

Technical and Professional Communications 12

August 2007 — Form A

Provincial Examination — Multiple-Choice Key

Cognitive Processes

- C = Writing
- W = Retrieve Information
- X = Recognize Meaning
- Y = Interpret Texts
- Z = Analyze Texts

Weightings

- 4%
- 12%
- 10%
- 15%

Question Types

- 21 = Multiple Choice (MC)
- 3 = Written Response (WR)

Topics

1. Reading, Viewing and Listening
2. Writing, Representing and Speaking
3. Communication and Collaboration

Prescribed Learning Outcomes (PLOs)

- A, B, C, D
- E, F, G, H, I
- J, K, L, M

Question Number	Keyed Response	Cognitive Process	Mark	Topic	PLO	Question Type
1.	A	W	1	1	A4	MC
2.	B	X	1	1	A4	MC
3.	C	X	1	1	A4	MC
4.	B	X	1	1	A3, A4	MC
5.	C	Y	1	1, 3	A4, J1	MC
6.	C	X	1	1	A4, B4	MC
7.	B	X	1	1	A4, B4	MC
8.	D	W	1	1	A3, B4	MC
9.	C	Y	1	1	A4, B4	MC
10.	A	Y	1	1	A4, B4	MC
11.	A	Y	1	1	A4, B4	MC
12.	C	Y	1	1	A4, B4	MC
13.	D	X	1	1	A3, B4	MC
14.	D	X	1	1, 3	A3, J1	MC
15.	B	Y	1	1	A2, A3	MC
16.	A	X	1	1	A3	MC
17.	C	X	1	1	A3	MC
18.	D	X	1	1	A3	MC
19.	D	X	1	1	A4	MC
20.	A	W	1	1	A3	MC
21.	D	Y	1	1	A2, B4	MC

Technical and Professional Communications 12

August 2007

Provincial Examination — Written-Response Key

Cognitive Processes	Weightings	Question Types
C = Writing		21 = Multiple Choice (MC)
W = Retrieve Information	4%	3 = Written Response (WR)
X = Recognize Meaning	12%	
Y = Interpret Texts	10%	
Z = Analyze Texts	15%	

Topics	Prescribed Learning Outcomes (PLOs)
1. Reading, Viewing and Listening	A, B, C, D
2. Writing, Representing and Speaking	E, F, G, H, I
3. Communication and Collaboration	J, K, L, M

Question Number	Keyed Response	Cognitive Process	Mark	Topic	PLO	Question Type
1.	–	Z	12	1, 2	A4, E2	WR
2.	–	C	18	1, 2, 3	A6; E1; 2, G1, 3; J4	WR
3.	–	C	30	1, 2, 3	A6; E1; 2, G1, 3; J4	WR

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August 2007

Provincial Examination — Scoring Guide

PART B: INFORMATIONAL TEXT

Value: 21 marks

Suggested Time: 30 minutes

INSTRUCTIONS: Read the following article carefully. For questions 13 to 21, select the **best** answer and record your choice on the **Answer Sheet** provided.



Diet and Genes

by Anne Underwood and Jerry Adler



1 Jose Ordovas has glimpsed the future of medicine, and there's good news for anyone who has just paid \$4 for a pint¹ of pomegranate juice. Ordovas, director of the Nutrition and Genomics Laboratory at Tufts University, believes the era of sweeping dietary recommendations for the whole population—also sometimes known as fads—may be coming to an end. Red wine may be better for your arteries than ice cream, but you can't create a diet that's optimal for everyone, Ordovas says—or, to put it another way, even the French get heart attacks sometimes. Within a decade, though, doctors will be able to take genetic profiles of their patients, identify specific diseases for which they are at risk, and create customized nutrition plans accordingly. Some people will be advised to eat broccoli, while others will be told to eat... even more broccoli.

2 Maybe you have to be a nutritionist to appreciate the beauty of that scheme. The promise of nutritional genomics—a field that barely existed five years ago—is not to overturn a century's worth of dietary advice but to understand on the most basic level how health is determined by the interplay of nutrients and genes. The old paradigm was of a one-way process, in which “bad” foods gave you heart disease or cancer unless “good” genes intervened to protect you. New research suggests a continual interaction, in which certain foods enhance the action of protective (or harmful) genes, while others tend to suppress them. This supports what we know from observation, that some individuals are better adapted than others to

survive a morning commute past a dozen doughnut shops. Pima Indians in the Southwest get type 2 diabetes at eight times the rate of white Americans. Individuals have widely varying responses to high-fat or low-fat diets, wine, salt, or even exercise. Overwhelmingly, though, researchers expect that conventional dietary wisdom will hold for most people. So keep that vegetable steamer handy.

