

Technical and Professional Communications 12

January 1999 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 | CO | PLO | Q | K | C | CO | PLO |
|-----|---|---|----|------------|-----|---|---|----|------------|
| 1. | D | K | 2 | H3, C2 | 16. | D | U | 1 | A3, A4, A6 |
| 2. | B | K | 2 | H3 | 17. | B | K | 1 | A3 |
| 3. | D | K | 2 | E1, I4 | 18. | D | U | 1 | A3, A4 |
| 4. | C | K | 2 | E1, I4, K3 | 19. | C | U | 1 | K3 |
| 5. | B | K | 1 | A4, E2 | 20. | C | U | 1 | B4 |
| 6. | D | U | 1 | A4 | 21. | A | K | 2 | I2 |
| 7. | C | U | 1 | A3, A5, B2 | 22. | A | K | 2 | I2 |
| 8. | A | K | 2 | E2 | 23. | A | U | 2 | I2 |
| 9. | B | K | 1 | C2, F2 | 24. | A | U | 2 | I3 |
| 10. | D | K | 2 | C2 | 25. | D | H | 2 | I2, I3, J2 |
| 11. | C | K | 1 | A3 | 26. | A | U | 2 | B4, I2 |
| 12. | B | K | 1 | A3, B4 | 27. | D | U | 1 | B4 |
| 13. | C | K | 1 | A3 | 28. | C | U | 2 | B4, I3 |
| 14. | C | K | 1 | A3 | 29. | D | H | 1 | A2 |
| 15. | C | H | 1 | A3, A4 | 30. | B | U | 1 | B4 |

Multiple Choice = 30 marks

Written Response

| Q | B | C | S | CO | PLO |
|----------|----------|----------|----------|-----------|---------------------------|
| 1. | 1 | U | 4 | 1 | A1, A2, A3 |
| 2. | 2 | U | 4 | 1 | A4, E2 |
| 3. | 3 | U | 2 | 1 | E2 |
| 4. | 4 | H | 20 | 2 | E1, G1, I2, I3 |
| 5. | 5 | H | 40 | 2 | E1, E2, G1, G3, I2, I4 |

Written Response = 70 marks

Multiple Choice = 30 (30 questions)

Written Response = 70 (5 questions)

EXAMINATION TOTAL = 100 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: 20 marks

Suggested Time: 40 minutes

INSTRUCTIONS: Answer questions 1 to 3 based on the article “Basic Model Railroading.” Complete sentences are not required.

1. The writer addresses concerns that the reader may have about the difficulty of model railroading. Identify **two** of these concerns, and explain how the writer reassures the reader. (4 marks)

Response

(Any **two** of the following pairs for two marks each)

Concern: you may run a train into a block connected to another cab (Blocks and switches, paragraph 2)

Explanation: you just have to pay attention

Concern: fear of complication (Blocks and switches, paragraph 2)

Explanation: the only way to get into trouble is to run a train across the insulation into a block connected to the other cab

Concern: cab control wiring looks complicated (Layout wiring, paragraph 1)

Explanation: it is just a repetitive pattern

Concern: a source of materials needs to be found (Layout wiring, paragraph 4)

Explanation: hobby shops and electrical supply dealers have the necessary goods

Concern: “there must be more to it than this” — there is much more to be learned than this article covers (Layout wiring, paragraph 5)

Explanation: while the core idea is simple, there are books available that develop and expand on the concepts.

Concern: “common connection between power packs in figure 2 may look like trouble” (Cab Control glossary, common rail)

Explanation: it is not trouble since “electricity flows only where there’s a complete circuit out from the power supply, through the engine’s motor, and back to the same supply.”

Other answers may be possible.

2. Name and explain the purpose of **two** visual devices, **other than diagrams**, used by the author in the layout of the article. **(4 marks)**

Response

(Any **two** of the following pairs for two marks each)

Device: boldface headings / terms

Explanation: to draw attention to each subsection or term
break up copy into digestible components

Device: reverse text (white on black)

Explanation: to highlight the glossary, titles of illustrations

Device: different sizes of type face

Explanation: to show the hierarchy of information

Device: uppercase letters in the figures

Explanation: to draw attention to the figures

Device: box around glossary

Explanation: to isolate it from text, making the information accessible

Other answers may be possible.

