

Exploring

FOOD



TRADES



## OALCF Task Cover Sheet

**Task Title:** Complete a self-assessment to help determine a career exploration choice

**LLSC Section #1:** Exploring Apprenticeship - Pre Module Self-Assessment - Part 1A Foods

<b>Learner Name:</b>	
<b>Date Started:</b>	<b>Date Completed:</b>
<b>Successful Completion:</b> Yes___ No___	
<b>Goal Path:</b> Employment___ Apprenticeship ✓ Secondary School___ Post Secondary Independence___	
<b>Task Description:</b> The learner will complete a short self-assessment about food trades to determine if a career in that trade group might be suitable. They will add up the results and use the total to help them decide.	
<b>Competency:</b> B: Communicate Ideas and Information C: Understand and Use Numbers	<b>Task Group(s):</b> B3: Complete and create documents C4: Manage data
<b>Level Indicators:</b> B3.1a: Make straightforward entries to complete very simple documents C4.1 Make simple comparisons and calculations	
<b>Performance Descriptors:</b> See chart on last page.	
<b>Materials Required:</b> <ul style="list-style-type: none"> <li>• Pencil and paper</li> <li>• Attached self-assessment, <i>Is a Career in a Food Trade for Me?</i></li> </ul>	



**Task Title:** Complete a self-assessment to help determine a career exploration choice

**Learner Information and Tasks:**

**Task 1:**

Complete the self-assessment checklist, *Is a Career in a Food Trade for Me?* Add up the number of times you answered yes and the number of times you answered no, to determine if a career in the food trades is something you would like to explore further.



## Is a Career in a Food Trade for Me?

Complete the following checklist to see if a career in the food trades is right for you.

	Yes	No
1. I have a good work ethic. I can show up on time for work and training with no excuses.	<input type="checkbox"/>	<input type="checkbox"/>
2. I can work at a hard, steady pace without complaining.	<input type="checkbox"/>	<input type="checkbox"/>
3. I can work in an environment that may be noisy, hot, cold or potentially dangerous.	<input type="checkbox"/>	<input type="checkbox"/>
4. I have reliable transportation.	<input type="checkbox"/>	<input type="checkbox"/>
5. I can follow written and verbal instructions.	<input type="checkbox"/>	<input type="checkbox"/>
6. I can read and understand safety instructions and procedures (or I am willing to learn).	<input type="checkbox"/>	<input type="checkbox"/>
7. I can resolve unexpected problems (e.g., transportation, family) so they do not interfere with work or training attendance.	<input type="checkbox"/>	<input type="checkbox"/>
8. I like to take on challenges.	<input type="checkbox"/>	<input type="checkbox"/>
9. I have good communication skills.	<input type="checkbox"/>	<input type="checkbox"/>
10. I like to work with the public.	<input type="checkbox"/>	<input type="checkbox"/>
11. I can work independently, with little supervision.	<input type="checkbox"/>	<input type="checkbox"/>
12. I enjoy preparing foods to cook.	<input type="checkbox"/>	<input type="checkbox"/>
13. I enjoy cooking.	<input type="checkbox"/>	<input type="checkbox"/>
14. I enjoy working with a variety of different foods from all the food groups.	<input type="checkbox"/>	<input type="checkbox"/>
15. I enjoy making food look good when it is served.	<input type="checkbox"/>	<input type="checkbox"/>
16. I like to plan menus.	<input type="checkbox"/>	<input type="checkbox"/>
17. I am willing to learn about different foods.	<input type="checkbox"/>	<input type="checkbox"/>
18. I am interested in nutrition.	<input type="checkbox"/>	<input type="checkbox"/>
19. I am a team player.	<input type="checkbox"/>	<input type="checkbox"/>

20. I am very organized.	<input type="checkbox"/>	<input type="checkbox"/>
21. I can work flexible hours.	<input type="checkbox"/>	<input type="checkbox"/>
22. I value cleanliness and hygiene.	<input type="checkbox"/>	<input type="checkbox"/>
23. I am able to work well under pressure.	<input type="checkbox"/>	<input type="checkbox"/>
24. I can stay calm in difficult situations.	<input type="checkbox"/>	<input type="checkbox"/>
25. I can work with schedules and tight timelines.	<input type="checkbox"/>	<input type="checkbox"/>

Add up your totals: Yes \_\_\_\_\_ No \_\_\_\_\_

If you answered yes to at least 16 of the questions, a career in the food trades might be for you.

**Task Title:** Complete a self-assessment to help determine a career exploration choice

**Answer Key:**

**Task 1:** There is no correct answer to the question.



**Task Title:** Complete a self-assessment to help determine a career exploration choice

Performance Descriptors		Needs work	Completes task with support from practitioner	Completes task independently
B3.1a	<ul style="list-style-type: none"><li>• makes a direct match between what is requested and what is entered</li></ul>			
C4.1	<ul style="list-style-type: none"><li>• adds, subtracts, multiplies and divides whole numbers and decimals</li><li>• recognizes values in number and word format</li><li>• identifies and compares quantities of items</li><li>• identifies and performs required operation</li></ul>			

**This task:** was successfully completed\_\_\_\_ needs to be tried again\_\_\_\_

Learner Comments

\_\_\_\_\_  
Instructor (print)

