

# Technical and Professional Communications 12

June 2002 Provincial Examination

## ANSWER KEY / SCORING GUIDE

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### 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.	C	K	1	2	H3	14.	B	K	1	1	A3
2.	C	K	1	2	H3; C2	15.	D	K	1	1	A3
3.	B	K	1	2	C2	16.	A	U	1	1	J3
4.	D	U	1	1	A4	17.	D	U	1	1	B4; E1; J3
5.	C	U	1	1	A4	18.	D	H	1	1	B4; E1
6.	A	U	1	1	A3,4						
7.	A	U	1	1	A4	19.	C	U	1	2	I2; B4
8.	D	K	1	2	E1	20.	B	U	1	2	B4; I3
9.	A	K	1	2	C2; H1	21.	B	K	1	2	I2
10.	D	K	1	2	H1	22.	D	K	1	2	I2
						23.	B	U	1	2	B4; I2
11.	B	U	1	1, 3	A3	24.	B	U	1	2	J1; B4
12.	D	K	1	1	A3	25.	C	U	1	2	A2
13.	C	K	1	1	A3; J3						

**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	4	1	A3
2.	2	U	4	1	A3
3.	3	U	2	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 “Jaws of Death.” Complete sentences are not required.

1. Identify **two** features that Summers believes help the cownose ray crush mollusks. Explain how each works. **(4 marks)**

**Response:**

<b>Feature</b>	<b>Explanation</b>
<b>Jaws joined / lashed by tight ligaments</b>	<ul style="list-style-type: none"><li>• <b>when one side is contracted the other side acts like the fulcrum of a nutcracker amplifying the pressure on the shellfish until it cracks</b></li></ul>
<b>Solid upper and lower jaw</b>	<ul style="list-style-type: none"><li>• <b>provides a strong surface to help crush hard prey</b></li></ul>

2. Summers addresses two beliefs: one about cartilaginous fish in general, and one about cownose rays in particular. Identify each of these beliefs and provide one action Summers took, or plans to take, to substantiate these ideas. **(4 marks)**

**Response:**

<b>Belief Regarding Cartilaginous Fish</b>	<b>Action</b>
<ul style="list-style-type: none"> <li>• <b>The belief that cartilaginous fish are inferior to vertebrates is biomechanically wrong.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>chose to study the invertebrate cownose ray because it has to be able to crush mollusks to survive</b></li> <li>• <b>x-rayed several cownose rays</b></li> <li>• <b>discovered the cownose rays' jaws have mineral deposits in the form of hollow struts</b></li> <li>• <b>developed a model for the cownose ray's jaw by likening it to a nutcracker</b></li> </ul>
<b>Belief Regarding Cownose Ray</b>	<b>Action</b>
<ul style="list-style-type: none"> <li>• <b>The structure of the cownose ray's jaw applies double the force of its bite (because it acts like a nutcracker).</b></li> <li>• <b>First cownose ray he x-rayed was diseased.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>developing an experiment where he will record the activity of jaw muscles in live cownose rays as they feast on shellfish</b></li> <li>• <b>x-rayed more cownose rays</b></li> </ul>

3. List two purposes of Figure 1. **(2 marks)**

**Response:**



- **Figure 1 shows the reader what a cownose ray looks like, thereby increasing the reader's comprehension of the subject.**
- **It provides a visual comparison of the crushing mechanism of the cownose ray's jaw and a nutcracker.**
- **It provides a visual comparison of the size of the jaw to the size of the mollusk.**
- **It provides a visual representation of the cownose ray and a scale depiction of the jaws.**
- **The text in Figure 1 increases the reader's understanding of how the ray's jaws work.**

## 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*
-  words to indicate **bold**
-  use a box to indicate the look and placement of a graphic

4. You are Shawn Smith, Grad Council President and member of the Technical and Professional Communications 12 class. Hoping to cut down on the rash of recent automobile crashes involving students, your principal has asked you to give a presentation to grade 10 CAPP classes on automobile safety. In order for your presentation to be effective and engaging for the students, many of whom hope to be driving within the next six months, you have decided to create a handout for them to take home.

