

Technical and Professional Communications 12
June 2006 — Form A
 Provincial Examination — Answer Key / Scoring Guide

Cognitive Processes	Weightings	Question Types
C = Writing		21 = Multiple Choice (MC)
W = Retrieve Information	4%	3 = Written Response (WR)
X = Recognize Meaning	12%	
Y = Interpret Texts	10%	
Z = Analyze Texts	15%	

Topics	Prescribed Learning Outcomes (PLOs)
1. Reading, Viewing and Listening	A, B, C, D
2. Writing, Representing and Speaking	E, F, G, H, I
3. Communication and Collaboration	J, K, L, M

Question Number	Keyed Response	Cognitive Process	Mark	Topic	PLO	Question Type
1.	A	W	1	1	A4	MC
2.	D	X	1	1	A4	MC
3.	A	Y	1	1	A4	MC
4.	B	Y	1	1	A3, A4	MC
5.	D	X	1	1, 3	A4, J1	MC
6.	A	X	1	1	A4, B4	MC
7.	B	X	1	1	A4, B4	MC
8.	C	W	1	1	A3, A4	MC
9.	A	Y	1	1	A4, B4	MC
10.	B	Y	1	1	A4, B4	MC
11.	B	Y	1	1	A4, B4	MC
12.	A	Y	1	1	A4, B4	MC
13.	D	X	1	1	A3, B4	MC
14.	A	X	1	1, 3	A3, J1	MC
15.	C	Y	1	1	A2, A3	MC
16.	B	X	1	1	A3	MC
17.	B	X	1	1	A3	MC
18.	A	X	1	1	A3	MC
19.	C	X	1	1	A4	MC
20.	A	X	1	1	A3	MC
21.	B	Y	1	1	A2, B4	MC

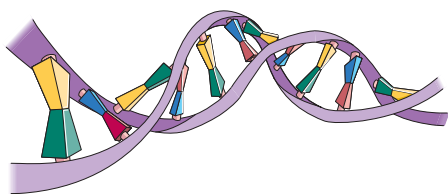
Question Number	Keyed Response	Cognitive Process	Mark	Topic	PLO	Question Type
1.	–	Z	12	1, 2	A4; E2	WR
2.	–	C	18	1, 2, 3	A6; E1, 2; G1, 3; J4	WR
3.	–	C	30	1, 2, 3	A6; E1, 2; G1, 3; J4	WR

PART B: INFORMATIONAL TEXT

Value: 21 marks

Suggested Time: 30 minutes

INSTRUCTIONS: Read the following article carefully. For questions 13 to 21, select the **best** answer and record your choice on the **Answer Sheet** provided.



DNA's Detective Story (adapted)



1 The analysis of genetic material to create DNA fingerprints and profiles has revolutionized forensic science. But, as this case history explains, having overcome initial doubts over its accuracy, the proponents of DNA analysis now face new and more challenging ethical questions.

2 In 1985, a Ghanaian boy, who had arrived in Britain to join his mother on what looked like a forged passport, was in danger of being deported. The family's lawyer asked Alec Jeffreys, a geneticist at Leicester University, if there were ways to establish maternity genetically. A few months earlier, Dr. Jeffreys had identified regions in the human genome that differed from person to person which, he reckoned, could be used in parentage testing and forensic analysis. Trying out his theory, Dr. Jeffreys compared the mother's DNA with that of both the disputed son and her other children. The result made history. The family's DNA fingerprints showed not only that the boy was indeed her son, but also that all of her children shared the same father. The case was dropped, and the boy was allowed to stay.

3 Since this first application, DNA fingerprinting and its cousin, DNA profiling, have taken paternity disputes and forensics by storm. In 2001, American labs alone performed more than 300,000 paternity tests, and many countries have compiled large DNA databases. Two decades after its discovery, forensic DNA analysis has become an invaluable crime-fighting tool.

4 But DNA profiling did not have an altogether easy ride. Because of its power to aid convictions (including those carrying the death penalty) and cumbersome early technology that could potentially produce ambiguous results, the

early 1990s saw a massive effort to impede the use of DNA evidence in court. In the end, the challenges did not undermine the technology, but improved it, by helping to set much-needed standards for collecting, storing, processing, and interpreting DNA profiles. At the same time, the popularity of books and TV dramas about forensic detective-work introduced millions to genetic analysis.