\_\_\_\_\_  
Learner Signature



## OALCF Task Cover Sheet

**Task Title:** Watch a short video to learn the truth about the myths of apprenticeship

**LLSC Section #1:** Exploring Apprenticeship - Part 1C Foods

<b>Learner Name:</b>	
<b>Date Started:</b>	<b>Date Completed:</b>
<b>Successful Completion:</b> Yes___ No___	
<b>Goal Path:</b> Employment___ Apprenticeship ✓ Secondary School___ Post Secondary Independence___	
<b>Task Description:</b> The learner will watch a short video, debunking myths about apprenticeship and write a short paragraph describing two of those myths.	
<b>Competency:</b> A: Find and Use Information B: Communicate Ideas and Information	<b>Task Group(s):</b> A3: Extract information from films, broadcasts and presentations B2: Write continuous text
<b>Level Indicators:</b> A3: n/a B2.1: Write brief texts to convey simple ideas and factual information	
<b>Performance Descriptors:</b> See chart on last page.	
<b>Materials Required:</b> <ul style="list-style-type: none"> <li>• Pencil and paper</li> <li>• Internet access</li> </ul>	

**Task Title:** Watch a short video to learn the truth about the myths of apprenticeship

**Learner Information and Tasks:**

**Task 1:**

Watch the short video prepared by Service Canada on skilled trades myths. The link for the video is:

<http://www.youtube.com/watch?v=1Ql5exNa8wQ>

If the link doesn't work, search for the video on YouTube using the search terms:

Service Canada a career in trades debunking

Write a short paragraph describing the myth and the truth about two of the myths in the video.

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**Task Title:** Watch a short video to learn the truth about the myths of apprenticeship

**Answer Key**

**Task 1:** Sample answers:

One myth is that skilled trades are not for people with good grades. This isn't true. Skilled trades require people with strong skills in math, reading, writing and science.

One myth is that university is the only path to a good career. This is not true. It's one option, but working in skilled trades is a great career choice. Canada is experiencing a skills shortage, which means more opportunities and higher wages.

One myth is that skilled trade work is dirty, noisy and physically demanding. This isn't true for all jobs in the trades. Most jobs are hands-on but there are many different types of jobs. You can choose one that suits you.

One myth is that jobs in the trades are dead-end jobs. This isn't true. Once you are certified, there are opportunities to advance to become a supervisor, manager or even to open your own business.

One myth is that trades are only jobs for guys. This is not true. The skilled trades include a variety of jobs for both men and women.



**Task Title:** Watch a short video to learn the truth about the myths of apprenticeship

Performance Descriptors		Needs work	Completes task with support from practitioner	Completes task independently
A3	<ul style="list-style-type: none"> <li>the tasks in this task group are not rated for complexity and therefore do not have any performance descriptors</li> </ul>			
B2.1	<ul style="list-style-type: none"> <li>writes simple texts to request, remind or inform</li> <li>conveys simple ideas and factual information</li> <li>demonstrates a limited understanding of sequence</li> <li>uses sentence structure, upper and lower case and basic punctuation</li> <li>uses highly familiar vocabulary</li> </ul>			

**This task:** was successfully completed\_\_\_\_ needs to be tried again\_\_\_\_

Learner Comments

\_\_\_\_\_  
Instructor (print)

\_\_\_\_\_  
Learner Signature



## OALCF Task Cover Sheet

**Task Title:** Read and comprehend the article *Trades Overview*

**LLSC Section #1:** Exploring Apprenticeship - Part 1D Foods

<b>Learner Name:</b>	
<b>Date Started:</b>	<b>Date Completed:</b>
<b>Successful Completion:</b> Yes___ No___	
<b>Goal Path:</b> Employment___ Apprenticeship ✓ Secondary School___ Post Secondary Independence___	
<b>Task Description:</b> The learner will read a short article to learn about apprenticeship in Ontario.	
<b>Competency:</b> A: Find and Use Information B: Communicate Ideas and Information	<b>Task Group(s):</b> A1: Read continuous text B2: Write continuous text
<b>Level Indicators:</b> A1.2: Read texts to locate and connect ideas and information B2.1: Write brief texts to convey simple ideas and factual information B2.2: Write texts to explain and describe information and ideas	
<b>Performance Descriptors:</b> See chart on last page.	
<b>Materials Required:</b> <ul style="list-style-type: none"> <li>• Pencil and paper</li> <li>• Attached article, <i>Trades Overview</i></li> </ul>	

**Task Title:** Read and comprehend the article *Trades Overview*

**Learner Information and Tasks:**

**Read the article *Trades Overview* and complete the following tasks:**

**Task 1:** List the 4 different trade sectors.

**Task 2:** Identify which trade sector the trade group being discussed in this module belongs to.

**Task 3:** What sector does the trade hairstylist belong to?

- ☐ Construction
- ☐ Motive Power
- ☐ Service
- ☐ Industrial

**Task 4:** Write a short paragraph describing the difference between a compulsory trade and a voluntary trade.

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## Trades Overview

### How are the trades organized?

Ontario has apprenticeship programs for more than 150 trades and occupations. The trades are organized into 4 trade sectors:

- Construction
- Industrial
- Motive Power
- Service

**Construction Trades** involve building, inspecting and maintaining structures and related properties. Some examples of construction trades are carpenters and electricians.

