

Technical and Professional Communications 12

June 2004 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.	B	K	1	2	H3	14.	A	K	1	1	A3
2.	B	K	1	2	H3	15.	B	U	1	1	A3
3.	C	K	1	2	E1, I4	16.	D	U	1	1	A3
4.	C	U	1	1	A4	17.	B	U	1	1	A2, A3
5.	D	K	1	1, 2	A4, E2	18.	A	U	1	1	A3, J4
6.	D	K	1	1	A5, J3						
7.	D	U	1	1, 2	A4, 5	19.	A	U	1	2	B4, I2, 3
8.	B	U	1	2, 3	M3	20.	A	K	1	2	J3
9.	B	K	1	1, 2	H2, L3	21.	B	U	1	2	I3
10.	D	K	1	1	F2, H2	22.	D	U	1	2	B4, J3
						23.	A	K	1	2	I2
11.	A	K	1	1	A3, J3	24.	A	U	1	2	J3, K3
12.			DELETED			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	4	1	A3
2.	2	U	4	1	A3
3.	3	U	2	1	A4, E2
4.	4	H	20	2, 3	A6, E1, E2, G1, G3, J4
5.	5	H	35	2	A6, E1, E2, G1, G3, 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 “Certified Organic.” Complete sentences are not required.

1. The author suggests disadvantages with conventional farming. Identify two disadvantages and provide supporting evidence from the article. **(4 marks)**

Response

Disadvantage	Supporting Evidence
Less flavour.	<ul style="list-style-type: none">• “A tomato grown on a vast commercial plot is bred less for taste than for durability...” (paragraph 7)
Animal feed is “spiked” with antibiotics.	<ul style="list-style-type: none">• “...by spiking animal feed with antibiotics, conventional farmers are speeding the emergence of drug-resistant bacteria.” (paragraph 9)
Chemicals are used in pesticides, insecticides, rodenticides, molluscicides, and fungicides.	<ul style="list-style-type: none">• “...there is no question they’re killing off wildlife, endangering farm workers, and degrading the soil and water that life itself depends on.” (paragraph 12)• Farmers, like Otto Kramm, are afraid of how the chemicals will affect children.• Children consume higher concentrations of pesticide residues than adults.

Other answers may be possible.

2. From the article, quote two statements that suggest bias in favour of organic farming and two statements that are neutral towards organic farming. **(4 marks)**

Response

Biased

- **“‘I didn’t know what was on my clothes...or how it might affect the kids 15 years down the road.’” (paragraph 1)**
- **“...people are still ‘expressing their views about the environment...’” (paragraph 5)**
- **“...non-organic produce contains pesticide residues that would be toxic...” (paragraph 8)**
- **“Nor is there any question that children...consume those residues in higher concentrations than adults.” (paragraph 8)**
- **“But if you pause to think about what you’re buying into with every food purchase, organic goods start to look like a bargain.” (paragraph 10)**

Neutral

- **“...no one has found a way to tell whether people eating well-balanced organic diets are healthier...” (paragraph 8)**
- **“...there is still no evidence that pesticides cause ill health...” (paragraph 8)**
- **“So organic food is tastier and more appealing, but not significantly better for you.” (paragraph 10)**

Other answers may be possible.

3. Describe two ways that Table 1 helps to reinforce the information presented in the article. **(2 marks)**

Response

- **It helps define “organic.”**
- **It identifies four categories of organic foods.**
- **It further explains the different levels of organic foods.**
- **It condenses key information from the article.**
- **It allows for easy comparison of categories.**

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 have a part-time job at your school library. You notice that students have been experiencing problems with the photocopier. As a result, paper is being wasted and expensive service calls are being made to repair the machine. You present a list of observations to the teacher librarian, who asks you to design a sign based on your list. It will be posted next to the photocopier as a set of guidelines to be followed. If the problems persist, the librarian is considering limiting student access to the photocopier and charging students for photocopies.

YOUR OBSERVATIONS:

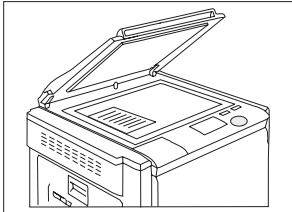
Stapled paper is being put into the automatic feeder rather than directly onto the glass. It is causing paper jams and scratching the glass. When copying books, students are pushing down hard on the top of the copier so they can get the pages to lie flat. This action is causing the hinges to break. Students are putting paper on the glass the wrong way and then are upset that only part of the paper is copying. Originals are being left on the glass in the machine. When the next person places an original into the automatic feeder, the machine jams. Students aren't pushing the reset button to clear the machine before they begin, so when they go to make a copy, they sometimes end up making more copies than they want. When students run into trouble, they try fixing the machine themselves instead of reporting it to the librarian, sometimes making the problem worse.

Sample Student Response (Desktop-published version)

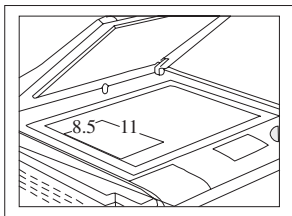
NOTE: A wide variety of creative approaches is to be expected.

PHOTOCOPIER GUIDELINES

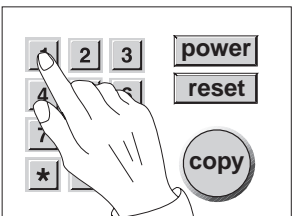
Failure to adhere to these guidelines may result in the loss of student access to this photocopier.