Spot the Difference

5 The origins of DNA fingerprinting go back to the early 1980s, when Dr. Jeffreys was searching for sites in human DNA that differ from one individual to the next. Such variation between people is minimal. Over 99% of the human genome—a sequence of over 3 billion genetic “letters”—is common to everyone. The tiny variations that do exist are what make people unique, define their appearance, and predispose them to disease. Back then, variations of a single genetic letter (or “base”), known as single-nucleotide polymorphisms (SNPs), were hard to track down. The problem is akin to spotting single-letter variations in two almost identical books. So Dr. Jeffreys began to look for larger, more variable areas.

6 A few such regions, known as mini-satellites, had been discovered by accident. They were made up of a sequence of bases that was repeated or “stuttered” tens or even hundreds of times. And while the “stutters” were more or less identical, the number of times each was repeated, and hence the length of the repeating DNA region, varied greatly.

7 The “Eureka!” moment occurred on September 15, 1984, at 9 a.m. Using a radioactive probe, Dr. Jeffreys and his team had

analyzed DNA from a human family, a baboon, a cow, a mouse, and even a tobacco plant. They found that the resulting patterns, consisting of 15 to 20 highly variable bands, were specific to individuals. (Only identical twins share the same pattern.) When they looked at the human family group, they could see that the parents had different patterns, while their offspring had a composite of both. While searching for genetic markers, Dr. Jeffreys had stumbled on a technology that could be used for identity testing, establishing familial relationships, and conducting ecological studies. Dr. Jeffreys dubbed his discovery “DNA fingerprinting.”

Criminal Intent

8 After solving his first immigration dispute successfully the following year, Dr. Jeffreys was bombarded with other inquiries. In 1986, he received a phone call from the local Leicestershire Constabulary, with a special request. Would he be able to help solve a double-murder case?

9 Dr. Jeffreys knew that his original DNA-fingerprinting technique was unsuitable for use in criminal cases, for a number of reasons. For one thing, a reasonable amount of DNA was needed to make the method work, something not often available at a crime scene. Next, since the radioactive probe attached itself to numerous different mini-satellite regions, there was no way to tell which of the 15 to 20 bands corresponded to a particular region. Also, repeating his procedure with the same DNA on a different day in a different laboratory could cause fainter bands to come and go. All of this could lead to confusing results and provide ammunition for defence lawyers.

10 In the mid-1990s, as DNA profiling became ever more powerful and easy to conduct, Britain started to compile a national DNA database. The chance of two unrelated people sharing the same profile is one in a billion. Similarly, the FBI Laboratory’s Combined DNA Index System, which links databases from America’s local, state, and national law-enforcement agencies, stores profiles and boasts a random-match probability of one in trillions.

11 These days, there is no longer much discussion about the discriminatory power of

current DNA typing systems. Nonetheless, a new controversy is brewing, this time about ethics. Unlike medical DNA testing, forensic DNA profiling reveals nothing about a person’s physical features or genetic predisposition to disease. However, as new technologies are developed to investigate genetic differences for medical purposes, they may be appropriated to provide clues about criminal suspects.

Big Brother is Watching Your DNA

12 The benefits for criminal casework are obvious. A suspect’s genetic material might provide information about his or her skin, hair, or eye colour. Britain’s Forensic Science Service already offers an “ethnic inference service” and a red-hair test. DNAPrint Genomics, of Sarasota, Florida, recently helped police in Louisiana track down a suspected serial killer with a genetic test that identifies an individual’s ethnic mix. The firm has also devised a test to predict eye colour. Other researchers are even looking for links between genetic traits and facial features.

13 Dr. Jeffreys strongly opposes this sort of thing, since it blurs the boundaries between forensic and medical analysis. “If you were to look at genes involved in facial features, you can bet your bottom dollar that you’d also access information about serious congenital defects,” he says. “Police have absolutely no right to that information. I believe forensics and medicine should forever remain separate.” But the existence of laws that allow the police to collect such genetic information in Britain, the Netherlands, and Japan suggests that lawmakers think otherwise.

14 DNA analysis, with its power to reveal intimate personal details, is just one of many technologies that have ominous, Big Brotherish uses. It is more difficult to criticize innovations that have legitimate uses in fighting crime. Such technologies deserve special public scrutiny, since their abuse could make possible unacceptable discriminatory practices and lead to invasions of privacy on a massive scale. It seems that unlike the technical challenges that forensic scientists quarreled over during the early 1990s, the ethical disagreements that are now arising from the use of DNA analysis could prove far more difficult to resolve.