**Industrial Trades** involve the production of goods used in manufacturing and construction. Some examples of industrial trades are machinists and metal fabricators.

**Motive Power Trades** involve working with moving machines. Some examples of motive power trades are automotive and truck technicians.

**Service Trades** involve the sale and delivery of a product between a producer and a consumer. Some examples of service trades are hairstylists and bakers.

There are many different trades within each sector.

### What is a compulsory vs. a voluntary trade?

Not all trades are compulsory. You can work in some trades without completing an apprenticeship and getting a Certificate of Qualification. These are considered voluntary trades. However, apprenticeship programs are still available for many voluntary trades.

22 of the trades are currently compulsory. In order to work in these 22 trades, an individual must either be registered as an apprentice in an apprenticeship program, or hold a Certificate of Qualification. Practising in a compulsory trade in Ontario requires membership in the College of Trades. Individuals working in voluntary trades can choose to become members of the College.



A Certificate of Qualification is beneficial to you even if the trade is voluntary because:

- You have a better chance of getting a job in your field. It proves you have the skills to do the job. Some employers looking for workers in voluntary trades will only interview people with a Certificate of Qualification.
- You have a better chance of promotion or a better job. Certified journeypersons in voluntary trades are generally higher in demand and paid better than uncertified workers.



**Task Title:** Read and comprehend the article *Trades Overview*

**Answer Key:**

**Task 1:** Construction, Motive Power, Service, Industrial

**Task 2:** Service

**Task 3:** Service

**Task 4:** You can work in voluntary trades without completing an apprenticeship and getting a Certificate of Qualification. In order to work in compulsory trades, an individual must either be registered as an apprentice in an apprenticeship program or hold a Certificate of Qualification. You have to be a member of the Ontario College of Trades to work in a compulsory trade.



**Task Title:** Read and comprehend the article *Trades Overview*

Performance Descriptors		Needs Work	Completes task with support from practitioner	Completes task independently
A1.2	<ul style="list-style-type: none"> <li>scans text to locate information</li> <li>locates multiple pieces of information in simple texts</li> <li>makes low-level inferences</li> <li>makes connections between sentences and between paragraphs in a single text</li> </ul>			
B2.1	<ul style="list-style-type: none"> <li>writes simple texts to request, remind or inform</li> <li>conveys simple ideas and factual information</li> <li>uses sentence structure, upper and lower case and basic punctuation</li> <li>uses highly familiar vocabulary</li> </ul>			
B2.2	<ul style="list-style-type: none"> <li>writes texts to explain and describe</li> <li>conveys intended meaning on familiar topics for a limited range of purposes and audiences</li> <li>uses limited range of vocabulary and punctuation appropriate to the task</li> <li>begins to select words and tone appropriate to the task</li> <li>begins to organize writing to communicate effectively</li> </ul>			

**This task:** was successfully completed\_\_\_\_ needs to be tried again\_\_\_\_

<b>Learner Comments</b>

\_\_\_\_\_  
Instructor (print)

\_\_\_\_\_  
Learner Signature



## OALCF Task Cover Sheet

**Task Title:** Interpret a Sectors and Trades Chart

**LLSC Section #1:** Exploring Apprenticeship - Part 1E Foods

<b>Learner Name:</b>	
<b>Date Started:</b>	<b>Date Completed:</b>
<b>Successful Completion:</b> Yes___ No___	
<b>Goal Path:</b> Employment___ Apprenticeship ✓ Secondary School___ Post Secondary___ Independence___	
<b>Task Description:</b> The learner will extract information from a chart of the sectors and trades in Ontario.	
<b>Competency:</b> A: Find and Use Information B: Communicate Ideas and Information	<b>Task Group(s):</b> A2: Interpret documents B3: Complete and create documents
<b>Level Indicators:</b> A2.2: Interpret simple documents to locate and connect information B3.1a: Make straightforward entries to complete very simple documents	
<b>Performance Descriptors:</b> See chart on last page.	
<b>Materials Required:</b> <ul style="list-style-type: none"> <li>• Pencil and paper</li> <li>• Attached chart, <i>Sectors and Trades</i></li> </ul>	

**Task Title:** Interpret a Sectors and Trades Chart

**Learner Information and Tasks:**

Review the chart *Sectors and Trades* and complete the following tasks.

**Task 1:**

Scan the chart to find out which sector the trade institutional cook belongs to.

- ☐ Motive Power
- ☐ Service
- ☐ Construction
- ☐ Industrial

**Task 2:**

Which trade is compulsory?

- ☐ Construction Millwright
- ☐ Pattern Maker
- ☐ Automotive Service Technician
- ☐ Cook

**Task 3:**

Review the chart and find one compulsory trade for each trade sector. Record your answers in the table.