From the *Safe Driving Guide* produced by ICBC, you have obtained the following information. Create an effective handout that would appeal to young drivers.

Before you even go near the vehicle, consider whether you are ill, tired, on medication, or have been drinking. You may not feel much different, but your reactions are slower and judgment may be affected. Once inside the vehicle, it is important to properly adjust the rearview and side view mirrors and the position of the driver's seat before you begin your trip.

Check the vehicle before setting out on your trip. Are the headlights, turn signals, and tail lights clean and working? Are the windshield wipers wiping without streaks? Are the tires in good condition and properly inflated? Make sure that the windshield and back window are clean and unobstructed.

Safe driving demands the full attention of the driver at all times, so don't eat or drink while you are driving, and don't let your attention wander by checking your hair, playing with the stereo, or chatting on your cellphone. You can also be affected by strong emotions such as anger. If you feel you can't drive, don't take a chance; call a cab or ask someone else to drive.

NOTE: A wide variety of creative approaches is to be expected.



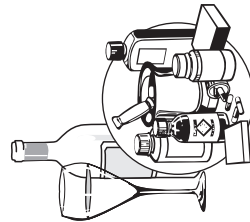
## BE A SAFE DRIVER!!



**Are YOU prepared to drive?**

Consider whether you

- are ill, tired or emotionally upset
- are on medication
- have been drinking



**Is THE CAR safe and operational?**

Consider whether the vehicle has

- clean and working lights and signals
- streak-free windshield wipers
- clear views out of all windows
- properly adjusted mirrors and seats
- properly inflated tires



**Are you capable of PAYING ATTENTION while you drive?**

Consider whether you tend to let your attention wander by

- eating or drinking
- checking your hair
- playing with the stereo
- talking on the phone



If you answered “no” to any of the three questions above, ask someone else to drive, or call a cab.

**Safe driving demands the full attention of the driver at all times!**

## 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 Terry Mastins, a graduating student from Hill Top High School in Winthral, BC. You are enrolled in the Entrepreneurship Career Preparation Program. Your teacher has just informed you that the school's Youth Entrepreneurship Program, chaired by Mr. Ray Donnelly, offers interest-free loans to worthwhile student ventures. "Worthwhile," he says, "means it offers a valued service to the community and it is solid financially."

You've been thinking about running a summer camp program for kids between the ages of 6 and 16. The only thing you need is "start-up" cash. The Youth Entrepreneurship Program may be just what you need to make this dream a reality.

When you initially thought of this idea, you completed a great deal of research. You have found a wonderful campground facility on Winthral Lake. You know the owners, Bob and Jane Kafferstan; they've operated summer camps there before, but plan on going to Europe this summer. Therefore, the entire facility will be available to lease for \$400 per week, but you must obtain insurance. (The owners leave for Europe on May 15, 2002, so you would have to pay the lease before then.) It has 8 cabins (each with 8 bunks), 2 washroom/shower facilities, and a lodge (office, kitchen/cafeteria, general meeting room, and 2 bedrooms). Lots of different activities would be possible: swimming, rock climbing, archery, canoeing, crafts, bike riding (kids would bring their own bikes and helmets), soccer, kayaking, and volleyball.

You believe there is sufficient demand in your community for week-long camps. At the going rate of \$200 per child per week, you will have no problem fully booking the cabins for the 4 weeks in July and the first 3 weeks in August. (You want the last week of August off as a breather!) Each cabin would have its own leader, who would sleep in the cabin with the campers. You believe you can hire 7 of the Recreation Leadership Career Course students to act as leaders with you, and 2 of the Chef's Training Career Preparation students to act as cooks. Since they will be devoting their whole summer to this program, you feel you should offer a salary of \$2 500 per staff member. (Remember, as an entrepreneur you don't earn a salary...but you will receive any profits.)

