

# Technical and Professional Communications 12

January 2003 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.	D	K	1	2	H3, I2	14.	D	U	1	1	A3
2.	A	K	1	2	H3, I2	15.	C	U	1	1	A3
3.	A	K	1	2	E1, I4	16.	C	K	1	1	A3, 4
4.	C	U	1	1	A3, 4	17.	B	H	1	1	A3
5.	D	U	1	1, 2	A3, 4	18.	C	U	1	1	A3
6.	B	U	1	1	A4						
7.	D	U	1	1, 2	A4	19.	C	K	1	2	I2
8.	A	U	1	2, 3	H4	20.	A	U	1	2	I2, 3
9.	B	K	1	1, 2	H1	21.	D	U	1	2	I2
10.	B	K	1	1	H1	22.	A	U	1	2	I2, 3
						23.	B	U	1	2	I2, 3
11.	C	K	1	1	A3	24.	C	K	1	2	I2
12.	D	U	1	1	A3, 4	25.	A	U	1	1	I2
13.	C	U	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	4	1	A3
2.	2	U	4	1	A3
3.	3	U	2	1	A4
4.	4	H	20	2, 3	A6; E1,2; G1,3; J4
5.	5	H	35	2	A6; 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 “More Veggies, Please.” Complete sentences are not required.

1. The author states that several conflicting reports about the benefits and consequences of dietary choices have been published. Identify **two** of these choices and the conflicting information. (4 marks)

Dietary Choice	Conflicting Information
<b>Butter</b>	<ul style="list-style-type: none"> <li>• originally thought of as unhealthy until a study showed that stick margarine is worse</li> </ul>
<b>Soy</b>	<ul style="list-style-type: none"> <li>• originally thought of as healthy until a study showed that it atrophies the brain</li> </ul>
<b>Caffeine</b>	<ul style="list-style-type: none"> <li>• some say it’s good, some say it’s bad</li> </ul>
<b>Chocolate</b>	<ul style="list-style-type: none"> <li>• originally thought of as unhealthy but studies show it may have “high levels of health-promoting antioxidants.”</li> </ul>

2. The author outlines different chemicals that prevent diseases. For each disease listed below, identify **one** disease-preventing chemical **and** its natural food source. (4 marks)

Disease	Chemical and its food source
<b>heart disease</b>	<ul style="list-style-type: none"> <li>• flavonoids from purple grape juice</li> <li>• organosulfur from onions</li> <li>• potassium from bananas and oranges</li> <li>• paraoxonase from pomegranates</li> </ul>
<b>cancer</b>	<ul style="list-style-type: none"> <li>• alpha and beta carotene, terpineol from carrots</li> <li>• lycopene from tomatoes</li> </ul>
<b>osteoporosis</b>	<ul style="list-style-type: none"> <li>• calcium from low fat dairy products, kale, and enriched tofu</li> <li>• potassium and magnesium from bananas</li> <li>• vitamin K from dark, leafy greens</li> </ul>
<b>macular degeneration</b>	<ul style="list-style-type: none"> <li>• lutein from dark leafy greens such as kale, spinach, and collard greens</li> </ul>

3. Identify **two** design techniques used in the article and explain how each is used to enhance accessibility of information. **(2 marks)**

**Response:**

**Technique: alignment of columns in the chart**

**Explanation: separates food type from explanation**

**Technique: subheadings**

**Explanation: identify specific topics / diseases**

**Technique: use of a chart**

**Explanation: condenses information**

**Technique: use of bold print**


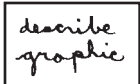
**Explanation: emphasizes key points**

## 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 Tracey Deane, a member of the Chef's Training Program at your school. This semester you will be taking a leadership role in the kitchen, which includes training other students. Your teacher has given you the following information and asked you to create a poster of food safety tips to be placed at each station in the kitchen.

From the *Food Safety Guide*

Thaw foods in the refrigerator, or under cold running water. It is unsafe to thaw at room temperature because surface bacteria can begin to multiply. You may also use a microwave. Bacteria multiply on food that is not handled properly, and may cause disease. Examine food and its packaging before you use it; avoid damaged cans or packages.

When preparing food, always clean your hands, utensils, and cooking surfaces thoroughly. Sanitize countertops, cutting boards, and utensils with a bleach solution to kill surface bacteria. Prepare foods quickly, cook them thoroughly, and serve immediately. Keep raw meats and poultry away from other foods during storage and food preparation. Remember the "two-hour" rule when serving a number of people; don't let the perishable foods linger for longer than two hours in the danger zone (between 4°C and 60°C). Very hot leftover items can be cooled up to 30 minutes before being refrigerated. Never remove a large pot of food (soup, stew, pasta sauce) from the stove and place directly into the refrigerator; divide it up into smaller containers. Leftovers should be used within four days. Never add leftover food to fresh food.

# FOOD SAFETY AND YOU!

## PREPARING

- **Examine** food before using — avoid damaged cans or packages.
- **Wash** your hands thoroughly.
- **Clean** utensils and cooking surfaces with a bleach solution before and after cooking.
- **Thaw** foods in the refrigerator, cold running water or the microwave.

**NEVER THAW FOOD AT ROOM TEMPERATURE!**

## COOKING AND SERVING

- **Cook** food thoroughly.
- **Serve** immediately — remember the 2 HOUR RULE!



## STORING

- **Refrigerate** very hot leftovers within 30 minutes.
- **Use** leftovers within 4 days.

