

Technical and Professional Communications 12

June 2003 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.	C	K	1	2	H3, I2	14.	A	U	1	1	A3
2.	D	K	1	2	H3, I2	15.	C	H	1	1	A3
3.	A	K	1	2	B4, E1, J3	16.	A	U	1	1	A3
4.	C	U	1	1	A4, 3	17.	C	U	1	1	A3
5.	C	U	1	1, 2	A4, 3	18.	A	U	1	1	A3
6.	A	U	1	1	A4						
7.	B	H	1	1, 2	A4	19.	B	K	1	2	B4, I2
8.	B	K	1	2, 3	H4	20.	C	K	1	2	B4, I2
9.	C	K	1	1, 2	H1	21.	A	U	1	2	B4
10.	B	K	1	1	C2	22.	A	U	1	2	I3, B4
						23.	A	K	1	2	B4, I2
11.	C	U	1	1	I2	24.	C	U	1	2	B4, I2
12.	B	U	1	1	A3	25.	D	U	1	1	B4
13.	A	U	1	1	A3						

Multiple Choice = 25 marks

Written Response

Q	B	C	S	CO	PLO
1.	1	U	2	1	A3
2.	2	U	4	1	A3
3.	3	U	4	1	A3
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 “North Is That Direction.” Complete sentences are not required.

1. From the article, list **two** factors (other than latitude) that reflect the temperature of a geographic region. **(2 marks)**

Response:

- **topography**
- **hydrological features**
- **prevailing winds**
- **ice pack**
- **soils and vegetation**

2. The article provides a number of different definitions of “North.” List **two** of these and briefly explain what aspect of “northness” is emphasized in each. **(4 marks)**

Response:

Definition	Aspect Emphasized
The Arctic definition	focuses on the natural frontiers between the arctic and sub-arctic
The Accessibility Approach	places key importance on distance and population density
The Income Tax Relief Zones	defines north solely by degrees latitude
The Aboriginal North	focuses on the differences in Aboriginal characteristics
The Nordicity Concept	focuses on the combination of cultural and physical aspects

3. Explain how Figure 1 supports the reader's understanding of **two** distinct ideas from the article. (4 marks)

Response:

- **Idea 1:** North is not simply a matter of latitude. (paragraph 1)
Explanation: The map shows the boundary for the northern zone as having a variety of latitudes.
- **Idea 2:** There is not a distinct north-south divide, but rather a gradual transition from north to south. (paragraph 6)
Explanation: The map identifies two intermediate regions: the north and south transition zones.
- **Idea 3:** Fewer people live in the northern regions of Canada than in the southern regions. (paragraph 7)
Explanation: The map labels many large cities in the South.
- **Idea 4:** The NTZ has less service-related employment than the North. (paragraph 8)
Explanation: The map shows the capital cities in the North and no urban centres in the NTZ.

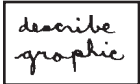
Other answers may be possible.

PART D: DESIGN

Value: 20 marks

Suggested Time: 20 minutes

INSTRUCTIONS: Read the situation below and create an appropriate product (complete with title). Use visual representation to enhance the message.

- underline words to indicate *italics*
- **circle** words to indicate **bold**
-  use a box to indicate the look and placement of a graphic

4. You are the Personnel Officer for your local school district. Over the last 5 years, the cost of your school district's Workers' Compensation claims has increased by 30%. During an investigation of procedures, you discovered that there didn't seem to be a common accident reporting procedure throughout the district. More importantly, there didn't seem to be a common procedure for handling accidents. For example, injury victims often didn't report to the first aid attendants, despite your district's efforts to ensure that every site had a certified first aid attendant on staff.

You met with various employee groups and created new procedures to be followed and new forms to be completed when accidents occur. You know that no change will occur unless you inform all employees, so you decide to create a bulletin that outlines the new procedures. This bulletin will be placed in every staff room. Use the new policy guidelines below to help you.

POLICY 23.454

ACCIDENT REPORTING PROCEDURES

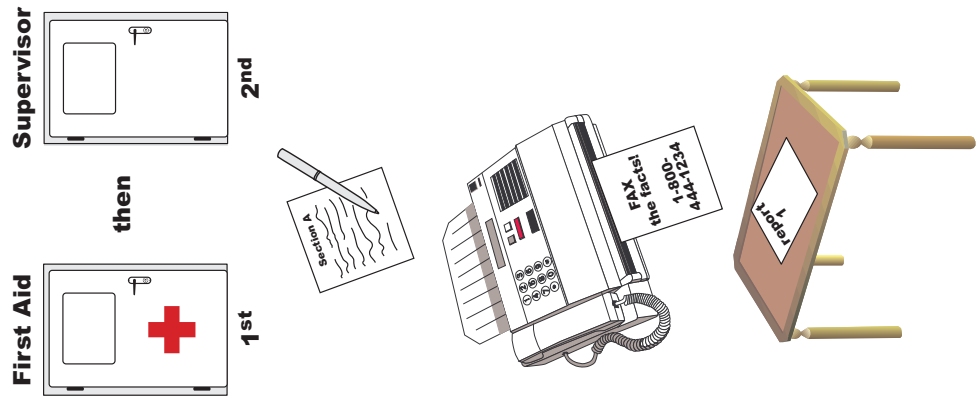
While there is an understanding that accidents happen, it is also clear that the school district has a fiscal responsibility to reduce its WCB costs. The first step in controlling costs is to ensure that all WCB requirements are met with regards to the reporting of accidents and handling of any and all reports arising from them.