3 Metabolism involves huge numbers of genes interacting in uncountable ways. There are at least 150 gene variants that can give rise to type 2 diabetes, 300 or more that are associated with obesity. Ordovas compares the situation to an electrical panel: “We know about certain switches and how to turn them on and off. But in some people, you turn the switch but the light doesn't come on, because there are other switches upstream and downstream that we don't know about yet.” It will be years before researchers have a good diagram of the circuit. That hasn't prevented the growth of a fledgling industry in personalized nutritional supplements to treat everything from osteoporosis to obsessive-compulsive disorder.

4 However, pieces of the diagram are beginning to emerge. Green tea contains potent antioxidants known to help prevent heart disease and certain cancers, but only some women seem to show a reduction in breast cancer from drinking it. A study at the University of Southern California suggests that part of the reason lies in a gene that produces an enzyme called COMT that inactivates the cancer-suppressing compounds; women with

¹ pint: *approximately 0.5 of a litre*

Green tea helps silence genes that fuel breast cancer in some women.

One Example:

- Name of gene: HER-2
- Function of gene: Triggers growth signals in cells
- Long-term effect: Slows HER-2 signaling in aggressive breast tumours

Broccoli boosts genes that protect against heart disease.

One Example:

- Name of gene: GST
- Function of gene: Produces the body's master antioxidant, glutathione
- Long-term effect: The additional glutathione helps keep arteries healthy

Soybeans affect 123 genes involved in prostate cancer.

One Example:

- Name of gene: p53
- Function of gene: Kills mutant cells
- Long-term effect: A compound in soy increases activity of the p53 gene, helping to block tumour formation.

Turmeric suppresses genes that ratchet up inflammation.

One Example:

- Name of gene: Cox-2
- Function of gene: Makes inflammatory compounds
- Long-term effect: Could help ward off colon cancer and Alzheimer's

Figure 1

the gene variant that produces a less active form of COMT showed the most benefit from tea.

5 “You can see where we’re headed. We’re starting to take the guesswork out of the things we eat,” says Raymond Rodriguez, who heads the Center of Excellence in Nutritional Genomics at the University of California, Davis. One notable case is the gene for a protein known as Apo E, which plays a major role in regulating cholesterol.

It has three major variants (or “alleles”), designated E2, E3 and E4, of which E3 is the most common. People with one or two copies of the E2 allele generally have lower-than-average cholesterol, but the E4 variety—an estimated 15 to 30% of the population has at least one copy of the allele—is potentially lethal. It increases the risk of diabetes, it raises total cholesterol, and it reverses the usual protective effects of moderate drinking. And it vastly increases the risks of smoking. “Smoking is bad for everybody,” says Ordovas, “but in a person with E4 it’s a total killer. We’re not talking about probabilities. It’s almost certain you’ll get heart disease.” But, he adds, E4 is extremely susceptible to environment. The increased diabetes risk is found only in people who are overweight. If you stop smoking, give up alcohol, exercise, and eat a diet low in saturated fat, “you can remove all the genetic predisposition for heart disease that comes with E4”—not just some, but all of it.

6 On the face of it, you could make a case for universal screening for the Apo E gene. But we don’t do it, and the reasons shed light on the ethical complexities of the field. One reason is peculiar to the Apo E4 allele, which also doubles the risk of developing Alzheimer’s. Since there’s not much that can be done to prevent it, many doctors are reluctant to give patients this news, and many patients don’t want to know it themselves. More generally, there is the danger that insurance companies will discriminate against people with risk factors in their genome. Ruth DeBusk, author of “Genetics: The Nutrition Connection,” thinks this concern is overblown, because by and large the risks are spread across the population. “We all have some susceptibilities,” she says. “It’s not as if one group has all the bad genes and the rest of us are perfect.” Susceptibilities, moreover, don’t necessarily amount to destiny; perhaps we can figure out what people with the E4 gene should eat to forestall dementia. But Jim Kaput, who founded a genomics-research company, wonders about people who get the correct nutritional advice for their genotype and refuse to follow it. “Should the insurance company be obliged to pay for their health care, too?”