PART B: INFORMATIONAL TEXT

Value: 21 marks

Suggested Time: 30 minutes

INSTRUCTIONS: Using approximately 125–150 words, answer question 1 in the **Response Booklet**. Write in **ink**. The mark for your answer will be based on the appropriateness of the example(s) you use as well as the adequacy of your explanation.

1. Based on the article, evaluate the controversy surrounding the use of DNA fingerprinting. (12 marks)

Response:

- It has “revolutionized forensic science. But...having overcome initial doubts over its accuracy, the proponents of DNA analysis now face new and more challenging ethical questions.” (Para. 1)
- “Because of its power to aid convictions (including those carrying the death penalty) and cumbersome early technology that could potentially produce ambiguous results, the early 1990s saw a massive effort to impede the use of DNA evidence in court.” (Para. 4)
- “Unlike medical DNA testing, forensic DNA profiling reveals nothing about a person’s physical features or genetic predisposition to disease. However, as new technologies are developed to investigate genetic differences for medical purposes, they may be appropriated to provide clues about criminal suspects.” (Para. 11)
- “The benefits for criminal casework are obvious. A suspect’s genetic material might provide information about his or her skin, hair, or eye colour.” (Para. 12)
- “Dr. Jeffreys strongly opposes this sort of thing, since it blurs the boundaries between forensic and medical analysis.” “‘Police have absolutely no right to that information. I believe forensics and medicine should forever remain separate.’” (Para. 13)
- “DNA analysis, with its power to reveal intimate personal details, is just one of many technologies that have ominous, Big Brotherish uses.” (Para. 14)
- “It is more difficult to criticize innovations that have legitimate uses in fighting crime. Such technologies deserve special public scrutiny, since their abuse could make possible unacceptable discriminatory practices and lead to invasions of privacy on a massive scale.” (Para. 14)
- “It seems that unlike the technical challenges that forensic scientists quarreled over during the early 1990s, the ethical disagreements that are now arising from the use of DNA analysis could prove far more difficult to resolve.” (Para. 14)

Other answers are possible.

Please refer to the holistic scale on page 4.

**INFORMATIONAL TEXT
READING COMPREHENSION SCORING GUIDE**

6

This superior response demonstrates a thorough understanding of the passage and question. The argument is insightful, complete, and well supported with evidence from the text. The language is clear, correct, and shows a command of Standard English. The response need not be error free.

- Shows powerful development of argument or ideas.
- Includes relevant and integrated details.
- May make inferences.

5

This effective response demonstrates a clear understanding of the passage and question. The argument is accurate, complete, and supported with evidence from the text. The language is clear, correct, and shows a command of Standard English. Minor errors in content or language may be present.

- Shows convincing development of argument or ideas.
- Includes relevant details.
- May make inferences.

4

This competent response demonstrates an understanding of the passage and question. The argument is mainly complete and supported with sufficient evidence from the text. The language is generally clear, correct, and shows control of Standard English. Errors in language may be present, but do not impede meaning.

- Addresses the task in a logical, organized manner.
- Shows development of argument or ideas.

3

This adequate response demonstrates some understanding of the passage and question. The argument may be unclear or incomplete. The language is generally correct, with some lapses in control of Standard English. Errors sometimes impede meaning.

- Errors in comprehension may be present.
- Ideas are developed unevenly.
- Support may not clearly relate to the task.

2

This inadequate response demonstrates a flawed understanding of the passage and question. The argument is incomplete and fails to address the task. Errors in language often impede meaning.

- Ideas are not developed or are simply restatements of text.
- Frequent errors in comprehension.
- Little or no support from the text.

1

This response is unacceptable and compounds the problems of “2”. It may be unintelligible or too short to meet the requirements of the task.

0

There is no attempt to address the topic, or the response shows a complete misunderstanding of the text and task. A zero can be assigned only by the marking chair or a designate.

NR


No response is given.

PART C: DESIGN

Value: 18 marks

Suggested Time: 25 minutes

INSTRUCTIONS: Read the scenario below and create an appropriate product (complete with title) in the space for question 2 in the **Response Booklet**. 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

2. Scenario:

You are a member of the Preparing for Safety Committee. You have been asked to create a handout that will act as a reminder to students of procedures to follow at school in the event of an earthquake. The handout will be posted in every classroom.