Sector	Compulsory Trade
Motive Power	
Service	
Construction	
Industrial	



## Sectors and Trades in Ontario

### Sector: Construction

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Architectural Glass and Metal Technician</li> <li>• Brick and Stone Mason</li> <li>• Carpenter (general)</li> <li>• Cement Mason</li> <li>• Cement or Precast (Concrete) Finisher</li> <li>• Concrete Pump Operator</li> <li>• Construction Boilermaker</li> <li>• Construction Craft Worker</li> <li>• Construction Millwright</li> <li>• Drywall Acoustic &amp; Lathing Applicator</li> <li>• Drywall Finisher and Plasterer</li> <li>• Electrician (Construction &amp; Maintenance) C</li> <li>• Electrician (Domestic &amp; Rural)</li> <li>• Exterior Insulated Finishing Systems Mechanic</li> <li>• Floor Covering Installer</li> <li>• Hazardous Materials Worker</li> <li>• Heat and Frost Insulator</li> <li>• Heavy Equipment Operator</li> <li>• Hoisting Engineer C</li> <li>• Ironworker</li> </ul> | <ul style="list-style-type: none"> <li>• Native Residential Construction Worker</li> <li>• Painter/Decorator</li> <li>• Plumber C</li> <li>• Powerline Technician</li> <li>• Precast Concrete Erector</li> <li>• Refractory Mason</li> <li>• Refrigeration and AC Mechanic C</li> <li>• Reinforcing Rodworker</li> <li>• Residential (Low Rise) Sheet Metal Installer</li> <li>• Residential Air Conditioning System Mechanic (Branch 2)</li> <li>• Restoration Mason</li> <li>• Roofer</li> <li>• Sheet Metal Worker C</li> <li>• Sprinkler and Fire Protection Installer</li> <li>• Steamfitter C</li> <li>• Terrazzo Tile and Marble Setter</li> </ul> |
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### Sector: Industrial

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Bearings Mechanic</li> <li>• Blacksmith</li> <li>• Cabinetmaker</li> <li>• CNC Programmer</li> <li>• Composite Structures Technician</li> <li>• Die Designer</li> <li>• Draftsperson - Mechanical</li> <li>• Draftsperson - Plastic Mould Designer</li> <li>• Draftsperson - Tooling and Die Design</li> <li>• Electric Motor Systems Technician</li> <li>• Electrical Control Machine Builder</li> <li>• Elevating Devices Mechanic</li> <li>• Entertainment Industry Power Technician</li> <li>• Facilities Maintenance Mechanic</li> </ul> | <ul style="list-style-type: none"> <li>• Mould Designer C</li> <li>• Mould Maker</li> <li>• Mould or Die Finisher</li> <li>• Optics Technician (Lens and Prism Maker)</li> <li>• Packaging Machine Mechanic</li> <li>• Pattern Maker</li> <li>• Precision Metal Fabricator</li> <li>• Pressure System Welder</li> <li>• Process Operator: Food Manufacturing</li> <li>• Process Operator: Power</li> <li>• Process Operator: Refinery Chemical &amp; Liquid</li> <li>• Process Operator: Wood Products</li> <li>• Pump Systems Installer</li> </ul> |
|--|---|

<ul style="list-style-type: none"> <li>• Facilities Technician</li> <li>• Fitter-Assembler (Motor Assembly)</li> <li>• Gas Technician</li> <li>• General Machinist</li> <li>• Hydraulic/Pneumatic Mechanic</li> <li>• Industrial Electrician C</li> <li>• Industrial Mechanic Millwright</li> <li>• Instrumentation &amp; Control Technician</li> <li>• Light Rail Overhead Contact Systems Linepe</li> <li>• Locksmith</li> <li>• Machine Tool Builder &amp; Integrator</li> <li>• Metal Fabricator (Fitter)</li> </ul>	<ul style="list-style-type: none"> <li>• Railway Car Technician</li> <li>• Relay &amp; Instrumentation Technician</li> <li>• Roll Grinder/Turner</li> <li>• Saw Filer/Fitter</li> <li>• Ski Lift Mechanic</li> <li>• Surface Blaster</li> <li>• Tool &amp; Cutter Grinder</li> <li>• Tool &amp; Die Maker</li> <li>• Tool and Gauge Inspector</li> <li>• Tool/Tooling Maker</li> <li>• Tractor-Trailer Commercial Driver</li> <li>• Water Well Driller</li> <li>• Welder</li> </ul>
<b>Sector: Motive Power</b>	
<ul style="list-style-type: none"> <li>• Agricultural Equipment Technician</li> <li>• Alignment and Brakes Technician C</li> <li>• Auto Body Repairer C</li> <li>• Automotive Electronic Accessory Technician</li> <li>• Automotive Glass Technician</li> <li>• Automotive Painter</li> <li>• Automotive Service Technician C</li> <li>• Heavy-Duty Equipment Technician</li> <li>• Marine Engine Technician</li> <li>• Motive Power Machinist</li> </ul>	<ul style="list-style-type: none"> <li>• Motorcycle Technician C</li> <li>• Powered Lift Truck Technician</li> <li>• Recreational Vehicle Technician</li> <li>• Small Engine Technician</li> <li>• Tire Wheel &amp; Rim Mechanic</li> <li>• Transmission Technician C</li> <li>• Truck and Coach Technician C</li> <li>• Truck Trailer Service Technician C</li> <li>• Turf Equipment Technician</li> </ul>
<b>Sector: Service</b>	
<ul style="list-style-type: none"> <li>• Aboriginal Child Development Practitioner</li> <li>• Agriculture - Fruit Grower</li> <li>• Agriculture - Dairy Herdsperson</li> <li>• Agriculture - Swine Herdsperson</li> <li>• Appliance Service Technician</li> <li>• Arborist</li> <li>• Baker</li> <li>• Baker-Patisier</li> <li>• Bicycle Mechanic</li> <li>• Chef</li> <li>• Child &amp; Youth Worker</li> <li>• Child Development Practitioner</li> <li>• Cook</li> <li>• Cook Assistant</li> <li>• Developmental Services Worker</li> </ul>	<ul style="list-style-type: none"> <li>• Horse Harness Maker</li> <li>• Horticultural Technician</li> <li>• Information Technology - Contact Centre Customer Care Agent</li> <li>• Information Technology - Contact Centre Inside Sales Agent</li> <li>• Information Technology - Contact Centre Technical Support Agent</li> <li>• Information Technology Hardware Technician</li> <li>• Information Technology Network Technician</li> <li>• Institutional Cook</li> <li>• Microelectronics Manufacturer</li> <li>• Native Clothing &amp; Craft Artisan</li> </ul>