7 Not all research in the field is aimed at identifying alleles that differ among individuals. The broader purpose is to understand the interplay of nutrition and genetics. What protects Asians (at least the ones who still live in Asia and eat a traditional soy-based diet) from hormone-sensitive

breast and prostate tumours? The most common explanation is that soy contains compounds that bind to estrogen receptors on cells, making them unavailable to more potent hormones. But Rodriguez has identified a soy constituent called lunasin that increases, by his count, the activity of 123 different genes in prostate cells. The genetic factors predisposing men to prostate cancer can, in principle, eventually be identified and calculated for each individual. When all is said and done, though, the recommendation will probably stay the same: eat more soy. (And more fresh fruits and vegetables, and less saturated fat... and so on.)

8 Another compound getting a lot of study is curcumin, the yellow pigment in turmeric, an ingredient in curry spice. Curcumin reduces the action of a number of genes that promote inflammation, which is linked to heart disease,

colon cancer and Alzheimer's. "It's probably no coincidence that India has the lowest incidence of Alzheimer's in the world," says Sally Frautschy, a professor of neurology at UCLA, who studies turmeric together with her husband and colleague, Greg Cole. "What I hear from the pharmaceutical industry," says Cole, "is 'What are you trying to do, ruin us?'"

9 There's not much chance of that, of course. More likely, nutritional genomics will create opportunities for drug companies to isolate, concentrate, synthesize, and improve on the compounds in nature, which they've been doing for a hundred years. What Cole and his colleagues seek is to shed light on the mystery of how the human body has evolved in the miraculous ability to overcome, once in a while, the threat posed by the consequences of its own appetites.

PART B: INFORMATIONAL TEXT
WRITTEN-RESPONSE QUESTION

INSTRUCTIONS: Using approximately 125–150 words, answer question 1 in the **Response Booklet**. Write in **ink**. The mark for your answer will be based on the appropriateness of the example(s) you use as well as the adequacy of your explanation.

1. Based on the information in the article, how important is an understanding of the connection between genomics and health? **(12 marks)**

An understanding of genomics is important because

- **Genomics may play a vital role in disease prevention**
 - **Green tea may interact with the COMT gene to reduce breast cancer.** (paragraph 4)
 - **Information about the Apo E gene may help reduce cholesterol and heart disease.** (paragraph 5)
 - **Soy may reduce breast and prostate tumors.** (paragraph 7)
 - **Genetic factors that predispose men to prostate cancer may be identified for individuals.** (paragraph 7)

An understanding of genomics is less important because

- **Conventional dietary wisdom will hold for most people.** (paragraph 2)
- **There are many variants to genes and currently there isn't a clear understanding of genomics.** (paragraph 3)
- **People may feel as though their health is predetermined.** (paragraph 6)
- **Insurance companies may discriminate against those people with certain genes.** (paragraph 6)

Other answers are possible.

Please refer to the holistic scale on page 6.

**INFORMATIONAL TEXT
READING COMPREHENSION SCORING GUIDE**

6

This superior response demonstrates a thorough understanding of the passage and question. The argument is insightful, complete, and well supported with evidence from the text. The language is clear, correct, and shows a command of Standard English. The response need not be error free.

- Shows powerful development of argument or ideas.
- Includes relevant and integrated details.
- May make inferences.

5

This effective response demonstrates a clear understanding of the passage and question. The argument is accurate, complete, and supported with evidence from the text. The language is clear, correct, and shows a command of Standard English. Minor errors in content or language may be present.

- Shows convincing development of argument or ideas.
- Includes relevant details.
- May make inferences.

4

This competent response demonstrates an understanding of the passage and question. The argument is mainly complete and supported with sufficient evidence from the text. The language is generally clear, correct, and shows control of Standard English. Errors in language may be present, but do not impede meaning.

- Addresses the task in a logical, organized manner.
- Shows development of argument or ideas.

3

This adequate response demonstrates some understanding of the passage and question. The argument may be unclear or incomplete. The language is generally correct, with some lapses in control of Standard English. Errors sometimes impede meaning.

- Errors in comprehension may be present.
- Support may not clearly relate to the task.
- Ideas are developed unevenly.

2

This inadequate response demonstrates a flawed understanding of the passage and question. The argument is incomplete and fails to address the task. Errors in language often impede meaning.

- Ideas are not developed or are simply restatements of text.
- Frequent errors in comprehension.
- Little or no support from the text.

1

This response is unacceptable and compounds the problems of “2”. It may be unintelligible or too short to meet the requirements of the task.

0

There is no attempt to address the topic, or the response shows a complete misunderstanding of the text and task. A zero can be assigned only by the marking chair or a designate.