Task:

Create a handout explaining procedures in case an earthquake occurs while school is in session.

Information:

When an earthquake occurs, your first warning may be a swaying sensation. Rolling vibrations may follow. It will be scary! The earthquake may last a few seconds or may go on for a few minutes. The earth won't gobble you up. Remember to stay calm. Once it seems safe, everyone must leave the building quickly and quietly using the fire exit routes and procedures. Watch for broken glass. The first thing to do is get your head and shoulders under the closest large object such as a desk. Make sure you face away from glass. Move away from areas where large objects such as bookcases, light fixtures, and TVs can fall on you. If you are in a large open area, move to an inside wall, crouch down, bend your head close to your knees, cover the sides of your head with your elbows, and clasp your hands behind your neck. Once in the duck-and-cover position, everyone must count to 60 slowly. Your teacher will lead the count. If your desk is shaking, hang on to the legs. Once outside, students are to stay with their teacher and wait for further instructions. Earthquakes can be a major destructive force. Be aware that debris may continue to fall from the building even after the shaking stops. Do not use elevators. No one is allowed back into the building unless given permission. Patience is important.

Sample Student Response (Desktop-published version)

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

How to survive an **EARTHQUAKE**

Earthquakes can be a major destructive force. By being prepared and knowing what to do, you can avoid injury.

When an earthquake occurs, you may feel a swaying sensation or hear a sudden noise or roar. Follow a few simple steps:

Duck & Cover

Move under the nearest table or desk.
Face away from windows and glass.
Cover head and shoulders.

* If you are caught in an open area, move to an inside wall. Crouch and cover.



Shift away from areas with large objects that may fall.
Avoid TVs, bookcases, filing cabinets, and light fixtures.

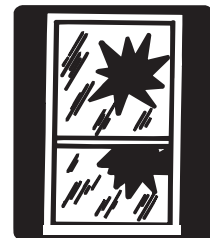


Wait & Count

Hang on to the legs of your desk or table.
Slowly count to 60 with the teacher or supervisor.

Exit & Gather

Do NOT use elevators.
Use evacuation procedures quickly and quietly.
Avoid broken glass on the floor.
Beware of falling debris.
Gather at the usual meeting place with your teacher.
Be patient and wait for further instructions.
Do NOT re-enter a damaged building.



Be Prepared, Not Scared!

DESIGN SCORING GUIDE

6

The product is superior, distinct, thoughtful, and creative. There is an obvious sense of context, purpose, and audience in relation to the task. The presentation is clear, complete, and concise. The product need not be error free.

- Logical in organization.
- Effective use of parallel structure and active verbs.
- Engaging titles and headings.
- Effective emphasis, visuals, and balance.
- Observes language conventions.

5

The product is effective, thoughtful, and complete. There is a clear sense of context, purpose, and audience in relation to the task. There may be minor weaknesses in the use of information and/or visuals.

- Logical in organization.
- Appropriate use of parallel structure and active verbs.
- Effective titles and headings.
- Appropriate emphasis, visuals, and balance.
- Generally observes language conventions.

4

The product is competent and generally complete. There is a sense of context, purpose, and audience in relation to the task. There are some weaknesses in the use of information and/or visuals.

- Evidence of organization.
- Attempted use of parallel structure.
- Includes titles and headings.
- Adequate emphasis, visuals, and balance.
- May include omission or redundancy.
- Occasional lapses in language conventions.

3

The product is adequate. The content and presentation are minimally acceptable for context, purpose, and audience in relation to the task. Relevant information and/or some visuals may be missing.

- Organization is weak.
- Titles and headings are ineffective or missing.
- Weak emphasis, visuals, and balance.
- May include redundancy or irrelevant details.
- Language conventions may be flawed and lack control.

2

The product is inadequate, incomplete, and unclear. The content and presentation are less than minimally acceptable for context, purpose, and audience in relation to the task. Significant information and visuals are missing.

- Lacks organization.
- Titles and headings are misleading or missing.
- Lacks emphasis, visuals, and balance.
- Includes redundancy or irrelevant details.
- Language conventions are flawed and impede meaning.

1

The product is unacceptable and does not meet the purpose of the task. Significant information and visuals are missing. The layout is confusing or inappropriate.

