

Technical and Professional Communications 12

January 2000 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, 4	14.	D	U	1	A3
2.	C	K	2	H3	15.	A	K	1	A3
3.	C	U	2	E1; G3; I3	16.	C	U	1	A3
4.	A	U	1	A4	17.	B	U	1	A3
5.	B	U	1	A4	18.	D	U	1	A3
6.	D	U	1	B2; A4, 5					
7.	B	U	1	B2; A4	19.	A	U	2, 1	I3; B4
8.	C	U	2, 3	H4; L2	20.	D	U	2	I2
9.	B	K	1, 2, 3	C2; H1; L3	21.	C	U	2	I2
10.	C	K	1, 2	C2; H1	22.	C	U	3	K3
					23.	B	U	2	I2, 3
11.	C	U	1	A3	24.	C	K	2	I2
12.	D	U	1	A3	25.	A	H	1	B4
13.	C	U	1	A3					

Multiple Choice = 25 marks

Written Response

Q	B	C	S	CO	PLO
1.	1	U	4	1	A2, 3
2.	2	K	2	1	A2, 3
3.	3	U	4	1	A2, 3
4.	4	H	15	2, 3	E1, 2; G1, 3; J4
5.	5	H	35	2	E1, 2; G1, 3; I2, 4

Written Response = 60 marks

Multiple Choice = 25 (25 questions)

Written Response = 60 (5 questions)

EXAMINATION TOTAL = 85 marks

LEGEND:

Q = Question Number

K = Keyed Response

C = Cognitive Level

B = Score Box Number

S = Score

CO = Curriculum Organizer

PLO = Prescribed Learning Outcome

PART B: READING COMPREHENSION

Value: 18 marks

Suggested Time: 25 minutes

INSTRUCTIONS: Answer questions 1 to 3 based on the article “Composting Leaves.” Complete sentences are not required.

1. From the article, name **two** specific kinds of “soil creatures,” and state **two** of the roles they play in composting. **(4 marks)**

Response:

Creatures:

- microorganisms, such as fungi and bacteria (paragraph 4)
- earth worms (paragraph 7)

Roles:

- They break down vegetation (“leaves, stalks, stems, twigs and branches”). (paragraph 4)
- They multiply and therefore speed up the decomposition process. (paragraph 4)
- They provide warmth to keep the leaf pile actively composting. (paragraph 5)
- They establish the temperature required for composting. When temperature rises too high, many fungi and bacteria die. The remainder are too few to raise temperature. (paragraph 5)
- They break down the leaves. (paragraph 7)

2. From the “Leaf Compost” section, name **two** uses of leaf compost. **(2 marks)**

Response:

Uses:

- enriching soil of newly broken ground (paragraph 8)
- maintaining soil fertility in vegetable gardens (paragraph 8)
- mulching (leaf compost onto small-leaved ground cover) (paragraphs 8 and 9)

3. List **four** efforts the author made to ensure the validity of his test's conclusion. **(4 marks)**

Response (any four for four marks):

- All compost piles were standardized with respect to the dimensions of the bins and the uniformity of the piles of leaves. (Paragraph 11)
- The author created a control pile of unshredded leaves. (Paragraph 11)
- The conditions of all piles were made as alike as possible. (Paragraph 12)
- Litmus measurements were carried out on each pile to establish starting values (quantitative measurements). (Paragraph 13)
- Litmus measurements were carried out on each pile to establish end values (quantitative measurements). (Paragraph 14)
- Detailed observations were made; i.e., sight and smell (qualitative measurements). (Paragraph 15)

PART D: DESIGN

Value: 15 marks

Suggested Time: 20 minutes

INSTRUCTIONS: Read the situation below and create an appropriate product (complete with title). You may wish to use visual representation to enhance the message.

- underline words to indicate *italics*
-  words to indicate **bold**
-  use a box to indicate the look and placement of a graphic

4. You are a student Fire Warden at Cloverfield Secondary School. Create the necessary sign that will alert students and staff to the three different kinds of portable fire extinguishers and to their manual operation. The sign is intended to be posted beside all fire extinguishers in the school. **(15 marks)**

The vice-principal has provided you with the following information from the school's *Safety Operations Manual*.