After first aid has been administered, the employee is required to inform an Administrative Officer or a supervisor of the accident. In addition, the employee must complete Section A of the Employee Injury Report Form. All accidents must be reported, no matter how apparently insignificant. The Personnel Office will determine, under WCB regulations, whether or not the incident needs to be reported to the WCB office. Once Section A is complete, it must be faxed immediately to the district's Claims Processing number: 1-800-444-1234. The employee submits the form to a supervisor for completion of Sections B–E.

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

ATTENTION: New Accident Reporting Procedures

*Help reduce WCB costs
by ensuring all claims are processed effectively.*



1. Report **ALL** accidents (no matter how minor) **immediately** to your
 - a. **first aid attendant** to receive treatments
 - b. **supervisor**
2. Complete **Section A** of the *Employee Injury Report Form*.
3. Fax **Section A** of the report to 1-800-444-1234.
4. Submit the remainder of the form to your supervisor.

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 Taylor MacKinnon, an executive member of the Student Government at Cedarbrook Secondary School. Each year, the Student Government organizes an event to raise money for the local food bank prior to the Christmas holidays. This year, the students would like to host a Talent Night. You have done some research and are ready to compose a comprehensive proposal for the principal's approval, as you will require an advance to cover initial expenses.

The event is tentatively scheduled for the evening of December 12th, from 7:00–9:00 p.m., and will take place in the school auditorium. You anticipate that 16 groups of participants will enter the Talent Show, and you would like sign-up completed prior to December 5th in order to finalize your plans.

The first set of participants will perform from 7:00–8:00, followed by a 15 minute coffee break. The second set of participants will take the stage at 8:15. Judging will be conducted by five staff members, and the results will be announced at the end of the evening. The first place winners will receive \$250. You anticipate an audience of about 300 people, and tickets will cost \$5.00 at the door.

The TPC 12 class has volunteered to produce and distribute promotional flyers for the event throughout the community; they will also design an ad for the school newsletter. These will have to be done three weeks prior to the event. The local paper has agreed to include the same ad free of charge in two weekend editions. A local bakery, Pastries Galore, will supply assorted gourmet cookies for \$2.00 / dozen, and assorted squares for \$3.00 / dozen. You will require 20 dozen of each.

You will also offer a choice of coffee, tea, or punch, estimated at \$125. Paper cups and napkins will add an additional \$75 to these costs. The Student Government members will set up tables and refreshments, and clean up at the end of the evening. You have already approached the band teacher, Mr. Anderson, to book the auditorium for the evening, and he has also agreed to set up and test the sound system. You will be asking for teachers to volunteer to be one of the highly-acclaimed judges as soon as you receive approval for your plans, and, of course, you are hoping that the principal will be the Master of Ceremonies for the evening!

Task:

Write to your principal, Mr. Suter, outlining your plans for the evening and estimating your anticipated expenses and funds raised. Describe your organizational plan and indicate what the participants and the audience can expect. Date your correspondence November 1, 2003.

**You may detach this page for convenient reference.
Exercise care when tearing along perforations.**

Sample Student Response

Memorandum

TO: Mr. Suter, Principal
FROM: Taylor MacKinnon, Student Government
DATE: November 1, 2003
SUBJECT: Talent Night December 12th

As you know, every year the Student Government plans an event to raise funds for the local food bank before the Christmas holidays. This year we would like to host a Talent Night in the school's auditorium.

Summary of the Evening

I have spoken to Mr. Anderson, and the auditorium is available on the evening of December 12th. He has also agreed to set up the sound stage for the event. We expect that 300 people will attend to see about 16 talent acts, which will be judged by 5 teachers. The winners will receive \$250. We are, of course, hoping that you will agree to be our Master of Ceremonies. The proposed agenda for the evening is below.

6:30–7:00	Tickets sold at the door
7:00–8:00	First half of participants perform
8:00–8:15	Coffee break
8:15–9:30	Second half of participants perform, and winners are announced

Planning

- The TPC class will assist with the design and distribution of advertising flyers throughout the community, and they will also supply an ad for the school newsletter and for two weekend editions of the local newspaper.
- We have already contacted Pastries Galore regarding refreshments for the coffee break.
- We will be contacting teachers in the next few weeks to serve on the highly prestigious judging panel.
- A student sign-up sheet will be placed on the front office counter. The sign-up deadline will be December 5th.
- Student Government members will set up tables and clean up after the performance.

Projected Expenses and Funds Raised

Revenue

300 tickets @\$5.00 each	\$1 500.00
--------------------------	------------

Expenses

Gourmet cookies (20 dozen)	\$ 40.00
Gourmet squares (20 dozen)	60.00
Coffee, tea, punch	125.00
Paper cups and napkins	75.00
First place prize money	<u>250.00</u>
	<u>\$ 550.00</u>

Anticipated Profit

\$ 950.00

We are very excited about raising over \$900 for the food bank this year. However, we require an initial investment of \$300 from the school to pay for the supplies for the coffee break. In order to start advertising, we would appreciate hearing from you within the next week. Thank you for your consideration. I can be contacted in the Student Government room during lunch or after school.

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>
		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