

# Technical and Professional Communications 12

June 2000 Provincial Examination

## ANSWER KEY / SCORING GUIDE

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### 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.	C	K	2	H3	14.	C	U	1	A3
2.	D	K	2	H3	15.	B	K	1, 3	B4; J3; K3
3.	A	K	2	E1; I4	16.	C	U	1, 3	A3; B4; J3
4.	A	U	1	A4	17.	D	U	1	B4
5.	B	U	1	A4	18.	D	U	1	B4
6.	D	U	1	B2; A5, 4					
7.	D	U	2	E2; I1	19.	D	K	2	I2
8.	D	U	2	H3, 4; I4	20.	D	U	2, 1	I3; B4
9.	C	K	2	H1; C2	21.	A	K	2	I2
10.	C	K	2	H1	22.	B	U	2	I2, 3
					23.	B	U	2	I2
11.	D	U	1	A3	24.	B	U	1, 3	B4; K3
12.	A	U	1	A3	25.	B	H	1	B4
13.	B	K	1	A3					

**Multiple Choice = 25 marks**

## Written Response

<b>Q</b>	<b>B</b>	<b>C</b>	<b>S</b>	<b>CO</b>	<b>PLO</b>
1.	1	U	4	1	A2, 1, 3
2.	2	U	4	1, 2	A4; E2
3.	3	U	2	1	A4
4.	4	H	15	2, 3	E1, 2; G1, 3; J4
5.	5	H	35	2	E1, 2; G1, 3; I2, 4; J5

**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 “Designing a Kayak.” Complete sentences are not required.

1. The writer states that a 23- to 24-inch beam and an 18-foot length are “the numbers that work” for a “symmetrical cruising kayak.” Explain why lower and higher dimensions are **not** efficient. (4 marks)

**Response:**

**Narrower than 23-inch beam:**

- hard to balance (paragraph 11)

**Wider than 24-inch beam:**

- need a long paddle to reach the water (paragraph 11)
- strokes would be imprecise (paragraph 11)
- hard to tilt boat for an effortless turn (paragraph 11)

**Shorter than 17-foot length:**

- if narrow, the boat will be overloaded and bog down (paragraph 12)
- if beamier, requires more paddling effort, and gives less glide between strokes (paragraph 12)

**Longer than 20-foot length:**

- more friction (paragraph 13)
- to prevent tossing about by the wind, the kayak will need to be narrower and lower (paragraph 13)
- the latter, in turn, makes the boat more difficult to turn and less stable (paragraph 13)

2. In the **layout** of the **glossary**, name and explain **two** techniques used to make the information easily accessible to the reader. **(4 marks)**

**Response:**

<b>Technique</b>	<b>Explanation</b>
Glossary enclosed in a box	<ul style="list-style-type: none"> <li>• separates it clearly from the body of the article</li> </ul>
The terms are in bold face	<ul style="list-style-type: none"> <li>• easy to distinguish from the definitions</li> </ul>
The terms are in alphabetical order	<ul style="list-style-type: none"> <li>• easy to locate a term</li> </ul>
The glossary is in a different font	<ul style="list-style-type: none"> <li>• helps to differentiate glossary from body</li> </ul>
The terms are in uppercase (caps)	<ul style="list-style-type: none"> <li>• easy to distinguish from definitions</li> </ul>
The word “Glossary” is the largest type face and is upper case	<ul style="list-style-type: none"> <li>• easy to differentiate glossary from body</li> </ul>
Extra spacing between each definition	<ul style="list-style-type: none"> <li>• easier to locate a term and / or distinguish between definitions</li> </ul>
Two columns	<ul style="list-style-type: none"> <li>• easier to differentiate between terms and definitions</li> </ul>