<ul style="list-style-type: none"> <li>• Educational Assistant</li> <li>• Electronics Service Technician</li> <li>• Gemsetter-Goldsmith</li> <li>• Hairstylist C</li> <li>• Hardware Lumber Retailer</li> <li>• Horse Groomer</li> </ul>	<ul style="list-style-type: none"> <li>• Network Cabling Specialist</li> <li>• Parts Technician</li> <li>• Pool &amp; Hot Tub/Spa Installer</li> <li>• Pool &amp; Hot Tub/Spa Service Technician</li> <li>• Retail Meat Cutter</li> <li>• Saddlery</li> <li>• Special Events Coordinator</li> <li>• Wooden Boat Rebuilder/Repairer</li> </ul>
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C denotes a compulsory trade.

**Task Title: Interpret a Sectors and Trades Chart**

**Answer Key:**

**Task 1:** Service

**Task 2:** Automotive Service Technician

**Task 3:** All possible answers are below. The learner only needs to record one trade per sector.

Sector	Compulsory Trade
<b>Motive Power</b>	<ul style="list-style-type: none"> <li>• Alignment and Brakes Technician C</li> <li>• Auto Body Repairer C</li> <li>• Automotive Electronic Accessory Technician C</li> <li>• Automotive Service Technician C</li> <li>• Motorcycle Technician C</li> <li>• Transmission Technician C</li> <li>• Truck and Coach Technician C</li> <li>• Truck Trailer Service Technician C</li> </ul>
<b>Service</b>	<ul style="list-style-type: none"> <li>• Hairstylist C</li> </ul>
<b>Construction</b>	<ul style="list-style-type: none"> <li>• Electrician (Construction &amp; Maintenance) C</li> <li>• Hoisting Engineer C</li> <li>• Plumber C</li> <li>• Refrigeration and AC Mechanic C</li> <li>• Sheet Metal Worker C</li> <li>• Steamfitter C</li> </ul>
<b>Industrial</b>	<ul style="list-style-type: none"> <li>• Industrial Electrician C</li> <li>• Mould Designer C</li> </ul>

**Task Title:** Interpret a Sectors and Trades Chart

Performance Descriptors		Needs work	Completes task with support from practitioner	Completes task independently
A2.2	<ul style="list-style-type: none"><li>• performs limited searches using one or two search criteria</li><li>• extracts information from tables and forms</li><li>• uses layout to locate information</li><li>• makes connections between parts of documents</li><li>• makes low-level inferences</li></ul>			
B3.1a	<ul style="list-style-type: none"><li>• makes a direct match between what is requested and what is entered</li><li>• makes entries using familiar vocabulary</li></ul>			

**This task:** was successfully completed\_\_\_\_ needs to be tried again\_\_\_\_

Learner Comments

\_\_\_\_\_  
Instructor (print)

\_\_\_\_\_  
Learner Signature



## OALCF Task Cover Sheet

**Task Title:** Use an Internet browser to find websites related to apprenticeship

**LLSC Section #1:** Exploring Apprenticeship - Part 1F Foods

<b>Learner Name:</b>	
<b>Date Started:</b>	<b>Date Completed:</b>
<b>Successful Completion:</b> Yes___ No___	
<b>Goal Path:</b> Employment___ Apprenticeship <input checked="" type="checkbox"/> Secondary School___ Post Secondary___ Independence___	
<b>Task Description:</b> The learner will extract information from a table of the sectors and trades in Ontario.	
<b>Competency:</b> A1: Read Continuous Text D: Use Digital Technology	<b>Task Group(s):</b> A1.1: Read brief texts to locate specific details D.1: Perform simple digital tasks according to set procedures
<b>Level Indicators:</b>	
<b>Performance Descriptors:</b> See chart on last page.	
<b>Materials Required:</b> <ul style="list-style-type: none"> <li>• Pencil and paper</li> <li>• Internet access</li> <li>• Attached information, <i>Where do I learn more about apprenticeship?</i></li> </ul>	



**Task Title:** Use an Internet browser to find websites related to apprenticeship

### **Learner Information and Tasks:**

**Read the following information and complete the tasks.**

#### **Task 1:**

Read the information below on where you can learn more about apprenticeship. Use an Internet browser to find the following websites related to apprenticeship:

- Ontario College of Trades
- Canadian Apprenticeship Forum
- apprenticesearch.com

Bookmark each site on your computer or digital device so that you can locate them later.