NR


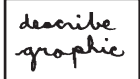
No response is given.

PART C: DESIGN

Value: 18 marks

Suggested Time: 25 minutes

INSTRUCTIONS: Read the scenario below and create an appropriate product (complete with title) in the space for question 2 in the **Response Booklet**. 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

2. Scenario:

You are a Studio Arts 12 student at Diefenbaker Secondary School. One of your responsibilities is to create publications and advertisements for school events.

Task:

Create a flyer advertising Career Fair 2007.

Information:

The annual Career Fair will be held in the Big Gym. The fair will be open to all students and parents from 2:00 – 8:00 on Friday, February 2, 2007.

Speakers from 10 post-secondary institutions will be presenting information at their booths. Presentations will run from 2:00 – 8:00 starting every hour. Each presentation is approximately half an hour in length.

For students who are interested in working internationally after graduation, there will be information booths sponsored by four different agencies. The SWAP (Student Work Abroad Program) offers employment options in several countries, including Australia, New Zealand, and South Africa. For those students who enjoy working with children (and do not mind light housekeeping), Au Pair International offers positions with families in many European countries, including Spain and Italy. Students who like to work in Britain should make inquiries at the GAP Program booth. Those interested in teaching English in Asia should check out the Japanese Exchange and Teaching (JET) Program.

Representatives from the Canadian Armed Forces will also be at the Career Fair to answer questions about employment in the military. Many students do not know that there are over 100 job choices offered within the Canadian Armed Forces. The Air Force presentation will be from 5:30 – 6:45; the Army presentation will be from 4:15 – 5:30; the Navy presentation will be from 3:00 – 4:15; and the presentation from the Reserves will be from 6:45 – 8:00.

Universities that will be represented include SFU, UBC, UNBC, and UVic. Representatives from the College of the Rockies, Douglas College, and Kwantlen University College will be present along with representatives from BCIT, the Justice Institute, and Emily Carr Institute of Art and Design.

Sample Student Response (Desktop-published version)

NOTE: A wide variety of creative approaches is to be expected.

Career Fair 2007

What does the future hold for you?

Check out Diefenbaker Secondary's Career Fair
Friday, February 2nd from 2:00 – 8:00 pm in the Big Gym

Canadian Armed Forces



Did you know that there are over 100 job choices in the Canadian Military?

Representatives from each division will present information and be available for inquiries at the following times:

- Navy 3:00 – 4:15
- Army 4:15 – 5:30
- Air Force 5:30 – 6:45
- Reserves 6:45 – 8:00

Post-Secondary Education



Did you know that there are many post-secondary institutions in B.C.?

Representatives from the following schools will provide presentations every hour on the hour:

- UBC
- SFU
- UVic
- UNBC
- BCIT
- Emily Carr Institute of Art and Design
- College of the Rockies
- Douglas College
- Kwantlen University College
- Justice Institute of BC

International Employment Opportunities



Did you know that you can work overseas after you graduate?

Employment opportunities are available in Europe, Asia, Africa, and Australia.

Representatives from the following agencies will be at our career fair:

- Au Pair International
- GAP Program
- Japanese Exchange and Teaching program
- Student Work Abroad Program

Discover your potential!

DESIGN SCORING GUIDE

6

The product is superior, distinct, thoughtful, and creative. There is an obvious sense of context, purpose, and audience in relation to the task. The presentation is clear, complete, and concise. The product need not be error free.

- Logical in organization.
- Effective use of parallel structure and active verbs.
- Engaging titles and headings.
- Effective emphasis, visuals, and balance.
- Observes language conventions.

5

The product is effective, thoughtful, and complete. There is a clear sense of context, purpose, and audience in relation to the task. There may be minor weaknesses in the use of information and/or visuals.

- Logical in organization.
- Appropriate use of parallel structure and active verbs.
- Effective titles and headings.
- Appropriate emphasis, visuals, and balance.
- Generally observes language conventions.

4

The product is competent and generally complete. There is a sense of context, purpose, and audience in relation to the task. There are some weaknesses in the use of information and/or visuals.

- Evidence of organization.
- Attempted use of parallel structure.
- Includes titles and headings.
- Adequate emphasis, visuals, and balance.
- May include omission or redundancy.
- Occasional lapses in language conventions.

3

The product is adequate. The content and presentation are minimally acceptable for context, purpose, and audience in relation to the task. Relevant information and/or some visuals may be missing.