3. Identify **two** purposes of Figures 1 and 2 in this article. **(2 marks)**

**Response:**

**The purpose of Figures 1 and 2 is to**

- **provide the correct terms for the parts of the kayak.**
- **identify the parts of the kayak.**
- **show the structure of the kayak.**
- **suggest the strength of the kayak.**
- **suggest the versatility of the kayak; i.e., paddling and sailing.**
- **identify the material used in the kayak.**
- **help the reader visualize shape and relative dimensions.**
- **compare exterior and interior design of the kayak.**

## 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*
- (circle) words to indicate **bold**
- |                     |
|---------------------|
| describe<br>graphic |
|---------------------|

 use a box to indicate the look and placement of a graphic

4. You are the Communications Officer for the Canadian Centre for the Prevention of Stroke and Heart Disease. You have been directed to create an 8.5" × 11" leaflet that will inform the public about strokes. **(15 marks)**

You have collected the following information to create the leaflet:

A stroke is really an attack on the brain caused by the blood supply to a part of the brain being blocked. Stroke is the number-one cause of adult disability and the number-four cause of death in Canada. Everyone, regardless of age or gender, is at risk of a stroke.

There are three Rs to keep in mind concerning stroke prevention and survival:

**Reduce the risks that increase the likelihood of a stroke**

smoking; uncontrolled high blood pressure; not knowing if you have heart disease or a history of heart disease in your family; not knowing if you have diabetes or choosing not to treat diabetes that you have; eating a high-fat diet; not getting any or enough physical exercise.

**Recognize the signs that one might be experiencing a stroke**

a sudden change in vision; double vision, or loss of sight, particularly in one eye at a time; a face, an arm or a leg that suddenly becomes weak, numb and / or begins to tingle; being unable to speak or not being able to understand speech; sudden, extremely painful headaches; falling down unexpectedly or becoming totally dizzy.

**React quickly and efficiently**

If you suspect a stroke, be absolutely sure to treat it as a medical emergency. It is strongly advised not to wait for the symptoms to ease off or pass. You or someone you are with should call 911 for help immediately.

The public may contact the centre at 1-800-555-4326.

# STROKE

## Reduce, Recognize and React

### Did you know...

- stroke is really an attack on the brain?
- stroke is the number **1** cause of adult **disability** and the number **4** cause of **death** in Canada?
- stroke can strike **anyone**, regardless of age or gender?

### *Reduce* the Risks



- stay smoke-free
- monitor your blood pressure
- know your heart's condition and your family's heart history
- identify and treat diabetes
- eat a low-fat diet
- stay active

### *Recognize* the Signs



- sudden change in vision in one eye or double vision
- sudden weakness, numbness and / or tingling in face, arm or leg
- sudden loss of speech or the ability to understand speech
- sudden, severe headaches
- sudden falls or dizziness

### *React* Immediately



- **DON'T wait! Call 911 immediately**
- treat it as a medical emergency

The Canadian Centre for  
the Prevention of Stroke  
and Heart Disease

1-800-555-4326

## 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>
	<b>13.5 marks</b>

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

### 5. Scenario:

You are Robbie Camstone, President of the Drama Club for J.W. Preston Secondary School. As president of the club, you must seek the approval of your principal for this year's play, *Grease*. In addition, you also need to request an advance towards the up-front costs of producing this musical. While you know the principal is generally supportive of the drama club, she may be reluctant to provide the necessary funds since the club lost \$673.45 on last year's production, and the school had to cover the costs. The Drama Club still owes this amount to the school, so any proposal that shows the club's ability to pay this debt is more likely to be accepted.

Your club members believe that part of the problem last year was the choice of the play, *Golden Acres*, which was somewhat dated and appealed mainly to an older audience. Unfortunately, in the small interior community of Pine River, BC, there simply wasn't enough interest in seeing the performance, despite the high calibre of the five actors and three crew members. In addition, the play dates ran up to Spring Break, a time when many families had already left for their holidays.

