

JANUARY 1999

PROVINCIAL EXAMINATION

MINISTRY OF EDUCATION

TECHNICAL AND PROFESSIONAL COMMUNICATIONS 12

GENERAL INSTRUCTIONS

1. Insert the stickers with your Student I.D. Number (PEN) in the allotted spaces above and on the **back** cover of this booklet. **Under no circumstance is your name or identification, other than your Student I.D. Number, to appear on this booklet.**
2. Ensure that in addition to this examination booklet, you have an **Examination Response Form**. Follow the directions on the front of the Response Form.
3. **Disqualification** from the examination will result if you bring books, paper, notes or unauthorized electronic devices into the examination room.
4. All multiple-choice answers must be entered on the Response Form using an **HB pencil**. Multiple-choice answers entered in this examination booklet will **not** be marked.
5. For each of the written-response questions, write your answer in **ink** in the space provided in this booklet.
6. When instructed to open this booklet, **check the numbering of the pages** to ensure that they are numbered in sequence from page one to the last page, which is identified by

END OF EXAMINATION.

7. At the end of the examination, place your Response Form inside the front cover of this booklet and return the booklet and your Response Form to the supervisor.

THIS PAGE INTENTIONALLY BLANK

**TECHNICAL AND PROFESSIONAL COMMUNICATIONS 12
PROVINCIAL EXAMINATION**

	Value	Suggested Time
1. This examination consists of four parts:		
PART A: Communication Concepts	10	10
PART B: Reading Comprehension	20	40
PART C: Editing and Responding	30	50
PART D: Case Study	40	80
	Total: 100 marks	180 minutes

- A hand-held calculator may be used for this examination; however, computers, calculators with a QWERTY keyboard, and electronic writing pads will not be allowed. Students must not bring any external devices to support calculators such as manuals, printed or electronic cards, printers, memory expansion chips or cards, or external keyboards. Students may have more than one calculator available during the examination. Calculators may not be shared, and must not have the ability to either transmit or receive electronic signals. Other electronic devices, including dictionaries and pagers, are **not** permitted in the examination room.
- You may use a ruler or geometry set to create any graphics required for the Case Study.
- The time allotted for this examination is **three hours**.

THIS PAGE INTENTIONALLY BLANK

PART A: COMMUNICATION CONCEPTS

Value: 10 marks

Suggested Time: 10 minutes

INSTRUCTIONS: For each multiple-choice question, select the **best** answer and record your choice on the Response Form provided. Using an HB pencil, completely fill in the circle that has the letter corresponding to your answer.

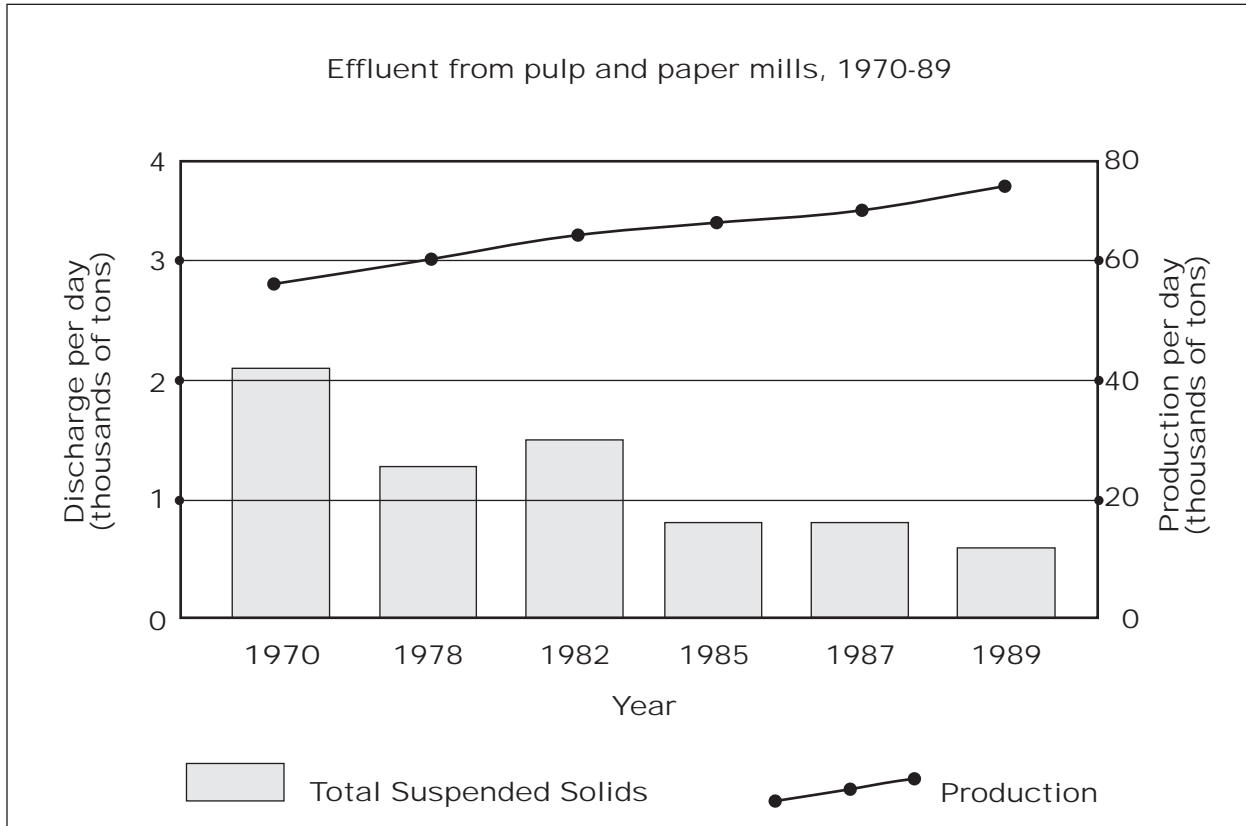
1. In a bibliography, the title of an article in a magazine should be
 - A. in italics.
 - B. underlined.
 - C. in parentheses.
 - D. in quotation marks.