### **Where do I learn more about apprenticeship?**

#### **The Ontario College of Trades**

The College of Trades was created to be an industry-driven organization that promotes the trades and protects the public interest by regulating the trades in Ontario. As an independent, industry-driven body, the College of Trades is raising the profile of, and promoting involvement in, skilled trades. You must be a member of the College's Apprentices Class to work as an apprentice in an Ontario apprenticeship program established by the College.

Website: <http://www.collegeoftrades.ca>

#### **apprenticesearch.com**

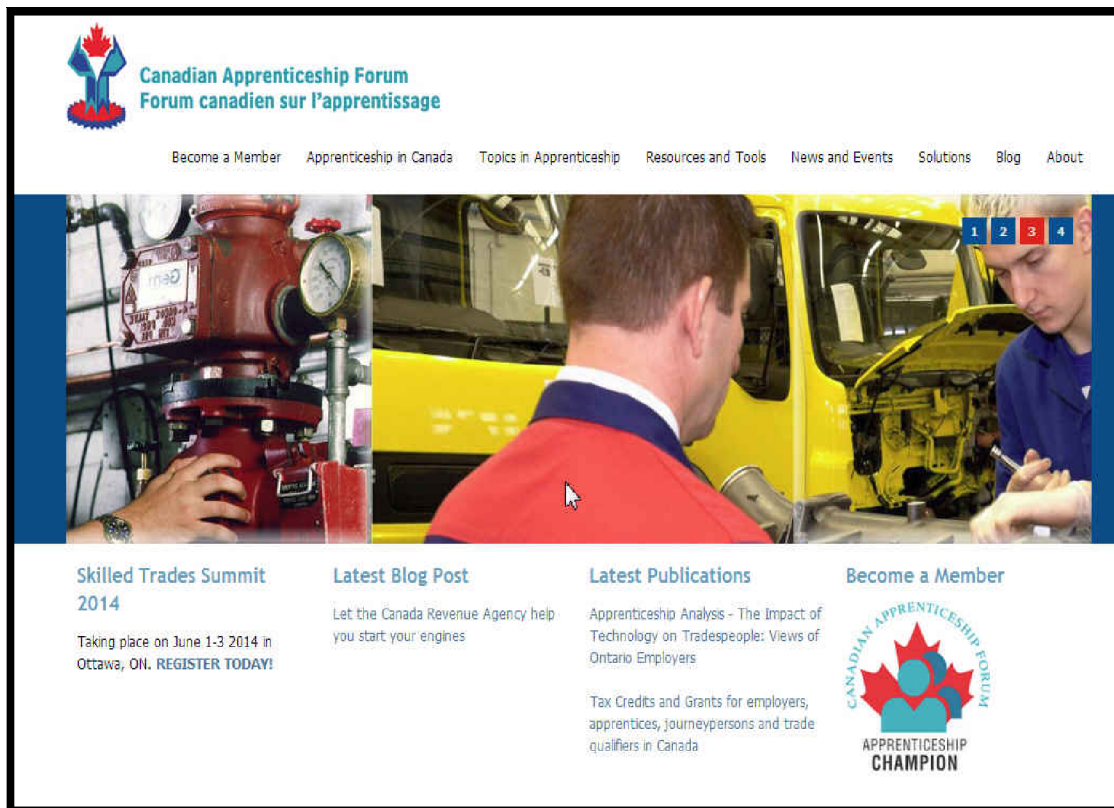
Apprenticesearch.com is a free service operated by not-for-profit organizations and community agency partners in Ontario. The website is designed to help connect apprentices and employers across Ontario.

Website: <http://www.apprenticesearch.com>

## The Canadian Apprenticeship Forum (CAF)

The CAF is a not-for-profit organization that connects and supports Canada's apprenticeship community. They have information and resources for apprentices and employers.

Website: [http://caf-fca.org/index.php?page=home&hl=en\\_CA](http://caf-fca.org/index.php?page=home&hl=en_CA)



**Task Title:** Use an Internet browser to find websites related to apprenticeship

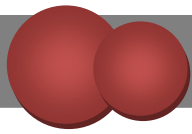
Performance Descriptors		Needs work	Completes task with support from practitioner	Completes task independently
A1.1	<ul style="list-style-type: none"><li>reads short texts to locate a single piece of information</li><li>decodes words and makes meaning of sentences in a single text</li></ul>			
D.1	<ul style="list-style-type: none"><li>follows simple prompts</li><li>follows apparent steps to complete tasks</li><li>interprets brief text and icons</li><li>locates specific functions and information</li><li>begins to perform simple searches (e.g., Internet, software help menu)</li></ul>			

**This task:** was successfully completed\_\_\_\_ needs to be tried again\_\_\_\_

Learner Comments

\_\_\_\_\_  
Instructor (print)