- Organization is weak.
- Titles and headings are ineffective or missing.
- Weak emphasis, visuals, and balance.
- May include redundancy or irrelevant details.
- Language conventions may be flawed and lack control.

2

The product is inadequate, incomplete, and unclear. The content and presentation are less than minimally acceptable for context, purpose, and audience in relation to the task. Significant information and visuals are missing.

- Lacks organization.
- Titles and headings are misleading or missing.
- Lacks emphasis, visuals, and balance.
- Includes redundancy or irrelevant details.
- Language conventions are flawed and impede meaning.

1

The product is unacceptable and does not meet the purpose of the task. Significant information and visuals are missing. The layout is confusing or inappropriate.

0

The product is off topic or unintelligible. A zero can be assigned only by the marking chair or a designate.

NR

No response is given.

PART D: CASE STUDY

Value: 30 marks

Suggested Time: 50 minutes

INSTRUCTIONS: Read the scenario below and write a standard business memorandum in the space for question 3 in the **Response Booklet**. Write in **ink**. Include supporting visual design elements to make the information accessible to the reader. For emphasis in your work

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

3. Scenario:

You are Francis James, a member of the Senior Improv Team at Southside Secondary School. Last year your team went to the national championships in Ottawa, and this year you are confident that your team will qualify again. To help raise funds for the trip in May, the team would like to organize a series of dessert nights featuring live entertainment.

Task:

Write a proposal to the principal, Mr. Goldsmith, on behalf of the team. Describe how the dessert nights will be organized and include a schedule of expenses and revenue. Date your correspondence September 30, 2007.

Information:

- The drama teacher is Mr. Davis
- The dessert nights will be from Thursday, November 1 to Saturday, November 3 and Thursday, March 6 to Saturday, March 11, for a total of 6 performances
- Doors will open at 6 pm and dessert will be served from 6:30 to 7:00 pm
- Mr. Johnson's graphic arts students will design and print the tickets at no cost
- An advertisement will be run in the local paper prior to each series of shows at a cost of \$50 per ad
- Mrs. Bronson, the home economics instructor, has volunteered her Foods 12 class to prepare two desserts: chocolate cheesecake and almond pecan pie
- Seating is on a first-come, first-served basis
- Each show will run from 7:00 to 9:00 pm with a 15-minute intermission starting at 8:00 pm
- Tickets will be sold at the school and at Ming's Jewellers
- The drama studio can comfortably seat one hundred people
- The Foods 12 class will prepare coffee, tea, and juice, and will serve the desserts and beverages
- Tickets will be \$7
- Both the senior and junior improv teams will perform as well as the junior and senior dance teams
- You expect a minimum of 80 people per show
- The cost of the ingredients for the desserts is estimated at \$100 per night
- The Foods 12 class will complete the clean-up under Mrs. Bronson's supervision
- The Improv Team will be in charge of lighting, sound, set-up, and take down in the studio
- Several talented student singers and musicians will also perform
- The events will be advertised on the large notice board outside the school
- The cost of the beverages is estimated at \$40 per night
- Two former grads have been asked to be co-hosts

Sample Student Response

Memorandum

TO: Mr. Goldsmith
FROM: Francis James, Senior Improv Student
DATE: September 30, 2007
SUBJECT: Proposal to Host Dessert Nights

The Senior Improv Team is very excited about the possibility of attending the National Championships again this year to be held in Ottawa in May. In order to fund this trip, we are submitting this proposal to host a series of dessert nights with live entertainment in the school's drama studio.

Proposed Schedule

We would like to host six dessert nights. The tentative dates are from Thursday, November 1 to Saturday, November 3 and Thursday, March 6 to Saturday, March 8. The proposed schedule for each night is as follows:

Time	Scheduled Event
6:00	Doors open
6:30 – 7:00	Dessert served
7:00 – 8:00	Performance
8:00 – 8:15	Intermission
8:15 – 9:00	Performance

Refreshments and Entertainment

Seating is on a first-come, first-served basis. Mrs. Bronson's Foods 12 class will prepare two desserts: chocolate cheesecake and almond pecan pie. Performing will be both the senior and junior improv teams, the senior and junior dance teams, and several talented student singers and musicians. In addition, two former grads have agreed to be co-hosts.

Division of Labour

The Foods 12 class will have the following responsibilities:

- Baking the desserts
- Preparing the coffee, tea, and juice
- Serving the desserts
- Cleaning up

Members of the Improv Team will be setting up and taking down the drama studio and controlling the lights and sound. Both Mr. Davis and Mrs. Bronson will be supervising the event.

