appealing handout of the information, but has been called away on other business.

Using the information provided below, create the class handout informing those attending the class of what they can do to provide assistance in case of an emergency.

You can always do something to help in any emergency. You should ensure the safety of the casualty, yourself, and bystanders. You must be alert to possible dangers at the scene. Telephone your local emergency number. Reassure the casualty and others at the scene of the emergency that everything will be okay. Gather as much information from the casualty, family, friends and bystanders as possible. When they arrive, provide this information to Emergency Medical Services (EMS) personnel. Another thing you can do is to organize bystanders to call the local emergency number or to meet and direct the ambulance and other vehicles to the scene of the accident. You can also use bystanders to obtain First Aid supplies and keep the area free from unnecessary traffic.

You CAN Help in an Emergency!

Everyone has a role to play in saving a life.



ENSURE THE SAFETY of the casualty, yourself and bystanders.



BE ALERT to possible dangers!



REASSURE THE CASUALTY and others that everything will be okay.



ORGANIZE BYSTANDERS to call 911, obtain First Aid supplies, meet the ambulance and direct traffic.



GATHER INFORMATION from the casualty and others.



PROVIDE INFORMATION to EMS personnel upon arrival at the scene.

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 Pat Minar, a graduating student from BC Secondary School. Like many of your friends, you have a definite idea of what you want to do with your life after graduation. As a TPC 12 student, you have developed a real interest in and flair for technical communications, so much so that you have decided to get your Bachelor of Arts (B.A.) in English with a focus on Technical Writing and Communications. In the end, you hope to find employment as a communications consultant in the business and technology sectors.

Your main problem has been in deciding which university to attend for your post-secondary education. Since September 2001, you have been researching a number of institutions that offer your program. However, you are having difficulty making the final decision from the three universities on your short-list: Mountain University, Central University, and Prairie University. You have been examining these three institutions with regards to tuition costs, class sizes, professors' qualifications, library resources, and the rate of students who started a program and successfully graduated from the university in their chosen program. Your grades will meet or exceed the minimum entrance requirements for each of these universities.

Mountain University is fairly expensive, at a cost of \$5 952 per year. Many of the classes at Mountain (37%) have fewer than 26 students in them. On average, there are 280 library resources available for each student enrolled at the university. The professors are well trained, with 98% of them having received their Doctorate (PhD). Most people who start at Mountain end up graduating with their degree (93%).

On the other hand, only 80% of students end up graduating from Central University, and only 86% of the professors have their PhD. The classes are a bit larger at Central (only 34% of Central's classes have less than 26 students in them). However, at a cost of only \$3 600 per year and with 400 library resources available for each enrolled student, it might be worth taking a look at Central a bit more closely.

Prairie University is a bit more expensive than Central, at \$4 318 a year for tuition. The classes are even larger than Central's, with 75% of the classes being over 25 students in size. With 90% of its professors having their PhD and a library stocked to hold 300 resources per student, Prairie has the highest graduation rate (95%).

You need to make sense of all these statistics and decide which factors should be weighed more heavily in your decision-making process. Time is running out and you should make your decision by March 15, 2002, in case you receive an offer of early acceptance. Each of the universities has a very good reputation with your chosen degree program. The big issue for you is that you access the best education for the best price. You decide to write to Mr. Tong, BC Secondary's most experienced counsellor, and seek his advice with respect to which university you should attend.

Task:

Write a standard business memorandum to Mr. Tong. Present your research findings and request his recommendation. Date your correspondence February 15, 2002.

Sample Student Response

Memorandum

TO: Mr. Tong, Counsellor
BC Secondary School

FROM: Pat Minar, Graduating Student

DATE: February 15, 2002

SUBJECT: Request for Feedback — University Selection

I am having some difficulty deciding which post-secondary institution I should attend after graduation. Since September 2001, I have been researching a number of Canadian universities that offer my program of study and have succeeded in narrowing my focus to three institutions: Mountain University, Prairie University and Central University. The following is an overview of my situation and a summary of my research findings related to these three universities.

Personal Academic Information

My goal is to obtain my Bachelor of Arts degree in English with a focus on Technical Writing and Communications. Once I have my degree, I hope to work as a communications consultant in the business and technology industries. You should know that

- each of the three universities has a very good reputation with respect to this degree program;
- my grades will meet or exceed the minimum entrance requirements of each institution; and
- I can afford the tuition at any of the three universities; however, cost is certainly a factor.

University Comparison Categories

My research suggests that there are five key areas to consider when deciding to attend a university: tuition costs, class sizes, professors' qualifications, library resources and the graduation rate. A summary of my research findings with respect to the three universities is outlined in the following table.

University	Total Tuition Costs per Year (\$)	Classes with 1-25 Students (%)	Professors with PhDs (%)	Library Resources per Student	Graduation Rate (%)
Mountain	5 952	37	98	280	93
Prairie	4 318	25	90	300	95
Central	3 600	34	86	400	80

Request for Feedback

My main concern is that I receive the best education for the most reasonable price. I don't mind paying Mountain University's higher tuition fees if you think that is the best place to get my B.A. On the other hand, Central University's program is almost half the cost and exceeds Mountain in one category. However, I am concerned with the relatively low graduation rate from Central University. In the end, is Prairie University the best of both worlds?

Please review the research findings and provide your recommendation as to which university I should attend after graduation. I hope that your experience with these matters will help to provide me with a clear direction for my future after high school.

I would appreciate your recommendation by March 1, 2002. If you have any questions, I can be reached during school hours or at home (555-1234) after 5:00 p.m.

Thank you once again for your support in this process.

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 assist 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