3. Name **two** ways that the diagrams enhance the reader's understanding of the article. **(2 marks)**

Response

(Any **two** of the following for one mark each)

- they add interest
- they focus the reader's attention
- they clarify some points in the article
- they capitalize on sight, the most highly-developed sense
- they show the relationship between the parts of cab control and wiring
- they illustrate how the equipment operates
- they clarify the written descriptions in the text of cab control and wiring
- they show how simple cab control is; i.e., the repetitive nature of the wiring
- they provide a micro/macro view

Other answers may be possible.

PART C: EDITING AND RESPONDING (CONTINUED)

Value: 20 marks

Suggested Time: 35 minutes

INSTRUCTIONS: Write an editorial of approximately 300 words for your school newspaper **taking a position** in response to the following statement. In developing a coherent argument, you may draw upon your readings and personal experience, as well as upon the editing passage on page 11.

4. The Internet is the best source of information available today. Agree **or** disagree. **(20 marks)**

Agree:

- provides access to many experts
- provides access to a large number of databases
- is fast if used correctly
- is a cost-effective tool for acquiring information
- provides a range of information media
- is fun / entertaining
- information is current / primary source
- is a convenient access tool

Disagree:

- possibly a biased source of information
- anyone can put something on the Web
- information could be outdated; i.e., too old
- information can be very shallow
- information may not be efficiently organized
- intended audience may not be specified
- accuracy of information may be questionable or data may be invalid
- difficult to trace authors

To be marked holistically.

AN INTRODUCTION TO THE “EDITING AND RESPONDING” SCORING GUIDE

In determining the mark for the Editing and Responding question, Marker A assigns the paper a score from 0 to 5 based on the scale-point descriptors. This score is then multiplied by 2 resulting in a score out of 10.

Marker B, without having seen the score awarded by Marker A, scores the Editing and Responding question in a similar manner. The scores from both markers are then added together resulting in a final score out of 20.

A written response may or may not conform to each and every descriptor within a particular level, but the overall scale-point will provide markers with a general impression as to how well a student has answered the question.

“EDITING AND RESPONDING” SCORING GUIDE

The Editing and Responding written-response question is scored out of 20 marks. The papers are double marked. Each marker scores the paper out of 5. The score is then doubled. The two scores are then added together to give a score out of 20.

5

The **5 paper** is sophisticated and articulate. There is a purposeful organization to the ideas presented, which are appropriate to the topic. A variety of sentence structures is employed, perhaps incorporating a range of rhetorical devices which engage the reader. There are few if any errors. There is a sense of originality and thoughtfulness.

4

The **4 paper** displays some manipulation of language elements within a clear structure. Sentences are less varied but are frequently complex. The ideas display some originality. The paper has a clear organization. There are some errors which might be expected in a first draft.

3

The **3 paper** is conventional in its organization and somewhat predictable in its ideas. It may be conventional in structure. The language and sentences are likely to be relatively uncomplicated. The reader can follow the argument but may find the paper ordinary. Errors are more common and may come from more than time pressure.

2

The **2 paper** has less sense of organization and purpose. There is little evident grasp of formal writing. It may seem the writer is not comfortable with the ideas or the language. The reader may have some difficulty following the development of the argument. Errors are frequent and there is evidence of language difficulties.

1

The **1 paper** displays a basic grasp of vocabulary and sentence structure. Ideas are undeveloped or randomly organized. The paper may be well short of the required development or be repetitive. Errors make it difficult to follow the direction of the ideas.

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.

PART D: CASE STUDY

Value: 40 marks (Content: 20 marks; Visual Design: 20 marks)

Suggested Time: 80 minutes

INSTRUCTIONS: Read the scenario below and write a standard business memorandum or letter as appropriate. For ease of navigation, it is expected that you will include supporting visuals. For emphasis in your work

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

Scenario:

You are Pat Torrens, the Students' Council Social Convenor at Glendale Secondary School. In seven months, Glendale will be holding a week of special events to mark its 50th year in operation. You are chairing the committee in charge of organizing the 50th anniversary celebration, which will occur January 21-28, 2000.

Your first job is to contact the principal, Dr. Leslie Graham. You must seek approval for the planned events and the budget, and request that the school cover the cost of your anticipated shortfall.

One source of money to fund this project will be the sale of advertising in the school newspaper, *The Glendale Clarion*, to local businesses. You expect to raise \$750. Meanwhile, the city newspaper, *The Courier*, has kindly offered to advertise your celebration for free.

