

Technical and Professional Communications 12

January 2004 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	S	CO	PLO	Q	K	C	S	CO	PLO
1.	D	K	1	2	H3	14.	D	U	1	1	A3
2.	A	K	1	2	H3	15.	C	U	1	1	A3
3.	C	U	1	2	B4, I3	16.	D	U	1	1	A3
4.	C	U	1	1, 2	A4	17.	D	U	1	1	A3
5.	B	U	1	1	A4	18.	D	U	1	1	A3, J3
6.	C	U	1	1	A4, A5						
7.	B	U	1	1, 2	A4	19.	A	K	1	2	I2, J3
8.	C	U	1	2, 3	H4, L2, H2	20.	B	K	1	2	I2
9.	D	K	1	1, 2	A4, A5, J3	21.	D	U	1	2	B4, I3
10.	D	K	1	1	H1, H2	22.	C	K	1	2	I2
						23.	D E L E T E D				
11.	C	K	1	1	A3	24.	D	K	1	2	J3, K3
12.	B	U	1	1	A3	25.	A	U	1	1	B4
13.	D	K	1	1	A3, A5, J3						

Multiple Choice = 25 marks

Written Response

Q	B	C	S	CO	PLO
1.	1	U	4	1	A3
2.	2	U	4	1	A3
3.	3	U	2	1	A3,4
4.	4	H	20	2, 3	A6, E1, E2, G1, G3, I2, J4
5.	5	H	35	2	A6, E1, E2, G1, G3, I2, J4

Written Response = 65 marks

Multiple Choice = 25 (25 questions)

Written Response = 65 (5 questions)

EXAMINATION TOTAL = 90 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 “The Physics of...Foam.” Complete sentences are not required.

1. From the article, identify **four** practical uses of foam.

(4 marks)

Response:

- **Personal grooming products / shaving cream**
- **Soaps**
- **Works of art**
- **Popular goods**
- **Foods / whipped cream**
- **Beverages**
- **Neutralizes toxic substances / anti-terrorist applications**

2. From the article, identify **four** qualities or behaviours of foams that scientists cannot fully explain.

(4 marks)

Response:

- **They're not really a solid or a liquid (paragraph 3)**
- **How physical laws evolve in foam (paragraph 3)**
- **How foam works (paragraph 4)**
- **What bubbles do when clumped together (paragraph 5)**
- **Exact nature of foam's shape (paragraph 6)**
- **Predict how foam behaves over time (paragraph 7)**
- **The process of coarsening (paragraph 7)**
- **How foam kills bacterial spores (paragraph 10)**

3. Identify **two** ways that Figure 1 helps to support the information about foam bubbles presented in the article. **(2 marks)**

Response:

The image aids our understanding of

- **the different density of bubbles.**
- **how bubbles clump together.**
- **how gravity affects bubbles (coarsening).**
- **how different levels of air / light may be transmitted through bubbles.**
- **how the sides of the container may play a role in bubble behaviour.**
- **the shapes described by Lord Kelvin / “demented soccer ball”**

PART D: DESIGN

Value: 20 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
graphic use a box to indicate the look and placement of a graphic

4. You are Dan Johansson, a grade 12 student at Longford Park Secondary School. As part of your Leadership 12 class, you must lead a seminar on effective study skills for CAPP students. You have obtained the following information from *Study Smarts* by J. Kesselman-Turkel and F. Peterson. Create an effective handout that would be useful to students who want to improve their grades.

If you are tired, chances are you won't remember what you read when you were half-asleep. Study while you are still alert. Staying up late to cram for an exam will work against your memory. If you have a test the next day, go over the facts and ideas that you have studied, one at a time, right before you go to bed. Your brain will continue to reinforce your memories throughout the night while you are sleeping. It is best to get at least six hours of sleep. Try to study during daylight hours; it has been proven to be more effective than studying at night.

Study breaks are important. Let them be rewards for your efforts. It is best to take a ten-minute break in between studying for different subjects. These breaks will give your brain time to rest before learning something different. Be careful not to take too many breaks. This could be counter-productive. Take a two to five minute break in between reading a textbook and writing down notes or a summary. This will help you remember the information for a longer term.

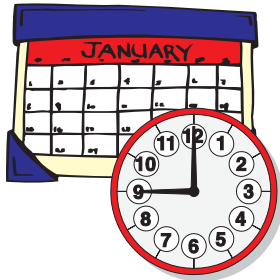
Make a study schedule and stick to it. Figure out how many hours you want to study and then divide up the time between your different classes. It is better to study in many short sessions as opposed to fewer longer sessions. Remember to be realistic. If you are too ambitious, you may end up giving up on the study schedule altogether.

Study in a place where distractions will be at a minimum. Find a place where people are not constantly walking by. Avoid listening to music or watching television while studying because it interferes with the learning process. Keep snacks handy while studying to avoid urges to think about what to eat.

Study Your Way to Success

Tips on how to be a successful student

1. Make a Schedule



- ◆ Be realistic.
- ◆ Schedule study breaks.
- ◆ Study while you are alert.

2. Avoid Distractions



- ◆ Avoid listening to music and watching TV.
- ◆ Avoid high traffic areas where people are constantly walking by.
- ◆ Avoid urges to go and get something to eat. Keep snacks with you.

3. Review the Night Before



- ◆ Go over facts and ideas, one at a time, before you go to bed.
- ◆ Get at least **6** hours of sleep.

DO NOT CRAM!

