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Introduction

This document contains sample examination questions the likes of which can be used in the written examination. They are intended for orientation purposes only and do not claim to reflect all topic areas of the tekom competence framework.

I Information on Educational Objectives

In accordance with the qualification levels of the European Qualification Framework (EQF), the educational objectives “Ⓐ Knowledge, Ⓑ Knowledge/Comprehension, Ⓒ Skills/Application” have different characteristics regarding content depth, scope and cognitive processing level of the educational content. The following describes the educational objectives that apply to different qualification levels.

Modeled after Bloom’s Taxonomy of Educational Objectives:

- **Verbs indicating the acquisition of knowledge (Ⓐ Knowledge)** are: invoke, specify, list, note, enumerate, describe (data, facts), determine (data, facts), represent, define, name, depict (data, facts), complete, reproduce

- **Verbs indicating the acquisition of comprehension (Ⓑ Knowledge/Comprehension)** are: select, justify, describe (correlations), determine (contexts), classify, explain, clarify, formulate, contrast (data, facts), identify (correlations), arrange, depict (correlations), transmit, distinguish, illustrate, summarize

- **Verbs indicating the acquisition of skills (Ⓒ Skills/Application)** are: deduce, produce, be able to apply, carry out, evaluate, edit, assess, calculate, demonstrate, discuss, perform, create, find out, interpret, indicate, design, solve, plan, compare, use, associate

**Professional Level**

- **Ⓐ Knowledge** (EQF 4): Reproduction of factual knowledge, terms, simple definitions, data, events or rough representations of theories, remembering and reproduction of facts, terms, concepts and answers.
  
  Example of an educational objective: “To know the definition of product safety”

- **Ⓒ Skills/Application** (EQF 4): Ability to use facts, application of methods, implementation of processes.
  
  Examples of an educational objective: “To be able to correctly formulate warning messages”, “To know the process as well as the different phases of information development”

**Expert Level**

- **Ⓑ Knowledge/Comprehension** (EQF 5):
  
  **Knowledge**: Reproduction of factual knowledge, terms, simple definitions, data, events or rough representations. Remembering and reproduction of facts, terms, concepts and answers
  
  Example of an educational objective: “To know the definition of HTML”

  **Comprehension**: Formulation and explanation of issues in one’s own words, representation of theories, constructs and laws, understanding correlations, organization, comparison, interpretation, description, reproduction of main ideas regarding facts, terms, ideas and concepts in own words.
  
  Example of an educational objective: “To understand the advantages and disadvantages of modular information development”
Skills/Application (EQF 5): Ability to use facts, application of methods, implementation of processes, autonomous problem solving, even in new situations.

Examples of educational objectives: “To be able to develop a structuring concept”, “To be able to conduct an analysis for product use”

II Information about Sample Examination Questions

Sample examination questions are categorized by blocks.

<table>
<thead>
<tr>
<th>Question</th>
<th>Educational objective</th>
<th>Degree of difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the criteria for a risk assessment? Name 3 criteria. [4]</td>
<td>ⓒ</td>
<td>**</td>
</tr>
<tr>
<td>How is the formulation of safety notes and warning messages related to risk assessment? Explain the correlation. [47]</td>
<td>ⓓ</td>
<td>***</td>
</tr>
<tr>
<td>Which media trends will change technical documentation in the coming 10 years? Name 3 media trends and apply each trend to technical documentation in 1 to 2 sentences, using examples. [290]</td>
<td>ⓓ</td>
<td>**</td>
</tr>
<tr>
<td>What are the types of danger that can be caused by a product? Classify these and give an example. [10]</td>
<td>ⓓ</td>
<td>*</td>
</tr>
</tbody>
</table>

Legend

- The verbs marked yellow (e.g., name, clarify) indicate the educational objective. The allocation of possible verbs to educational objectives is provided under I Information on Educational Objectives, Pg. 3 in this document.
- Educational objectives ⓒ Knowledge and ⓓ Skills/Application for the Professional Level qualification
- Educational objectives ⓔ Knowledge/Comprehension and ⓓ Skills/Application for the Expert Level qualification
- Degrees of difficulty: * ≈ easy | ** ≈ medium | *** ≈ difficult
Mandatory area 1: Context analysis

Class recommendation
- Professional: 1.5 coins (45 hours)
- Expert: 3 coins (90 hours)


Mandatory area 2: Planning

Class recommendation

- Professional: 0.5 coins (15 hours)
- Expert: 1 coin (30 hours)


**Mandatory area 3: Concept Development**

**Class recommendation**
- Professional: 2 coins (60 hours)
- Expert: 3 coins (90 hours)

Achtelig, M. (2012). Designing templates and formatting documents: How to make user manuals and online help systems visually appealing and easy to read, and how to make templates efficient to use (1. ed.). Zirndorf: Indoition.


References for the tekom Competence Framework

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Mandatory area 4: Content Creation

Class recommendation
- Professional: 7 coins (210 hours)
- Expert: 8 coins (240 hours)