0

The product is off topic or unintelligible. A zero can be assigned only by the marking chair or a designate.

NR

No response is given.

PART D: CASE STUDY

Value: 30 marks

Suggested Time: 50 minutes

INSTRUCTIONS: Read the scenario below and write a standard business memorandum in the space for question 3 in the **Response Booklet**. Write in **ink**. Include supporting visual design elements to make the information accessible to the reader. For emphasis in your work

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

3. Scenario:

You are Ricky Sundher, a grade 12 student at Pearson Secondary School. Your Global Perspectives 12 class is going on a two-week trip to an impoverished village in Peru during spring break. Since September, your class has been fundraising for supplies to build a playground structure and an extra room at an orphanage.

Task:

Your teachers, Ms. Mason and Mr. Eng, are expecting you to write a project completion report outlining the details of your fundraising activities. The project completion report is due on March 7, 2006.

Information:

- Supply Zone, a local stationary supply store, donated 100 knapsacks full of school supplies.
- During December and January, the class organized a school-wide head shave event. For every \$1000 raised, two staff members' heads were shaved.
- Each teacher was given a jar for his or her classroom to collect donations for the head shave event.
- The class organized a Gala Dinner that took place on November 4, 2005.
- Toy Town donated 100 teddy bears for the orphanage.
- Between September and December, students sold 635 bags of fair-trade coffee for \$10 each.
- The class invited cultural dance groups to perform at the Gala Dinner.
- The Gala Dinner was held at the Sunny Slope Golf Course. The dining hall rental cost \$250.
- Each student contacted local businesses to ask for donations of supplies or money.
- Community members and local businesses donated products and services for the silent auction.
- The Gala Dinner featured a silent auction and entertainment.
- Students, staff, and the community generated \$6000 from the head shaving fundraiser.
- The profit from each bag of fair-trade coffee was \$2.50 and the profit from the silent auction was \$7500.
- Catering for the Gala Dinner cost \$21 per person including gratuities and taxes.
- Tickets for the Gala Dinner were \$25.
- On January 20, 2006, teachers Mr. Blake, Mr. Wells, Mrs. Hayashi, Mrs. Smythe, Ms. Solidon, Mr. Eng, Ms. Mason, Mrs. Wong, Mrs. Sam, Mrs. Warren, vice-principal Mr. Wagg, and principal Ms. Daniels had their heads shaved in the main foyer of the school.
- 200 people attended the Gala Dinner.

Sample Student Response Memorandum

TO: Mr. Eng and Ms. Mason
FROM: Ricky Sundher
DATE: March 7, 2006
SUBJECT: Project Completion Report for Global Perspectives Fundraisers

Since September, our class has been working very hard to raise money for the supplies needed for our upcoming trip to Peru. The money we collected will be used for materials required to build a playground structure and another room for an orphanage in an impoverished Peruvian village. To date, we have raised \$15 637 after expenses. In addition, we have received other donations, such as teddy bears and school supplies, from local businesses to take to the children of Peru.

Fundraising Activities

Our class planned three major fundraising activities this year: coffee sales, a Gala Dinner, and a head shave event.

Coffee Sales

In September, our class started selling fair-trade coffee. By December, we had sold 635 bags at a profit of \$2.50 per bag. We raised a total of \$1587.50.

Gala Dinner

Our major event of the year was a Gala Dinner featuring a silent auction and live entertainment. It took place on November 4, 2005 at the Sunny Slope Golf Course. The Gala Dinner ran flawlessly, and the guests enjoyed themselves immensely. After dinner, the cultural dance groups provided a lively performance. In one evening, we raised **\$8050!** The success of this fundraiser was primarily due to the silent auction. The evening would not have been possible without the generous donations of products and services from community members and local businesses.

The following table outlines the revenue and expenses of the Gala Dinner.

	Revenue	Expenses
200 tickets @ \$25	\$5 000	
Catering for 200 people		\$4 200
Dining hall rental		250
Silent Auction	7 500	
Total	\$12 500	\$4 450

Head Shave Event

All students would love to see their teachers without hair. This was the concept behind our third fundraiser. For the months of December and January, our class ran a school-wide fundraiser where we promised that for every \$1000 raised two staff members would have their heads shaved in the main foyer. The success of this fundraiser was phenomenal.