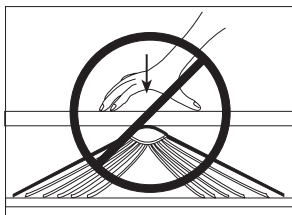
1. Check to make sure that the glass is free of paper. Press reset button.



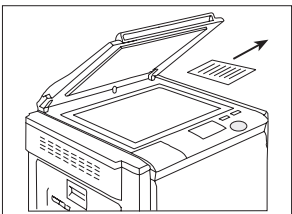
2. Place your items on the photocopier
 - put stapled documents and books on the glass.
 - put loose pages in the autofeeder tray.



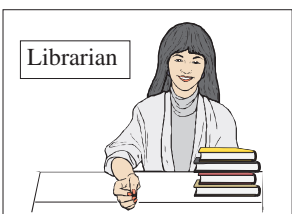
3. Select the number of copies you want.



4. **DO NOT** push down on the top of the machine when photocopying from a book.



5. Remove your originals when you have finished.



6. Report any problems to the librarian.
DO NOT try to fix the machine yourself!

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 Lisa Richards, a senior student at Mapleview Secondary, and a member of the TPC 12 and Marketing 12 classes. Your teacher for both courses, Ms. Bennett, is interested in taking students on an annual trip to Europe over Spring Break. As the trip will be expensive, the classes have joined forces and would like to open a school store to help raise funds. (Ms. Bennett also expects that it will provide you with valuable practical skills which are related to her courses!) The classes have appointed you to write a detailed proposal to Mr. Singh, the principal, asking for his approval. You would like his response by September 30th in order for the students to start planning for the grand opening in October.

The store would be open daily for 30 minutes before school, at lunch, and after school. Students from the two classes would sign up for shifts as part of their credit for the course. With 60 students enrolled in the courses and coverage needed for 3 shifts each day, each student would be responsible for approximately one shift per month. There is space available in the drama wing of the school. The store would initially sell a combination of food, clothing, and emergency school supplies. The students are very excited and committed to this project.

Last year's TPC class surveyed the 1 200 students in the school. The results indicated that a school store would be very popular, especially since the school is not within walking distance of any convenience stores. Based on the survey, conservative estimates indicate that you could expect to sell 100 bags of popcorn, 300 fruit bars, and 300 bags of chips each week. In addition, you believe you can sell 10 T-shirts and 5 sweatshirts with the Mapleview logo each week. You can expect to make a \$5 profit on each T-shirt or sweatshirt.

The TPC 12 class will be responsible for organizing the schedules and shifts and all accounting details. The Marketing 12 class will promote the store and monitor the levels and popularity of the stock; they will also order the school clothing.

Profit on each bag of popcorn is \$0.50, and the profit on chips and fruit bars is \$0.25 each. The store will also sell pens and pencils at a profit of \$0.50 each. You anticipate that you will sell 100 pens/pencils each week.

A local wholesale bulk supply company, A–Z Distributors Ltd., has agreed to supply the convenience food and stationery at a very competitive rate. Supplies will be delivered to the school twice a week so that the stock remains constant, and the school will be invoiced monthly.

Task:

Write a persuasive proposal to Mr. Singh on behalf of the TPC 12 and Marketing 12 classes. Describe your research, organizational plan, and expected revenue. Date your correspondence September 10, 2004.

Sample Student Response

Memorandum

TO: Mr. Singh, Principal
FROM: Lisa Richards
DATE: September 10, 2004
SUBJECT: Proposal to Open a School Store

Our teacher, Ms. Bennett, is interested in starting an annual trip, taking students from the TPC 12 and Marketing 12 classes to Europe over Spring Break. She has already met with the students and we are all very excited about this possible opportunity. However, travel is expensive, and we will require funds to subsidize the costs to parents. We have done some research and planning, and believe that establishing a school store will help us to raise money while also providing a service for the student body.

Organizational Plan and Responsibilities

The previous TPC 12 class surveyed the 1 200 students at Mapleview and discovered that there was a large demand for an on-site school store. We understand that there is sufficient physical space available in the drama wing that currently is not being used. We are hoping to have the store ready to open in October.

The store will be open daily for 30 minutes before and after school, and during lunch. The marketing students will be responsible for the initial promotion of the store and ordering of school clothing. The TPC students will deal with accounting and will also organize a schedule of shifts, for which students will receive course credit. Students from both classes are committed to taking responsibility for staffing the store. Assuming 60 students in the two classes, each student will be required to take approximately one shift per month. We have already spoken to A-Z Distributors; they have provided us with very reasonable wholesale costs, and will also deliver to the school twice a week. They will invoice us for the goods on a monthly basis.

Sales Projections and Anticipated Profit

Based on the survey results and costs from A-Z Distributors, we anticipate the following sales and profit.

Product	Expected Weekly Sales	Profit (per item)	Anticipated Weekly Profit
Bags of Popcorn	100	\$0.50	\$ 50
Fruit Bars	300	0.25	75
Bags of Chips	300	0.25	75
T-shirts	10	5.00	50
Sweatshirts	5	5.00	25
Pens / Pencils	100	0.50	50
			\$325

Even with conservative estimates, we anticipate that our profits will be \$325 weekly, or approximately \$1 300 each month. We should be able to raise approximately \$6 500 in the five months before we leave for Europe. The funds raised should greatly help with travel costs. In future years, students would raise approximately \$13 000 from April to March.

We would appreciate hearing from you by September 30th so we can continue our planning. We're hoping that the store will be ready for a "grand opening" in October! If you have any additional questions about our proposal, I can be reached at lunch in the TPC / Marketing Lab.

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