Your committee plans to stage events, such as a grad-reunion dance, meetings of the 50 grad classes in different locations around the school, school tours for alumni and a Meet-Your-Former-Teachers-Night in the gym. If you receive sufficient response to a mail-out already sent to alumni, you intend to add a car rally and an old-timers' basketball game.

Once the activities for the week are confirmed, you need to arrange for the printing of 5 000 pamphlets and for the set-up of a pre-registration desk. Signature Printing has tentatively contracted to produce the pamphlets at 25¢ each. The Students' Council is donating the cost of postage of \$1 250.

You plan on selling 2 000 gold-plated 50th Anniversary Glendale pins by advance subscription at a cost of \$10.45 each; the profits from the sale (50¢ a pin) will be part of your fund-raising. Glory Trophies has agreed to manufacture the pins.

Jay Heer, the Secretary of the Students' Council, is familiar with the financial software *Quicken*, and has contracted to provide accounting services at \$6.00 an hour for 100 hours. You also have contracted Jon's Deli to provide refreshments, with all of the profits from the sales going to Jon's. In addition, the Starlight Orchestra has agreed to the special rate of \$300 for the dance.

Some of your costs will be alleviated through donations, including the School Board's offer to cover janitorial costs and the Students' Council's offer to provide registration and parking attendants, as well as guides and hosts.

Task:

Write to the principal of Glendale Secondary School (123 Grove St, Glendale, BC, V92 L2L) seeking approval of the activities planned and your budget. List the estimated costs and the revenue, and request the additional money you require from the school's Activities Fund. Date your correspondence June 21, 1999.

Sample Student Response

Memorandum

TO: Dr. Leslie Graham,
Principal, Glendale Secondary

FROM: Pat Torrens
Social Convenor
Glendale Secondary Students' Council

DATE: June 21, 1999

SUBJECT: Budgetary Approval for Glendale's 50th Anniversary Celebrations
January 21-28, 2000

In response to your request for cost estimates for staging the school's 50th anniversary celebrations, I offer the following information. We plan to stage several events over the one-week celebration. We are planning a grad-reunion dance, meetings for all grad classes going back to 1950, school tours for alumni, and a Meet-Your-Former-Teachers night in the gymnasium. If we receive a favourable response from alumni, we would also like to stage an old-timers' basketball game and a car rally. Here is a breakdown of our projected costs and revenue:

Cost Estimates

| | |
|---|--------------------|
| • 2 000 Glendale pins (projected order) @ \$9.95 each | \$19 900.00 |
| • 5 000 pamphlets @ \$0.25 each | 1 250.00 |
| • Starlight Orchestra | 300.00 |
| • Contract for 100 hours accounting @ \$6.00 per hr | 600.00 |
| TOTAL COSTS | \$22 050.00 |

Anticipated Sources of Revenue

| | |
|---|--------------------|
| • Revenue from pin sales (2 000 pins @ \$10.45 each) | \$20 900.00 |
| • Revenue from sale of advertising in <i>The Glendale Clarion</i> | 750.00 |
| TOTAL REVENUE | \$21 650.00 |
| Anticipated Shortfall | (-\$400.00) |

Self-Funding Items

- Refreshments (services contracted to Jon's Deli)
- Notices in *The Courier*
- Guides and Hosts (from Students' Council)
- Parking Attendants (from Students' Council)
- Janitorial Services (covered by School Board)

Request: Although we will achieve most of our funding goals through sales and advertising, we anticipate a small shortfall. Since the 50th anniversary of the school is such a significant milestone, we feel that the event should go ahead as planned. Therefore, we are requesting that the school's Activities Fund supply the additional \$400.00 to balance our budget.

I look forward to hearing from you within the next two weeks. I can be contacted at 555-0321.

AN INTRODUCTION TO THE “CASE STUDY” SCORING GUIDE

In determining the mark for the Case Study question, Marker A assigns the paper a score from 0 to 5 based on content. This score is then multiplied by 2 resulting in a score out of 10. Marker A then assigns the paper a score from 0 to 5 based on Presentation (Visual Design). This score is also multiplied by 2 resulting in a score out of 10. The two scores, Content and Presentation, are then added together resulting in a single score out of 20.

Marker B, without having seen the score awarded by Marker A, scores the Case Study in a similar manner. The scores from both markers are then added together resulting in a final score out of 40.

A written response may or may not conform to each and every descriptor within a particular level, but the overall scale-point 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 PRESENTATION (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