SAFETY OPERATIONS MANUAL, PAGE 12

Section No. 1.3.1 Extinguisher Types

There are three types of portable extinguishers in use: **Type A** extinguishers are used to extinguish ordinary combustibles, such as paper, plastics, clothing and wood; **Type B** extinguishers are used to extinguish flammable liquids, such as oil, gasoline, grease and oil-based paint; and **Type C** extinguishers are used to extinguish electrical equipment fires located around wiring, circuit breakers, electrical machinery and appliances.

Note: It is extremely hazardous to use a Type A extinguisher on an oil or electrical fire.

Section No. 1.3.2 Extinguisher Operation

In the case of a fire, activate the extinguisher by pulling the pin, which will release a locking mechanism at the top of the extinguisher. Aim the extinguisher at the base of the fire, squeeze the handle of the extinguisher to release the extinguishing agent, and spray the base of the fire area in a sweeping action until the fire is out.

FIRE EXTINGUISHERS

Types



A. Use on plastics, paper, clothing and wood.



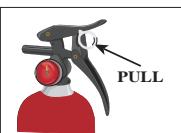
B. Use on gasoline, oil, grease and oil-based paint.



C. Use on electrical equipment and wiring.

Warning! Never use a Type A extinguisher on an oil or electrical fire.

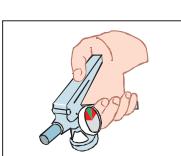
Operation



1. **Pull the pin.**



2. **Aim** the extinguisher at the **base** of the fire.



3. **Squeeze** the handle.



4. **Spray** in a sweeping motion.

AN INTRODUCTION TO THE DESIGN SCORING GUIDE

In determining the mark for the Design question, Marker A assigns the paper a score from 0 to 5. Marker B performs the same operation. The average of the two scores is then added to Markers A and B's scores to yield a score out of 15.

Marker A	4
Marker B	5
Average	<u>4.5</u>
	13.5 marks

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

DESIGN SCORING GUIDE

5

The product is superior in that it displays a controlled sense of purpose. This is achieved through logical organization, precise language, parallel structure, appropriate emphasis, effective visual support, and an effective title. Details are complete, concise and accurate. Language use clearly demonstrates an understanding of audience and context.

4

The product presents an effective message due to organization, clarity, appropriate visual support, and an appropriate title. Parallel structure and appropriate emphasis are attempted, but may have minor weaknesses. Although the essential message is clear, some details may be absent or lack conciseness. Language use is appropriate for audience and context.

3

The product presents a competent attempt at organization. Visual support and a title are present, but not particularly effective or suitable. Some details may be incomplete, while others may be redundant or irrelevant. Language use is generally acceptable for audience and context.

2

The product lacks clarity due to poor organization, confusing visual elements, and misplaced emphasis. Many essential details may be missing, and some redundant or irrelevant details may be included. Language use may be inappropriate for audience and context.

1

An attempt to respond was made, but the product does not meet the purpose of the task. Significant details are omitted and the layout is inappropriate.

0

The product is unintelligible, or manifests an achievement less than outlined in scale point 1.

NR

A blank paper with no response given.

PART E: CASE STUDY

Value: 35 marks (Content: 20 marks; Visual Design: 15 marks)

Suggested Time: 60 minutes

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

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

5. Scenario:

You are Leslie Reed, a grade 12 student at Greenwood Secondary School. On March 24, 2000, your school will be hosting a district-wide Professional Development Conference for 250 teachers. The principal, Ms. Sandy Robinson, has asked the Foods 12 class if they would be interested in catering the conference. Your teacher, Mr. Jones, and the class are excited by the challenge, but a detailed proposal must be sent to the principal by February 20, 2000.

Registration and coffee will be from 8:00–8:30 a.m., followed by a keynote speaker from 8:30–9:30. After a 15-minute break, participants will attend smaller subject-specific sessions until lunch, which will be from 11:45–12:45. There will also be an afternoon coffee break from 2:15–2:30.