After talking to students from the Chef's Training Program, you estimate that the food costs will be \$33 000. You think you will need about \$1 000 for cleaning supplies, office supplies, and craft supplies. The required insurance will cost \$2 500, but that gives you full protection against liability, fire, and accidents. The school district will let you advertise by sending pamphlets home with all the students, so you feel an advertising budget of only \$250 will be more than sufficient. You think you could have the advertising ready for the middle of April. Since campers pre-pay to reserve a spot, you really only need to borrow enough money for advertising and the lease.

Each camp will begin on Sunday at 10:00 a.m. and end on the following Saturday at 10:00 a.m. That gives the staff time to do a bit of cleaning, a bit of debriefing, and a bit of relaxing before the next group arrives.

### Task:

Write a persuasive proposal to Mr. Donnelly. Outline your business venture and demonstrate that it meets the program's criteria. Date your proposal March 15, 2002.

## Sample Student Response

### Memorandum

**DATE:** March 15, 2002

**TO:** Mr. Ray Donnelly, Chairperson  
Youth Entrepreneurship Program

**FROM:** Terry Mastins, Student  
Hill Top High School

**SUBJECT:** Loan Request for Summer Camp Venture

I am applying to the Youth Entrepreneurship Program for a loan to operate a summer camp for youngsters in the community.

#### **Proposed Venture**

The Kafferstans have traditionally offered a summer camp for children ages 6 to 16. However, this year they are going to be away in Europe. They have offered me the opportunity to lease their facility at Winthral Lake, so I can provide a quality summer camp to the youngsters of this community.

The campground has all of the necessary amenities to make the camping experience safe, pleasant and fun for all who will attend:

#### **Buildings:**

- 8 cabins (each with 8 bunks—7 for campers, 1 for leader)
- 2 washroom/shower facilities
- 1 lodge (office, meeting area, 2 bedrooms for the cooks, kitchen/cafeteria)

#### **Recreation Resources:**

- Canoes
- Kayaks
- Archery Equipment
- Soccer Field and Balls
- Volleyball Net and Balls
- Rock-Climbing Equipment

#### **Staffing Requirements**

In addition to myself, there will be nine staff hired to run the camp. I believe in supporting other graduating students who have completed the excellent career preparation programs offered at Hill Top. Therefore, I will seek seven students from the Recreation Leadership Program to hire as camp leaders and two students from the Chef's Training Program to hire as cooks.

## Projected Revenue

Families in the community are very supportive of summer camps. Registrations begin in mid-April and are generally full by mid-June. Therefore, it is reasonable to estimate revenue based upon full occupation of the available cabins.

Per child revenue:	\$200		
Per cabin revenue:	\$200	x 7 campers	= \$1 400
Per week revenue:	\$1 400	x 8 cabins	= \$11 200
<b>Summer Revenue:</b>	<b>\$11 200</b>	<b>x 7 weeks</b>	<b>= \$78 400</b>

## Projected Expenses

### Start-Up Expenses:

Campground Lease (\$400 x 7 weeks)	2 800	
Advertising	<u>250</u>	<u>3 050</u>

### Operating Expenses:

Insurance	2 500	
Supplies	1 000	
Staff Salaries (\$2 500 x 9)	22 500	
Food	<u>33 000</u>	<u>59 000</u>

**Total Projected Expenses: \$62 050**

## Financial Support

Camp fees are paid in advance in order to guarantee a child's spot. Consequently, there shouldn't be a problem with cash flow once the registration process is complete. However, before registrations can be generated, I must cover the expense of advertising. In addition, since the Kafferstans are leaving for Europe on May 15, 2002, the lease must be paid before registrations are complete. I am requesting a \$3 050 loan from the Youth Entrepreneurship Program to cover my start-up expenses.

Thank you for considering this request. I anticipate hearing from you before the end of this month. If you need to contact me, I can be reached at (250) 555-1234 after school or on the weekend.

## 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 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