The musical *Grease* appeals to people of all ages. Since it requires a large cast (30) and crew (10) of both school and community members, this will automatically increase the number of people who will know about the play and want to attend. The dates for the production are February 14th to 20th, 2001. The advertising campaign will take advantage of everyone's desire to escape the winter blahs. Also, a dinner theatre is planned for February 14th. Given that options for Valentine's Day are very limited in the community, this should be a big attraction.

The play's director, Jason Wilson, and producer, Manjeet Fajaar, have given you the following conservative estimate of revenue and expenses. **Revenue:** 300 adult tickets (\$7); 200 student/senior tickets (\$5); advertising in the program (10 ads @ \$25 each); 100 dinner theatre tickets (\$15). **Expenses:** production/copyright fees (\$650); costumes (\$300); lights (\$250); catering for dinner theatre (\$8/plate); set (\$850); advertising (\$350); printing of programs, which will be designed by the Business Education class (\$0.20/each, you'll need 100 more than estimated attendance); flowers (\$150).

To support the Drama Club, the caterer, the florist and the Business Education class have agreed to defer payment until after the musical production.

### Task:

Write a **persuasive** memorandum to the principal, Mrs. Lee, requesting approval of the play and an advance to cover the necessary pre-production costs. Date your document September 30, 2000.

## Sample Student Response

### Memorandum

**TO:** Mrs. Lee, Principal, J.W. Preston Secondary  
**FROM:** Robbie Camstone, President, Drama Club  
**DATE:** September 30, 2000  
**SUBJECT:** Approval of Annual Production

The Drama Club has always appreciated the support the administration has offered in making its production dreams a reality. Unfortunately, last year's production was not as financially successful as we both would have hoped. The Club has learned a great deal from that experience and believes this year's production will be financially sound.

The choice for this year's production is *Grease*, the entertaining musical for all ages. Unlike last year's production, it will have a much broader audience appeal for a number of reasons. First, its main purpose will be to entertain the entire community, rather than appeal mainly to an older audience. Second, since it will involve a much larger cast and crew (40 vs. 8), there automatically will be more people who will want to see the production as a way of supporting their friends and family. Third, the cast and crew will include both students and community members. Finally, the production will occur February 14–20, right in the middle of the “winter blahs,” when the whole community is looking for something to do while they long for the arrival of spring.

As a special feature of this year's production, a dinner theatre will be performed on February 14. Given that there are very few local options for celebrating Valentine's Day, we believe this will be an extremely popular community event.

This year's producer, Manjeet Fajaar, and director, Jason Wilson, have conservatively projected the following revenue and expenses.

#### Revenue

##### Tickets

300 adult tickets @ \$7.00 each	\$2 100.00	
200 student/senior tickets @ \$5.00 each	1 000.00	
100 dinner theatre tickets @ \$15.00 each	<u>1 500.00</u>	\$4 600.00

##### Advertising

10 ads @ \$25.00 each		<u>250.00</u>
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#### Total Revenue

4 850.00

#### Expenses

Set	\$850.00*	
Catering (100 @ \$8.00 per plate)	800.00	
Production/Copyright fees	650.00*	
Advertising	350.00*	
Costumes	300.00*	
Lights	250.00*	
Flowers	150.00	
Program Printing (700 @ \$0.20 each)	<u>140.00</u>	

#### Total Expenses

3 490.00

#### NET INCOME

\$1 360.00

\*Pre-production costs

Based upon these figures, the Drama Club will have enough funds after the production to pay last year's debt and still have a sizable fund for other club activities.

Before any more work can be done on this production, we need your approval for the play, as well as confirmation that we will have access to the necessary funds to cover the pre-production costs of \$2 400.00. If you have any questions, I can be reached at lunch in the Drama Club office or at home at 555-1234 after 5:00 p.m. I trust I will hear from you within the next two 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	$4 \times 2$	8
Marker B	$3 \times 2$	<u>6</u>
		<b>14 marks</b>

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>
	<b>10.5 marks</b>

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