**KEEP RAW MEATS AND POULTRY AWAY FROM OTHER FOODS DURING FOOD PREPARATION AND STORAGE!**

## Do NOT

- Place large pots of soup or stew in the refrigerator (use smaller containers).
- Add leftover food to fresh food.

**Let's keep our kitchen a bacteria-free zone!**

## 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 visual design elements. For emphasis in your work

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

### 5. Scenario:

You are Trevor Jackson, student council president at Tinnsville High School located in rural British Columbia. In each of the last three years, a post-secondary liaison company has offered grade 10 students the opportunity to participate in a field trip to various universities and colleges. The agent for your school is Wilma Matthison. You were on your school's organizing committee for this year's trip.

The trip was to include visits to three major universities and four regional colleges, over a period of six days. Students and the career counselor were to be transported via chartered bus. They were to stay in youth hostels or on campus when possible. In fact, staying on campus was so important to your committee that the trip was planned to take place in the second week of May, as the student dormitories would be empty except for relatively few summer school students.

The liaison company, *Experience Life Ltd.*, charged a flat fee of \$360 per student which was to include all room, breakfast, and travel costs, plus admission to a few educational tours: the Royal B.C. Museum, the Vancouver Aquarium, the IMAX theatre, and the Space Centre. In order to reduce costs, students from several different schools could share the bus. However, only students from the same school would be expected to share a twin-room. Naturally, all roommates would be of the same gender.

Twenty-five grade 10s from your school have just returned from the field trip, and they are not happy! After hearing a lot of grumbling in the halls, you decide to call a meeting to hear what really happened. As it turns out, most of the trip was good, but there were a few incidents. The bus was old and had a few mechanical problems, nothing that caused safety concerns, but there were delays. By the end of the six days, the group had experienced four delays: two which made them late for their post-secondary tours, one which made them late arriving at the University of British Columbia dorm (so they had to stay at a youth hostel instead), and one which caused them to miss going to the Vancouver Aquarium. The student dorms at Eastern University College were dirty. The common bathrooms were particularly grimy and grubby and caused great concern for most of the students. In the words of one participant, "They were just way too gross to use." At 2:00 p.m. a complaint was lodged with the accommodations department. By 6:00 p.m. of the same day, the washrooms were sufficiently clean. However, many of the students were uncomfortable during their two-night stay. One of the students, Melissa Wright, didn't have a roommate from your school. Your committee expected that she would have the luxury of her own room, but she was required to bunk with a student from another school. She was very uncomfortable sharing a room with a virtual stranger.

### Task:

At the meeting with the students, you agree to write a persuasive memo of complaint to Wilma Matthison, the representative of *Experience Life Ltd.* The students want a letter of apology, a refund of \$60.00 for each student, and a refund of \$180.00 for Melissa. Their biggest concern, however, is that steps are taken to ensure that no students will have the same experience in the future. Date your memo May 20, 2003.

## Sample Student Response

### Memorandum

**TO:** Wilma Matthison, Experience Life Ltd.  
**FROM:** Trevor Jackson, Student Council President, Tinnsville High  
**DATE:** May 20, 2003  
**SUBJECT:** Tinnsville High's 2003 Post-Secondary Tour

Exposure to post-secondary life is probably one of the best opportunities for grade 10 students. After spending time at the various colleges and universities, students are able to appreciate what campus life will be like. It reduces fear of the unknown and helps students to make informed decisions as to which institution might suit them best.

Unfortunately, Tinnsville High's 2003 Post-Secondary Tour was not up to *Experience Life Ltd.*'s usual standards. As such, it resulted in students being stressed during the tour, and extremely disgruntled after returning home. Their discontent is overshadowing the benefits of the experience, and has quickly become the "topic of discussion" throughout the school. To prevent a single negative experience from hindering future Tinnsville High students from participating in the tour, it is important that the students' complaints be heard and quickly resolved.

#### Key Areas of Concern

1. The chartered bus was in disrepair. It had a number of mechanical problems which led to the following delays:
  - Students were late attending two of the post-secondary tours.
  - Students were late arriving at the UBC dorms. Consequently, their rooms were not available and they had to stay at a youth hostel.
  - Students were late and therefore unable to take part in the Vancouver Aquarium experience.
2. The student dorms at Eastern University College were unclean. After students complained to the management, it took four hours before the washrooms were clean enough to be used. Students were particularly upset about this experience, which may likely result in a lasting negative impression of dorm life at that institution.
3. One of our students, Melissa Wright, was forced to share a room with a girl from another school. In our planning session with you, we were told that students would only share rooms with other Tinnsville High students. No student should have been required to share a room with a stranger.

All of the above incidents were preventable. A more suitable bus could have been selected for the trip, the dorms could have been inspected by one of your representatives, and Melissa could have been given her own room. While it is impossible to change the experience of this year's participants, their discontent can be reduced through financial compensation and an assurance that their experience will never be repeated.

#### Proposal for Resolution

Each participant is requesting a \$60 refund. This covers the cost of the Vancouver Aquarium admission and acknowledges that their experience was below the standard for which they had paid. Further, the students are requesting Melissa Wright receive a \$180 refund as she suffered a great deal of stress and discomfort throughout the trip.

I trust *Experience Life Ltd.* is eager to resolve the complaints, and I will expect to hear from you before the end of the month. If you have any questions, contact me via e-mail at <tjackson@tinnsville.bc.ca>.

## 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 x 2	8
Marker B	3 x 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