

Technical and Professional Communications 12

June 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.	B	K	1	C2	16.	C	U	1	A2
2.	C	K	1	C2	17.	D	U	1	A4
3.	A	K	2	E1	18.	C	H	1	A4
4.	C	K	2	E1; H3	19.	B	K	2	G3; I3
5.	A	K	1	A4	20.	A	U	2	E1
6.	D	U	1	A4	21.	D	U	2, 3	I3; J2
7.	C	U	1	A2; B2	22.	D	K	2	I2
8.	C	K	1, 2	A4; E2	23.	A	U	1	B4
9.	D	K	1, 2	D3; H1	24.	D	U	1	A3
10.	B	K	1	C2	25.	A	U	1, 3	B4; K3
11.	A	K	1	A3	26.	C	U	2	I2, 3
12.	A	K	1, 2, 3	B4; I2; K3	27.	A	U	2	I3
13.	B	K	1, 2	B4; I2	28.	A	U	2	I2
14.	C	U	1	A3	29.	D	H	1, 2	A2; B4; I3
15.	B	U	1	A4	30.	D	H	1	B4

Multiple Choice = 30 marks

Written Response

Q	B	C	S	CO	PLO
1.	1	U	2	1	A2
2.	2	U	4	1	A2
3.	3	U	4	1	A4
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 “Petroleum Exploration and Production.” Complete sentences are not required.

1. According to the article, impermeable layers of rock can be both an advantage and a disadvantage to the petroleum industry. Give **one** example of each. **(2 marks)**

Response

Advantage: The impermeable layers of rock prevent the petroleum hydrocarbons from dispersing. (section 1, paragraph 1)

Advantage: Impermeable rock marks the possible site of hydrocarbons. (section 1, paragraph 2)

Disadvantage: The impermeable layers stop the hydrocarbons from migrating to the surface. (section 1, paragraph 1)

Disadvantage: The impermeable layers have an impact on production costs and time. (section 3, paragraph 3)

Disadvantage: The impermeable layers obstruct the recovery process. (section 3, paragraph 3)

Other answers may be possible.

2. Explain the terms “exploration” and “completion” of an oil well, and describe a step involved in each process. **(4 marks)**

Response

Explanation of exploration (section 2):

- Geologists and geophysicists pinpoint underground formations likely to contain hydrocarbons.
- The analysis of geological and geophysical information gained from the survey of a site, expert consultants and data from existing wells is used to determine petroleum-rich areas.

Step:

- analyzing data from existing wells
- analyzing surveys that detect tiny variations in the earth’s magnetic field
- placing geophones to create survey lines or grid patterns
- analyzing geophysical data obtained from seismic surveys

Explanation of completion:

- final preparation of the well to produce oil and/or gas

Step:

- Completions are performed by truck-mounted service rigs which install production tubing which is perforated at depth by explosive charges.
- Service rigs return to wells periodically to perform maintenance, replace equipment or enhance production.

Other answers may be possible from last two paragraphs on page 6.

3. Name **two** visual devices used to assist the reader in accessing information from the article. Explain how each device enhances the reader's understanding. **(4 marks)**

Response

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

Device: boldface section headings

Explanation: clearly delineate the article into sections and state the topic of the section

Device: illustrations or visuals

Explanation: clearly illustrate to the reader the components of a drilling rig as well as the different methods of drilling

Device: use of headings 1, 2, 3, 4

Explanation: highlights main sequences involved in petroleum exploration and production

Device: use of shaded horizontal divider lines

Explanation: breaks up the text, thus making the document more accessible

Device: vertical column divider lines in centre of page

Explanation: breaks up the text, thus making the document more accessible

Device: arrowhead bullets

Explanation: draw attention to and increase accessibility

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 contributing to a growing sense of isolation in our society. Agree **or** disagree.
(20 marks)

Sample Response:

Agree:

- people are more likely to stay at home for entertainment, shopping, banking
- it can be obsessive
- people are using e-mail rather than voice communication
- with online education, students are isolated from each other, there's no classroom interaction
- people can lose touch with their own families; i.e., the addiction factor
- there is an impersonal relationship between the machine and the individual
- few social skills are required to interact on the Internet

Disagree:

- people can participate in chat groups
- people can join support groups
- people may learn more about the world around them through contact with individuals in other countries; i.e., global connections
- people living in small towns can access people and services not otherwise available
- with online education, students around the world can share a virtual classroom
- people can communicate with friends and family over long distances
- individuals are able to "connect" with "like spirits" regardless of their geographic location; e.g., matchmaking services

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 Wilkinson (123 Elm Street, Greenwood, BC, V0H 1H0), a Grade 12 student at Forest Hills Secondary. Your Career and Personal Planning 12 class has decided to stage a regional Healthy-Living Conference May 5-6 as its major project for the course, and you are chairing the organizational committee. To help stage the event, you will have to apply for a \$1 250 grant from the Ministry of Health's "Healthy Schools" program.