2. Footnotes include all sources
 - A. questioned by the editor.
 - B. specifically referred to in the text of an essay.
 - C. recommended by a writer for further research.
 - D. used in the preparation of an essay, whether referred to in the text or not.

3. In a formal report, statistics and tables that are not appropriate in the main body appear in the
 - A. preface.
 - B. abstract.
 - C. glossary.
 - D. appendix.

4. The **best** format for advising an employee on what actions to take is
 - A. a proposal.
 - B. an abstract.
 - C. a memorandum.
 - D. a quarterly report.

Use the following figure to answer questions 5 and 6.



5. The figure above is

- A. a stacked bar graph.
- B. a line and bar graph.
- C. a multiple-line graph.
- D. an organization chart.

6. The figure **most clearly** demonstrates that

- A. production increases as effluent increases.
- B. mills have made no effort to decrease effluent.
- C. changes in technology have decreased the discharge of suspended solids.
- D. the discharge of suspended solids generally decreased from 1970 to 1989.

Use the following advertisement to answer questions 7 and 8.

The Insurance Plan That Likes to Say

NO!

No Hassle!

No Jargon!

No Salespeople!

No Commission!

Call us direct at 123-4567 to hear details of this amazing low-cost offer.

7. The **unstated** implication of this advertisement is that

- A. details are available.
- B. there is a direct phone line.
- C. every client will save money.
- D. no commission will be charged.

8. The **layout** of the advertisement uses

- A. centred text.
- B. justified text.
- C. subscript text.
- D. italicized text.

9. “bsmith@uln.edu.ca” is

- A. a Home Page.
- B. an e-mail address.
- C. a World Wide Web site.
- D. an Internet Service Provider (ISP).

10. To “download a file” means to

- A. delete a file from your computer.
- B. compress a large file for ease of transfer.
- C. transfer a file from your computer to another computer.
- D. transfer a file from an external source to your computer.

THIS PAGE INTENTIONALLY BLANK

PART B: READING COMPREHENSION

Value: 20 marks

Suggested Time: 40 minutes

INSTRUCTIONS: Read the following article carefully. For questions 11 to 20, select the **best** answer and record your choice on the Response Form provided.

BASIC MODEL RAILROADING

by Andy Sperandeo

CAB CONTROL

Simple Wiring for Two Trains

Running one train is fun, as a new model railroader quickly discovers. It's natural, then, to go for twice as much fun by running two trains.

However, we can't just set another train on the same loop or line of track and control it independently. Both locomotives will respond to the electricity delivered through the rails by the power pack, and so will move in the same direction at roughly the same speed. For independent control, we need a way to connect each locomotive to a separate power pack through different parts of the track, and that's cab control.