\_\_\_\_\_  
Learner Signature



## OALCF Task Cover Sheet

**Task Title:** Watch a short video about a food trade to gather information

**LLSC Section #2:** Trade Specific - Part 2A Foods

<b>Learner Name:</b>	
<b>Date Started:</b>	<b>Date Completed:</b>
<b>Successful Completion:</b> Yes___ No___	
<b>Goal Path:</b> Employment___ Apprenticeship <input checked="" type="checkbox"/> Secondary School___ Post Secondary Independence___	
<b>Task Description:</b> The learner will watch a short video about a food trade and record reasons why they would want to become an apprentice.	
<b>Competency:</b> A: Find and Use Information	<b>Task Group(s):</b> A3: Extract information from films, broadcasts and presentations
<b>Level Indicators:</b> A3: n/a	
<b>Performance Descriptors:</b> See chart on last page.	
<b>Materials Required:</b> <ul style="list-style-type: none"><li>• Pencil and paper</li><li>• Internet access</li><li>• Question sheet</li></ul>	

**Task Title:** Watch a short video about a food trade to gather information

### Learner Information and Tasks:

There are few food-related trades. Trades in this trade group are part of the Service Sector. Bakers, cook assistants and retail meat cutters are examples of trades in this group.

#### Task 1:

Watch the video, *About the Cook/Chef*. It can be found by clicking on this link: <http://www.apprenticesearch.com/Resources/Video>

If the link doesn't work, go to the apprenticesearch.com website and locate the video webpage.

After watching the video, list 3 reasons why you might want to become an apprentice.

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**Task Title:** Watch a short video about a food trade to gather information

**Answer Key:**

**Task 1:**

Possible answers:

- Learn hands-on
- Can build on previous experience or programs (e.g., co-op)
- Learn many different skills
- Learn from others at work
- Good future



**Task Title:** Watch a short video about a food trade to gather information

Performance Descriptors		Needs work	Completes task with support from practitioner	Completes task independently
A3	<ul style="list-style-type: none"><li><i>the tasks in this task group are not rated for complexity therefore do not have any performance descriptors</i></li></ul>			

**This task:** was successfully completed\_\_\_\_ needs to be tried again\_\_\_\_

Learner Comments

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Instructor (print)

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Learner Signature



## OALCF Task Cover Sheet

**Task Title:** Choose a trade that you are interested in from a list and learn more about it

**LLSC Section #2:** Trade Specific - Part 2B Foods

<b>Learner Name:</b>	
<b>Date Started:</b>	<b>Date Completed:</b>
<b>Successful Completion:</b> Yes___ No___	
<b>Goal Path:</b> Employment___ Apprenticeship <input checked="" type="checkbox"/> Secondary School___ Post Secondary Independence___	
<b>Task Description:</b> The learner will review the list of food trades and select a trade from that list. The learner will use apprenticesearch.com to find out more about the trade.	
<b>Competency:</b> A: Find and Use Information D: Use Digital Technology	<b>Task Group(s):</b> A1: Read continuous text A2: Interpret documents
<b>Level Indicators:</b> A1.1: Read brief texts to locate specific details A2.1: Interpret very simple documents to locate specific information D.1: Perform simple digital tasks according to a set procedure	
<b>Performance Descriptors:</b> See chart on last page.	
<b>Materials Required:</b> <ul style="list-style-type: none"> <li>• Pencil and paper</li> <li>• Highlighter</li> <li>• Internet access</li> <li>• Attached information, <i>Food Trades Group List</i></li> </ul>	

**Task Title:** Choose a trade that you are interested in from a list and learn more about it

**Learner Information and Tasks:**

**Task 1:**

Review the *Food Trades Group List* and choose one trade that you are interested in. Highlight it on the list.

**Task 2:**

Use the [apprenticesearch.com](http://apprenticesearch.com) website to find the webpage related to that trade.

**Task 3:**

Using the information on the webpage, write a short paragraph describing what that tradesperson does. Record the link for further reference.

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## Food Trades Group List

- Baker
- Baker-Pâtissier
- Chef
- Cook
- Cook-Assistant
- Institutional Cook
- Retail Meat Cutter



**Task Title:** Choose a trade that you are interested in from a list and learn more about it

**Answer Key:**

**Task 1:** There is no correct answer to the question.

**Task 2:** The answer depends on which trade the learner chose. Refer to the information about that trade on [apprenticesearch.com](http://apprenticesearch.com)

**Task Title:** Choose a trade that you are interested in from a list and learn more about it

Performance Descriptors		Needs work	Completes task with support from practitioner	Completes task independently
A1.1	<ul style="list-style-type: none"> <li>reads short texts to locate a single piece of information</li> <li>decodes words and makes meaning of sentences in a single text</li> <li>follows the sequence of events in straightforward chronological texts</li> <li>follows simple, straightforward instructional texts</li> <li>identifies the main idea in brief texts</li> </ul>			
A2.1	<ul style="list-style-type: none"> <li>scans to locate specific details</li> <li>interprets brief text and common symbols</li> <li>identifies how lists are organized (e.g., sequential, chronological, alphabetical)</li> </ul>			
D.1	<ul style="list-style-type: none"> <li>follows simple prompts</li> <li>follows apparent steps to complete tasks</li> <li>interprets brief text and icons</li> <li>locates specific functions and information</li> <li>begins to perform simple searches (e.g., Internet, software help menu)</li> </ul>			