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 two scores are then added together and multiplied by two to yield a score out of 20.

Marker A	4
Marker B	<u>5</u>
	$9 \times 2 = \mathbf{18 \text{ marks}}$

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.

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 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**.

5. Scenario:

You are Julia Lee, a Marketing 12 student at Mountain Ridge High School. You and your classmate, Steve Markham, ran your own business for four weeks as part of your final project. The project is now finished and you must write a completion report to your teacher, Mr. Perry.

You and Steve operated a breakfast stand that opened from 7:30 to 8:15 a.m. on Monday, Wednesday, and Friday mornings. The idea came to the two of you one morning when you were both hungry. You had both skipped breakfast and were desperate for something to eat. However, all that the school offered was potato chips, candies, and soft drinks from the vending machines. The cafeteria was closed and did not open until noon. You realized at that point that what the school needed was a breakfast stand that offered healthier alternatives like muffins, bagels, juice, coffee, and hot chocolate. You decided to call your stand The Breakfast Club.

You and Steve purchased all the baked goods at The Bread Basket, a commercial bakery. Muffins and bagels were purchased at a cost of 100 for \$50. At a nearby warehouse, you purchased 4 large tubs of cream cheese for \$40; 200 juice boxes for \$100; 4 bags of coffee for \$40; and 5 cans of hot chocolate for \$55. Supplies cost \$100.

One problem that arose when you first started The Breakfast Club was that you could not make enough hot chocolate and coffee with your kettles and coffee machines. There were just too many orders coming in for the amount that you could make in one sitting. To solve this problem, you and Steve rented 2 coffee urns for \$80 from the cafeteria.

Initially, you had actually planned to do all the baking yourselves. In fact, you had planned to bake muffins, scones, and different kinds of breads. However, after trying to organize the baking, you both realized that baking is very time consuming and it does not always turn out well. Also, there was no way that you could bake enough food to meet the demand. All in all, you realized that it was far cheaper to buy commercially baked goods.

You opened The Breakfast Club on Monday, November 3, 2003. By the end of the four weeks, you had sold 400 bagels and muffins, 200 servings of juice, 100 servings of coffee, and 300 servings of hot chocolate. You charged \$1.25 for a muffin or bagel with cream cheese, and 75 cents for juice, coffee, or hot chocolate. The Breakfast Club was a great success and you received many compliments from teachers and students. Many people were sad to see The Breakfast Club close on Friday, November 28, 2003.

Task:

Write a project completion report to Mr. Perry, describing the project. Include a summary of the project events and a list of revenues and expenses. Date your correspondence January 26, 2004.

Sample Student Response

Memorandum

TO: Mr. Perry, Marketing 12 Teacher
FROM: Julia Lee
DATE: January 26, 2004
SUBJECT: The Breakfast Club – Project Completion Report

Our final project for Marketing 12 was a great success. The Breakfast Club earned a profit of \$335 while providing the school with a much-needed service.

Our Business Idea

Steve Markham and I came up with the idea for The Breakfast Club one morning before our first block class. Both of us had skipped breakfast. We were hungry, but our only options for food were snacks from the vending machine because the cafeteria was closed. We realized that if we opened a breakfast stand that offered baked goods, juice, and hot beverages, we would be providing a healthy alternative for students and teachers.

As outlined in our assignment, we had to run our business for four weeks. We decided to offer breakfast three times a week on Monday, Wednesday, and Friday mornings from 7:30 to 8:15 a.m. We wanted to open every second day in order to give us time to purchase supplies and to bake. The Breakfast Club opened on Monday, November 3, 2003, and closed on Friday, November 28, 2003.

Initial Problems and Our Solutions

Unrealistic Goals

Initially, we planned to sell home-baked goods such as muffins, scones, and breads, but after trying to organize that, we quickly learned the following:

- Baking is very time consuming.
- Baking does not always turn out well.
- We could not bake enough food to meet the demand.
- It is cheaper to buy commercially baked goods.

As a result, we ended up purchasing bagels and muffins from The Bread Basket bakery once a week. This saved us both time and frustration. We also bought bulk-size containers of cream cheese for the bagels and muffins.

Less Is Not More

Another problem we encountered during the first day was that we could not make enough coffee and hot chocolate because our kettles and coffee makers were too small. Renting two coffee urns from the cafeteria for \$80 was an easy solution.

Revenue and Expenses

We charged the following for our breakfast items.

Item	Price
Bagel and Cream Cheese	\$1.25
Muffin	1.25
Juice	0.75
Coffee	0.75
Hot Chocolate	0.75

During the four-week period, we sold 400 bagels and muffins, 200 servings of juice, 100 servings of coffee, and 300 servings of hot chocolate.

The following table outlines our revenue and expenses.

Item	Revenue	Expenses
Bagels / Muffins (400)	\$500	\$200
Cream Cheese (4 tubs)		40
Juice (200 boxes)	150	100
Coffee (4 bags)	75	40
Hot Chocolate (5 cans)	225	55
Coffee Urn Rental		80
Supplies		100
TOTAL	\$950	\$615

$$\text{Total Profit} = \$950 - 615 = \$335$$

Recommendation

Our venture was successful. In four weeks, we received many compliments about The Breakfast Club from both staff and students. The project required hard work and careful planning, but it was certainly worthwhile, especially because we made a profit. Our recommendation is that the cafeteria open for business before school, as we discovered that there is definitely a demand for breakfast.

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 x 2	8
Marker B	3 x 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