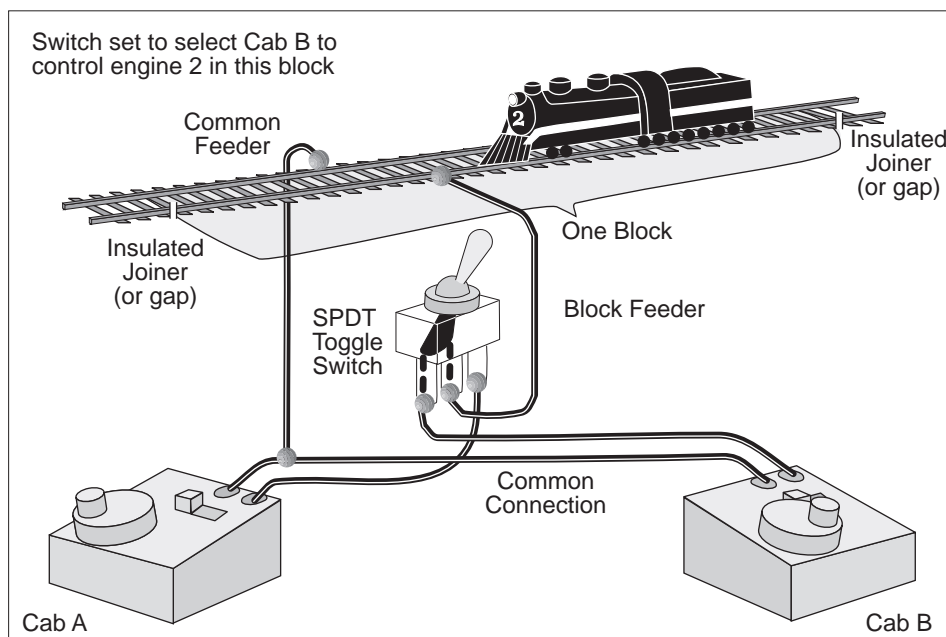


Fig. 1 Basic Cab Control

Blocks and switches

In cab control, we divide the track into several insulated, electrically isolated sections called "blocks." Each block has its own power wires or "feeders" connected to an electrical switch on the layout's control panel. We use the switch to connect the block to one or the other of two "cabs." (A cab can be a single power pack, one half of a twin power pack, or even a locomotive sound system.) Figure 1 shows cab control wiring from a single block.

By switching the blocks from cab to cab as the trains move around the layout, we can control each train independently. The switch used as the cab selector is a "double-throw" type—it throws one way or the other—so only one cab at a time can be connected to a block. The only way to get into trouble is to run a train across the insulation into a block connected to the other cab. That means the engineer has to pay attention, and that's not a bad idea anyway.

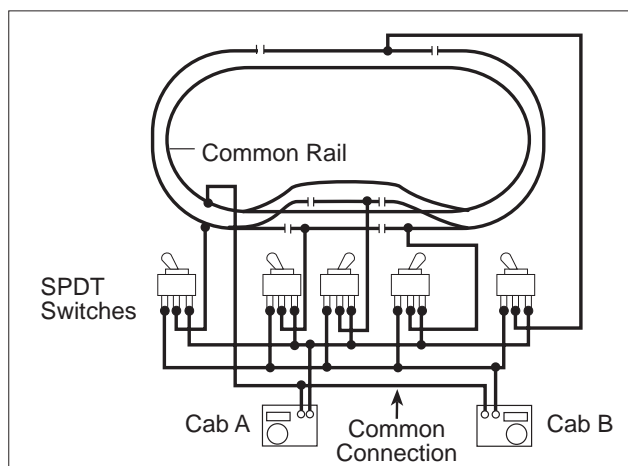


Fig. 2 Layout Wiring for an Atlas Selector

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

OVER

Layout wiring

In figure 2, you see all the cab control wiring for a simple layout. It might look complicated, but it's just a repetitive pattern based on the arrangement in figure 1. Once you see how this works, you can apply cab control wiring to a layout of any size.

As you run a train around the layout, you flip the switch for the next block ahead to your cab, so your train stays connected to your cab.

Your buddy, the other engineer, does the same thing, and the two of you can operate independently as long as you keep both trains from entering the same block.

Where do you get the stuff you need to wire a layout for cab control? Try your hobby

shop first; but not all hobby shops carry a wide range of wiring supplies. You may need to learn your way around an electrical supply dealer (see your *Yellow Pages*). You'll also find several electrical suppliers advertising in *Model Railroader*, so you can get what you need by mail.

If you're thinking there must be more to it than this, you're absolutely right. In the book, *Easy Model Railroad Wiring*, three of the twelve chapters develop and expand on the concept of cab control.

The core idea, though, is this simple, and you'll find you can do a lot of railroading with basic cab control.

A cab control glossary

Atlas selector: a control-panel unit with four SPDT centre-off slide switches and easy-to-use screw connections for cab control with two cabs and four blocks. Any number of selectors can be ganged together to control a larger number of blocks.