To qualify for a grant from the Ministry of Health's "Healthy Schools" budget, you will have to outline a list of your anticipated costs and events. You also will have to demonstrate that this conference will be about teen issues—conceptualized, planned and organized by teens for teens. You must apply to the Ministry of Health no later than March 1, 2000. Before you can contact the Ministry, you must obtain approval for the conference from your principal, Ms. Chris Schroeder.

You intend to charge students \$10 and adults \$15; you estimate that 250 students and 50 adults will attend. Your class will enlist the help of local cable companies and newspapers to advertise the conference to local and surrounding communities. You are confident that your committee can persuade several local businesses to donate door prizes in exchange for free advertising on the conference program. The programs are being produced at no cost by the Technical and Professional Communications 12 class.

You need to book the foyer for Friday night registration from 6:30 p.m. to 8:30 p.m., a classroom block (which contains 10 rooms) from 10:00 a.m. to 2:00 p.m. on the Saturday, and the gym for the closing session at 2:30 p.m. You plan to have 30 workshop sessions in all. There will be two 50-minute sessions in the morning and one in the afternoon, each followed by a 10-minute break. You will be providing beverages and appetizers on the Friday night, and lunch at the school for all registrants on Saturday. The Ministry grant will help defer the cost of hiring a local caterer to supply the food and refreshments. You have an estimate from Carter's Catering for \$4 500.

The goal of your conference is to motivate teens to take positive action either in their own lives or in the greater community. Your committee has decided to present workshops on the following topics: substance abuse, violence, relationships, pregnancy, AIDS, depression/suicide, gang activity, first aid, esteem-building, stress management, drinking and driving, volunteering, fitness for life, peer counselling, and consensus-building. You need to identify the "keynote" speaker to kick off the conference on the Friday night, as well as decide which member of the school administration will address the closing session.

Task:

Write to Ms. Chris Schroeder, Principal, Forest Hills Secondary School (6748 Birch Street, Greenwood, BC, V0H 1H0) regarding your plans for the conference to be held in four months. Ask her to confirm the room bookings for the conference and to write a letter to the Ministry of Health, offering the school administration's backing of the event. Outline your anticipated events and costs and your qualifications for the "Healthy Schools" grant. Date your correspondence January 31, 2000.

Sample Student Response

Memorandum

TO: Chris Schroeder, Principal
Forest Hills Secondary

FROM: Pat Wilkinson, Chair
Healthy-Living Conference Organizing Committee

DATE: January 31, 2000

SUBJECT: Healthy-Living Conference, Forest Hills Secondary, May 5-6, 2000.

Our Career and Personal Planning 12 class intends to host the Healthy-Living Conference at Forest Hills Secondary. The conference will focus on teen health issues and will be planned and organized *by* teens *for* teens.

We will need to book the school foyer for the opening session on Friday, as well as a block of 10 classrooms for the sessions on Saturday. We would also like your support in obtaining a grant from the Ministry of Health's "Healthy Schools" program. In order to qualify for the grant, we require a letter from you, submitted with our application no later than March 1, showing that the school is supporting the event.

Our tentative outline of activities is:

Day	Activity
<i>Friday, May 5</i>	Opening Session: 6:30 p.m. to 8:30 p.m. (school foyer) Registration, appetizers and beverages <ul style="list-style-type: none">• Keynote speaker: to be arranged
<i>Saturday, May 6</i>	Sessions: 10:00 a.m. to 2:00 p.m. 30 sessions, each 50 minutes long, with 10-minute breaks in between Lunch will be provided. Topics: (speakers have yet to be arranged) <ul style="list-style-type: none">• consensus-building• substance abuse• relationships• depression/suicide• esteem-building• stress management• drinking and driving• peer counselling• violence• pregnancy• AIDS• gang activity• first aid• volunteering• fitness for life Closing Session: 2:30 p.m. (gymnasium) <ul style="list-style-type: none">• Speaker: (School Administrator)

We have arranged for door prizes to be donated by several local businesses in exchange for advertising on our conference program. The program is being produced free of charge by the TPC 12 class. Promotion for our conference is also being offered free of charge by the local cable company and community newspapers.

Here is a breakdown of our projected costs and revenues.

Projected Costs:

Refreshments (Carter's Catering)	\$4 500.00
Advertising (donated)	0.00
Programs (TPC 12 class)	<u>0.00</u>
Total	\$4 500.00

Projected Revenues:

Student Admission (250 students @ \$10 each)	\$2 500.00
Adult Admission (50 adults @ \$15 each)	750.00
Ministry of Health Grant	<u>1 250.00</u>
Total	\$4 500.00

I will contact you early next week to confirm the room bookings and your agreement to write the supporting letter. In the meantime, if you have any questions or require further information, I can be reached at 555-1213.

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