Your class has concluded that they should supply one cup of coffee and one snack for each participant at registration, during each break, and with lunch. Coffee urns, which yield 65 cups, can be rented from Vachon Distributors for \$20.00 each per day, and you will require four. The cost of the coffee for each full urn will be \$6.00. Participants will be encouraged to bring their own mugs, but the class is also planning to purchase 500 disposable cups at a cost of \$50.00. Cream, sugar, and stir-sticks will cost an additional \$125.00 in total. Because some participants may not drink coffee, individual tetra-packs of juice will also be available. The class has estimated that 20 dozen packs will be needed for the conference; a one-dozen pack will cost \$7.00. Snacks will consist of either one muffin or two cookies for each person; these will be prepared and frozen two weeks before the conference. Your teacher calculated that baking 10 dozen muffins and 30 dozen cookies for each break should be adequate. The total cost of baking ingredients is estimated at \$300.00.

Lunch will consist of either cheese or ham quiche, along with a tossed green salad and sourdough buns. The individual quiches will be assembled and baked two days prior to the conference and refrigerated. On the day of the conference, they will only have to be reheated; the Foods 12 class will then be able to assemble the tossed salad during the morning to ensure optimum freshness. The cost of the ingredients for the quiches will be \$3.00 per person. Salad ingredients are estimated to cost another \$1.00 per person, and 21 dozen buns will be purchased at a cost of \$2.00 per dozen. Lunch ingredients will also be supplied by Vachon Distributors. You will need to place an order with them two to three weeks before the conference begins.

Your teacher is pleased with the research done to date, and feels confident that the Foods 12 class can provide a quality service at a reasonable price. You must send this information to your principal in order to obtain approval for your plans. In order to purchase ingredients and organize the early baking, you would appreciate a reply by March 3, 2000.

Task:

Because you are also a TPC 12 student, Mr. Jones has asked you to write the proposal to the principal on behalf of the Foods 12 class. Describe how you intend to deliver the service and indicate what participants can expect. Include a schedule of snacks and meals along with the expected costs.

Sample Student Response

Memorandum

To: Ms. Sandy Robinson, Principal
FROM: Leslie Reed, Foods 12 student
DATE: February 20, 2000
SUBJECT: Proposal to cater Professional Development Conference

The Foods 12 class is very interested in catering the Professional Development Conference for teachers on March 24, 2000. We submit the following detailed proposal for your review and feel confident that we can deliver a quality product at a reasonable cost.

We understand that the catering schedule for the day is as follows:

- Registration and Coffee 8:00 a.m. – 8:30 a.m.
- Morning Coffee Break 9:30 a.m. – 9:45 a.m.
- Lunch 11:45 a.m. – 12:45 p.m.
- Afternoon Coffee Break 2:15 p.m. – 2:30 p.m.

During coffee breaks, participants can expect a choice of coffee or juice in addition to muffins or cookies. We have estimated costs based on the assumption that each participant will have a beverage and either a muffin or two cookies during each break. Lunch will consist of an individual quiche (either cheese or ham) with tossed green salad and sourdough buns, as well as coffee or juice.

Costs and Expenses

Supplies and Ingredients	Anticipated Costs \$
Coffee Breaks	
4 coffee urns	80.00
Coffee	96.00
500 disposable cups	50.00
20 dozen tetra-packs of juice ($20 \times \$7.00$)	140.00
Cream, sugar and stir sticks	125.00
Baking ingredients for snacks ($4 \times \$75.00$)	300.00
Lunch	
Baking ingredients for (estimated) 250 quiches	750.00
Ingredients for (estimated) 250 salads	250.00
21 dozen sourdough buns	<u>42.00</u>
Total	<u>\$1 833.00</u>

Food Preparation Timeline

2 to 3 weeks before the conference

- place order for lunch ingredients with Vachon Distributors

2 weeks before the conference

- make and freeze muffins and cookies

2 days before the conference

- prepare and refrigerate individual quiches

the morning of the conference

- prepare salads
- reheat quiche

Our schedule allows for optimum quality of the food provided. As the quiches will only require reheating on the morning of the conference, the students will easily be able to assemble the salads just before the lunch break.

The Foods 12 class is excited by the challenge of catering a large group, and we feel confident that we will be able to supply the conference participants with delicious snacks and lunch. We would appreciate a reply to our teacher, Mr. Jones, by March 3, 2000, in order to purchase ingredients and organize the initial baking. Thank you for your consideration; we look forward to hearing from you in the next few weeks.