Block: a section of electrically isolated track with its own power connection ("feeder") and cab selector switch.

Cab: the speed and direction controller for one train.

Common rail: an electrically continuous rail running throughout a layout and connected directly to both cabs. The opposite rail, the "controlled rail," is the only one that needs insulation to define blocks and feeders connected through the cab selector switches.

(If you're not familiar with electrical circuits, the common connection between power packs in figure 2 may look like trouble.

It's not, though, because 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.)

Feeder: a wire connected to a rail to feed power to the train. Feeder connections can be made sections, but it's helpful to know a couple of other methods that allow more flexibility. In HO and N scales, there's the option of using terminal joiners, metal rail joiners you can buy with feeder wires already soldered in place. Just use these in place of regular metal joiners to make connections at any rail joint. Most experienced modelers learn to solder wires directly to the rail so they can put feeders wherever they need them. *Easy Model Railroad Wiring* shows you how.

Plastic rail joiner: a rail connection made of insulating plastic that takes the place of a

metal joiner to divide the controlled rail into blocks. Another way is to cut a gap in the rail with a saw or an abrasive wheel in a motor tool. It's a good idea to fill the gap with wood or plastic to keep the rails from creeping back together and making an unwanted connection.

Single-pole, double-throw switch (abbreviated SPDT): a switch that can connect one wire, the moving "pole," to either of two other wires. Any kind of switch—slide, toggle, or rotary—fitting this description can be used for cab control.

Another useful feature for selector switches is a "centre-off" position. This allows a block to be completely off and not connected to either cab, which is handy for parking a train or locomotive. If track space allows, you can have several trains or engines on the layout as long as you run no more than two at a time.

11. According to the article, “cab control” allows the model railroader to
- A. park a locomotive.
 - B. connect blocks to each other.
 - C. run two trains at one time but independently.
 - D. run two trains at the same time and speed, in the same direction.
12. In the third paragraph, some words are enclosed in quotation marks because they are
- A. slang.
 - B. jargon.
 - C. figurative.
 - D. colloquial.
13. The double-throw switch in a cab selector is characterized by its ability to
- A. slide back and forth.
 - B. be turned off at the centre.
 - C. throw one way or the other.
 - D. throw power to two engines.
14. According to the article, which of the following will cause trouble for model railroad engineers?
- A. using uninsulated joiners
 - B. flipping too many switches at once
 - C. having both trains enter the same block
 - D. flipping a switch to the centre-off position
15. How many SPDT switches do you require if you have **four** blocks?
- A. 1
 - B. 2
 - C. 4
 - D. 5

16. In the glossary, “to gang” means to
- A. loop.
 - B. slide.
 - C. force.
 - D. connect.
17. According to the article, how will an **experienced** model railroader connect the wires carrying the power to a rail?
- A. use terminal joiners
 - B. solder wires directly to the rail
 - C. connect the wires to a single block only
 - D. use standard terminal track connections
18. Blocks are electrically isolated from each other by
- A. feeders.
 - B. switches.
 - C. Atlas selectors.
 - D. plastic rail joiners.
19. What is the point of view of the article?
- A. only first person
 - B. only second person
 - C. first person and second person
 - D. second person and third person
20. Which audience is **most likely** targeted by this article?
- A. hobby shop owners
 - B. electrical supply shops
 - C. beginner model railroaders
 - D. experienced model railroaders

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)**

Concern 1: _____

Explanation: _____

Concern 2: _____

Explanation: _____

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)**

Device 1: _____

Explanation: _____

Device 2: _____

Explanation: _____

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

i) _____

ii) _____

THIS PAGE INTENTIONALLY BLANK

PART C: EDITING AND RESPONDING

Value: 10 marks

Suggested Time: 15 minutes

INSTRUCTIONS: You are an editor. Consider the following article as if it were presented for publication. For questions 21 to 30, select the **best** answer and record your choice on the Response Form provided.

(Title)