Teachers were given a collection jar to keep in their classrooms. Surprisingly, over the course of two months, we collected **\$6000!** The results of this fundraiser surpassed our wildest imagination. Future Global Perspectives students should keep this fundraiser in mind as it is easy and inexpensive to organize. Of course, we were lucky to find 12 staff members who were willing to shave their heads!

Corporate Donations

In addition to the three major fundraising events, students in our class contacted local businesses to ask if they would be willing to donate supplies or money.

- Toy Town donated 100 teddy bears for the children in the orphanage
- Supply Zone donated 100 knapsacks full of school supplies

Conclusion

Our class is very excited about the upcoming trip to Peru. Our goal in September was to raise enough money to construct a playground and build a new room for the orphanage. We will most certainly be able to accomplish our goal with the **\$15 637** that we have raised. We may even have some money to spare once construction is completed. We would like to contribute any additional funds to the village in another useful capacity.

Our class realizes that this trip will involve hard work and cooperation in situations that may be potentially stressful and difficult. However, we recognize that this will be a cultural opportunity of a lifetime and we gladly accept the challenge. Thank you for giving us this unique opportunity.

CASE STUDY SCORING GUIDE

6

The product is superior, concise, complete, and thoughtful. It has a clearly identified primary message with effective support. There is an obvious sense of context, purpose, and audience in relation to the task. The language and rhetorical devices used are clear and well controlled. Sophisticated use of effective visuals and layout supports the text and increases accessibility for the intended audience. Parallel structure in language and design is used purposely for effect. The product need not be error free.

- Shows powerful development of argument or ideas.
- Includes relevant and well-integrated details.
- Effectively organized for the purpose of the task.
- Strong action closing supports the primary purpose.
- Effectively labeled tables and figures.
- Subheadings show originality and flair.
- Smooth transition between text and visuals.
- Written expression reflects the expected level of formality.

5

The product is convincing, thoughtful, and complete. It has a primary message with effective support. There is a clear sense of context, purpose, and audience in relation to the task. The language and rhetorical devices are appropriate and controlled. Use of effective visuals and layout supports the text and increases accessibility for the intended audience. Parallel structure in language and design is evident. Minor errors in language and/or visuals may be present.

- Shows logical development of argument or ideas.
- Includes relevant and integrated details.
- Well organized for the purpose of the task.
- Action closing supports the primary purpose.
- Includes labeled tables and figures.
- Subheadings show some originality.
- Clear transitions between text and visuals.
- Written expression generally reflects the expected level of formality.

4

The product is competent and complete. It has a primary message with relevant support. There is a sense of context, purpose, and audience in relation to the task. The language is appropriate and generally controlled. Use of visuals and layout supports the text and may increase accessibility for the intended audience. Errors in language and/or visuals may be present but do not impede meaning.

- Shows development of argument or ideas.
- Includes relevant details.
- Organized for the purpose of the task.
- Includes action closing.
- Includes relevant tables and figures.
- Subheadings are predictable.
- Use of transitions between text and visuals is inconsistent.
- Some lapses in the expected level of formality of written expression.

3

The product is adequate. The primary message may be unclear or may lack support. There is a minimal sense of context, purpose, and/or audience in relation to the task. The language is simplistic. The use of visuals and layout may be ineffective. Errors in language and/or visuals may impede meaning.

- Inconsistent development of argument or ideas.
- May lack some relevant details.
- Organization may have weaknesses.
- Action closing is weak or missing.
- Tables and figures may be incomplete or missing.
- Subheadings may be ineffective or inconsistent.
- Lacks transitions between text and visuals.
- Lapses in the expected level of formality of written expression; may rely on colloquial language.

2

The product is inadequate and incomplete. The primary message may be missing or unclear. It lacks a sense of context, purpose, and/or audience in relation to the task. The language is flawed and uncontrolled. Any use of visuals and layout is ineffective. Frequent errors in language and visuals impede meaning.

- Lack of development of argument or ideas.
- Significant details are missing.
- Organization is confusing.
- Action closing is missing.
- No clear divisions other than paragraphs; any graphic is unclear and unhelpful.
- No understanding of the expected level of formality of written expression.

1

The product is unacceptable and does not meet the purpose of the task. Significant information and visuals are missing. The layout is confusing or inappropriate.

0

The product is off topic or unintelligible. A zero can be assigned only by the marking chair or a designate.

NR

No response is given.

END OF KEY