AN INTRODUCTION TO THE CASE STUDY SCORING GUIDE

In determining the mark for the Content of the Case Study question, Marker A assigns the paper a score from 0 to 5. This score is then multiplied by 2 resulting in a score out of 10. Marker B performs the same operation. The scores of Marker A and Marker B are added together to yield a score out of 20.

Marker A	4×2	8
Marker B	3×2	<u>6</u>
14 marks		

In determining the mark for the Visual Design of the Case Study question, Marker A assigns the paper a score from 0 to 5. Marker B performs the same operation. The average of the two scores is then added to Markers A and B's scores to yield a score out of 15.

Marker A	4
Marker B	3
Average	<u>3.5</u>
10.5 marks	

The two scores for Content and Visual Design are added together to give a single score for the Case Study.

Total score is $14 + 10.5 = \mathbf{24.5 \text{ marks}}$

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

CASE STUDY SCORING GUIDE CONTENT

5

The **5 paper** has a clearly identified primary message supported by appropriate detail. The argument developed is persuasive and effective. Tables and figures have informative labelling. The language and rhetorical devices used are clear and well controlled. There are few errors in the conventions of standard written English. The action closing is concise and unambiguous.

4

The **4 paper** has a primary message with supporting detail. A clear argument is presented. Tables and figures may lack some details. Any language errors present are those to be expected in a first draft which could be improved by reworking. Action required of the reader may be incomplete.

3

The **3 paper** is predictable in the details and argument used to support its primary message. The development of the ideas may be standard but correct. The reader follows the meaning and purpose of the paper with ease, although there are some errors. The action required may lack some significant detail. There is a sense the writer has an acceptable control of ideas and language.

2

The **2 paper** has little sense of organization beyond the simplistic. No clear message is presented, and details are used in an apparently random fashion. The reader has some difficulty in following the message and purpose of the paper. Errors in language are frequent, perhaps coming from a reliance on common spoken language. There may be a sense the writer does not have control of the task presented. The reader may be uncertain of the action required.

1

The **1 paper** displays no sense of writing for a specific purpose, perhaps because there is no controlling message. Details are presented in the order and form of the scenario with no apparent selection or organization. The length of the response may be short of what is necessary for understanding. The number of errors in language, diction or usage may obscure meaning. The reader finds it difficult to follow the argument or to understand the action required.

NR

A blank paper or one with less than a complete sentence is assigned NR (No response). A paper with achievement less than that outlined in Scalepoint 1 may, **after consultation with the marking chair**, be assigned a zero.

CASE STUDY SCORING GUIDE

VISUAL DESIGN

The document must be designed from the audience's perspective so that the reader can read and recall with speed and accuracy. Sophisticated visual elements permit technical writers to convey complex information more easily. The visual aspects of technical writing combine with writing conventions as a strategic rhetorical combination.

5

The **5 paper** is clearly laid out with a sophisticated selection of instructions, headings and/or titles. There will be appropriate graphics placed to best effect in combination with the written material. The document is obviously organized into introduction, supporting detail section and action closing. The reader is made to feel the material in the document is easily accessible. The visual effect is attractive. The message, audience and purpose can be identified easily.

4

The **4 paper** has headings which separate the document into sections. There may be appropriately placed graphics. The document appears to be laid out to support the reader. Information seems to be organized. There may be minor flaws in alignment or consistency. The visual effect may lack balance. The writer seems to have considered message, audience and purpose.

3

The **3 paper** offers identifiable sections which may include headings or other devices used to provide visual separations. Any graphic provided is simple and obvious. Organization of the material is predictable. Headings, titles, etc. may not be consistent. The visual effect may be uninviting to the reader. The reader can discern a specific message, audience and purpose.

2

The **2 paper** has no clear divisions other than paragraphs. Any graphic is unclear and unhelpful. Organization does not assist the reader. Headings, titles and introductions do not separate the material. The overall effect is untidy and/or confusing. The reader is uncertain of the message, audience and/or purpose from the layout.

1

The **1 paper** displays little knowledge of the skills of effective communication. The order and divisions of the material presented are unclear. There are few if any devices to assist the reader. The reader is not aware of any specific message, audience and/or purpose.

NR

A blank paper or one with less than an attempt at a layout is assigned (NR) No Response. A paper which demonstrates a lesser achievement than that outlined in Scalepoint 1 may, **after consultation with the marking chair**, be assigned a zero.

END OF KEY