- 1 It is difficult to estimate how many sites there is on the World Wide Web. Thousands of companies are creating sites. However, it is one thing to build a web site, and another to create a good one.
- 2 Some companies have created sites which are entertainment centres, others have established information resources, and still others have provided a searchable directory. The companies which achieve the greatest success are those which take the time to develop a strategy. Their plan must include focusing on the interests of the consumer first, and on those of the marketer second. It would also include to take advantage of the Web's interactive nature.
- 3 A company that assumes the Web is just a billboard in cyberspace is making a mistake. When a jump to another site is just a click of the mouse away, the ones in control are the consumers. The consumers now have all the control and can move to a different site whenever they take the notion. If marketers can perceive the Web not as a static one-way monologue, but as a dynamic two-way dialogue, they can re-establish a strong, mutually satisfactory bond with the consumer.
- 4 No consumer will be satisfied with a site that offers nothing but information. Public relations groups commonly make this mistake, failing to provide the user with any reason to return to the site.
- 5 _____, a business that can provide generic information which fulfills a practical need of the consumer will guarantee itself success. For example, a business can provide a database of information that allows the user to make a more detailed search than may be possible in the business pages of a phone book. To illustrate, the opportunity to look more closely at the past performance of a particular construction firm may result in the consumer's selection of that builder instead of another for a construction project.
- 6 Although offering a huge library of information may not be appropriate for many companies, they can still take advantage of the interactivity a web site provides. The opportunity for customers to pay bills from their home computers may cause them to choose a particular bank, for example.
- 7 The cash outflow related to the maintenance of a site on the Web will always constitute a decision-point for a profit-seeking commercial enterprise. Without evidence that the added cost pays off in greater profits, a company may have second thoughts about the use of the Web.
- 8 Few businesses will fail to benefit from a web site if they adopt a strategy to capture the initial interests of customers and encourage their repeated return to the site by recognizing the interactive nature of the transaction and by offering real advantages to them.
- 9 There is no doubt in the minds of supporters of the World Wide Web that the advantages of the Web will be felt by both business and consumers.

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

OVER

THIS PAGE INTENTIONALLY BLANK

21. In paragraph 1, what correction should be made to the underlined words?
- A. there are on the
 - B. there was on the
 - C. there were on the
 - D. No correction is necessary.
22. In the underlined segment of paragraph 2, “entertainment centres, others” the comma
- A. is correct.
 - B. should be a dash.
 - C. should be a colon.
 - D. should be an ellipsis.
23. In paragraph 2, what is the **best** way to rewrite the last sentence?
- A. It must also include taking...
 - B. It must also include to take...
 - C. It would also include taking...
 - D. It would also include to take...
24. In paragraph 3, the third sentence
- A. is redundant.
 - B. lacks parallelism.
 - C. omits necessary punctuation.
 - D. should be included in paragraph 4.
25. Within the context of the entire passage, which of the following **best** begins the first sentence of paragraph 5?
- A. Although
 - B. Similarly
 - C. Additionally
 - D. Consequently

THIS PAGE INTENTIONALLY BLANK

26. In paragraph 7, what would be the **best** revision for sentence 1?
- A. The cost of maintaining a web site will always be a consideration for a business.
 - B. The cost of maintaining a site on the Web will always constitute a consideration for a commercial enterprise.
 - C. The cash outflow related to the maintenance of a web site will always constitute a decision-point for a business.
 - D. The cash outflow related to the maintenance of a web site will always be a decision-point for a profit-seeking enterprise.
27. The author of the article supports his argument by
- A. citing the experts.
 - B. relating anecdotes.
 - C. refuting opposing views.
 - D. giving specific examples.
28. At the end of which of the following paragraphs would it be **best** to conclude the article?
- A. paragraph 5
 - B. paragraph 6
 - C. paragraph 8
 - D. paragraph 9
29. What is the **best** title for this article?
- A. "Control Your Customers"
 - B. "Web Sites Are Information"
 - C. "Marketing Rules on the Web"
 - D. "Creating an Effective Business Web Site"
30. Who is the audience **most likely** targeted by this article?
- A. consumer advocates
 - B. small-business owners
 - C. public-relations experts
 - D. browsers on the World Wide Web

Organization and Planning
(this will not be marked)

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)**

Organization and Planning
(this will not be marked)

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.

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

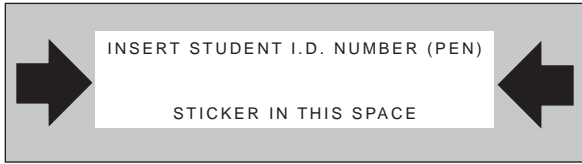
OVER

THIS PAGE INTENTIONALLY BLANK

Organization and Planning
(this will not be marked)

THIS PAGE INTENTIONALLY BLANK





**TECHNICAL AND
PROFESSIONAL
COMMUNICATIONS 12**

January 1999

Course Code = TPC

FOR OFFICE USE ONLY

**TECHNICAL AND
PROFESSIONAL
COMMUNICATIONS 12**

January 1999

Course Code = TPC

Score for
Question 1:

1.
(4)

Score for
Question 2:

2.
(4)

Score for
Question 3:

3.
(2)

Score for
Question 4:

4.
(20)

Score for
Question 5:

5.
(40)