Tickets and Advertising

Mr. Johnson's students will design and print the tickets at no cost. Tickets will be sold for \$7 at the school and at Ming's Jewellers.

Advertisements will run in the local paper prior to each series. An advertisement will also be displayed on the school's outdoor notice board. The studio can comfortably seat 100 people, and we expect a minimum of 80 people per show.

Revenue and Expenses

Revenue	
80 tickets @ \$7 = \$560	
6 shows @ \$560 per show = \$3360	Total: \$3360
Expenses	
2 ads @ \$50 each	\$100
Dessert ingredients @ \$100 per night	\$600
Beverages @ \$40 per night	\$240
	Total: \$940
Profit	
\$3360 – \$940 =	Total: \$2420

Conclusion

The Senior Improv Team is very excited about the possibility of going to Ottawa in May and representing our school in the national championship. We feel that we can offer a quality evening of entertainment to the community and would certainly appreciate the opportunity to showcase some of our very talented students. We look forward to hearing from you within the next week to allow us adequate time to purchase ingredients and notify prospective student entertainers. I can be contacted at fjames@southside.ca. Thank you for your consideration.

CASE STUDY SCORING GUIDE

6

The product is superior, concise, complete, and thoughtful. It has a clearly identified primary message with effective support. There is an obvious sense of context, purpose, and audience in relation to the task. The language and rhetorical devices used are clear and well controlled. Sophisticated use of effective visuals and layout supports the text and increases accessibility for the intended audience. Parallel structure in language and design is used purposely for effect. The product need not be error free.

- Shows powerful development of argument or ideas.
- Includes relevant and well-integrated details.
- Effectively organized for the purpose of the task.
- Strong action closing supports the primary purpose.
- Effectively labeled tables and figures.
- Subheadings show originality and flair.
- Smooth transition between text and visuals.
- Written expression reflects the expected level of formality.

5

The product is convincing, thoughtful, and complete. It has a primary message with effective support. There is a clear sense of context, purpose, and audience in relation to the task. The language and rhetorical devices are appropriate and controlled. Use of effective visuals and layout supports the text and increases accessibility for the intended audience. Parallel structure in language and design is evident. Minor errors in language and/or visuals may be present.

- Shows logical development of argument or ideas.
- Includes relevant and integrated details.
- Well organized for the purpose of the task.
- Action closing supports the primary purpose.
- Includes labelled tables and figures.
- Subheadings show some originality.
- Clear transitions between text and visuals.
- Written expression generally reflects the expected level of formality.

4

The product is competent and complete. It has a primary message with relevant support. There is a sense of context, purpose, and audience in relation to the task. The language is appropriate and generally controlled. Use of visuals and layout supports the text and may increase accessibility for the intended audience. Errors in language and/or visuals may be present but do not impede meaning.

- Shows development of argument or ideas.
- Includes relevant details.
- Organized for the purpose of the task.
- Includes action closing.
- Includes relevant tables and figures.
- Subheadings are predictable.
- Use of transitions between text and visuals is inconsistent.
- Some lapses in the expected level of formality of written expression.

3

The product is adequate. The primary message may be unclear or may lack support. There is a minimal sense of context, purpose, and/or audience in relation to the task. The language is simplistic. The use of visuals and layout may be ineffective. Errors in language and/or visuals may impede meaning.

- Inconsistent development of argument or ideas.
- May lack some relevant details.
- Organization may have weaknesses.
- Action closing is weak or missing.
- Tables and figures may be incomplete or missing.
- Subheadings may be ineffective or inconsistent.
- Lacks transitions between text and visuals.
- Lapses in the expected level of formality of written expression; may rely on colloquial language.

2

The product is inadequate and incomplete. The primary message may be missing or unclear. It lacks a sense of context, purpose, and/or audience in relation to the task. The language is flawed and uncontrolled. Any use of visuals and layout is ineffective. Frequent errors in language and visuals impede meaning.

- Lack of development of argument or ideas.
- Significant details are missing.
- Organization is confusing.
- Action closing is missing.
- No clear divisions other than paragraphs; any graphic is unclear and unhelpful.
- No understanding of the expected level of formality of written expression.

1

The product is unacceptable and does not meet the purpose of the task. Significant information and visuals are missing. The layout is confusing or inappropriate.

0

The product is off topic or unintelligible. A zero can be assigned only by the marking chair or a designate.

NR

No response is given.