**This task:** was successfully completed\_\_\_\_ needs to be tried again\_\_\_\_

Learner Comments

\_\_\_\_\_  
Instructor (print)

\_\_\_\_\_  
Learner Signature



## OALCF Task Cover Sheet

**Task Title:** Use web-based information to choose a trade to explore further

**LLSC Section #2:** Trade Specific - Part 2C Foods

<b>Learner Name:</b>	
<b>Date Started:</b>	<b>Date Completed:</b>
<b>Successful Completion:</b> Yes___ No___	
<b>Goal Path:</b> Employment___ Apprenticeship ✓ Secondary School___ Post Secondary Independence___	
<b>Task Description:</b> The learner will research information on the Internet to help them choose a trade to explore further.	
<b>Competency:</b> A: Find and Use Information B: Communicate Ideas and Information D: Use Digital Technology	<b>Task Group(s):</b> A1: Read continuous text A2: Interpret documents B3: Complete and create documents D: n/a
<b>Level Indicators:</b> A1.2: Read texts to locate and connect ideas and information A2.2: Interpret simple documents to locate and connect information B3.1a: Make straightforward entries to complete very simple documents D.1: Perform simple digital tasks according to a set procedure	
<b>Performance Descriptors:</b> See chart on last page.	
<b>Materials Required:</b> <ul style="list-style-type: none"> <li>• Pencil and paper</li> <li>• Internet access</li> <li>• Question sheet</li> </ul>	

**Task Title:** Use web-based information to choose a trade to explore further

**Learner Information and Tasks:**

**Task 1:**

Complete a chart outlining the training and preparation necessary for a particular trade.

- Use the webpage about a trade that you are interested in on [apprenticesearch.com](http://apprenticesearch.com) and complete the chart with the information requested.

Name of trade	
Minimum grade required for this trade	
Total number of hours	
Are the skills transferrable to other trades?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Wage range	
What types of employers hire for this trade?	

**Task 2:**

Complete an online quiz related to your trade of interest.

- Use the webpage about the trade you chose in Task 1 on [apprenticesearch.com](http://apprenticesearch.com) and complete the self-rating activity. How many questions did you answer yes to?



**Task 3:** Use information gathered in the previous 2 tasks to make an informed decision about a career.

- After completing the chart (Task 1) and completing the online self-rating activity (Task 2), decide if a career in this trade is something that you are still interested in. Record your response.

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- List 2 other trades careers that require similar skills and interests.

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- If you are not interested in this trade, repeat Task 1 and Task 2 with another trade.

**Task Title:** Use web-based information to choose a trade to explore further

**Answer Key:**

- Task 1:** The answers are dependent on the trade being explored. Check the appropriate webpage on [apprenticesearch.com](http://apprenticesearch.com) for the correct answers.
- Task 2:** There is no correct answer to the task. It is an online self-rating activity.
- Task 3:** There is no correct answer to the task.



**Task Title:** Use web-based information to choose a trade to explore further

Performance Descriptors		Needs work	Completes task with support from practitioner	Completes task independently
A1.2	<ul style="list-style-type: none"> <li>scans text to locate information</li> <li>locates multiple pieces of information in simple texts</li> <li>makes low-level inferences</li> <li>makes connections between sentences and between paragraphs in a single text</li> <li>follows the main events of descriptive, narrative and informational texts</li> <li>obtains information from detailed reading</li> </ul>			
A2.2	<ul style="list-style-type: none"> <li>performs limited searches using one or two search criteria</li> <li>extracts information from tables and forms</li> <li>uses layout to locate information</li> <li>makes connections between parts of documents</li> <li>makes low-level inferences</li> </ul>			
B3.1a	<ul style="list-style-type: none"> <li>makes a direct match between what is requested and what is entered</li> <li>makes entries using familiar vocabulary</li> </ul>			
D1	<ul style="list-style-type: none"> <li>follows simple prompts</li> <li>follows apparent steps to complete tasks</li> <li>interprets brief text and icons</li> <li>locates specific functions and information</li> <li>begins to perform simple searches (e.g., Internet, software help menu)</li> </ul>			

**This task:** was successfully completed\_\_\_\_ needs to be tried again\_\_\_\_

Learner Comments

\_\_\_\_\_  
Instructor (print)

\_\_\_\_\_  
Learner Signature



## OALCF Task Cover Sheet

**Task Title:** Soup recipe for a restaurant

**LLSC Section #2:** Trade Specific - Part 2D Foods

<b>Learner Name:</b>	
<b>Date Started:</b>	<b>Date Completed:</b>
<b>Successful Completion:</b> Yes___ No___	
<b>Goal Path:</b> Employment <input checked="" type="checkbox"/> Apprenticeship <input checked="" type="checkbox"/> Secondary School___ Post Secondary___ Independence <input checked="" type="checkbox"/>	
<b>Task Description:</b> Cooks in restaurants need to prepare food for large groups. Many restaurants offer a daily soup special. Look at the recipe for soup and complete the tasks.	
<b>Competency:</b> A: Find and Use Information C: Understand and Use Numbers	<b>Task Group(s):</b> A1: Read continuous text C2: Manage time C3: Use measures
<b>Level Indicators:</b> A1.1: Read brief texts to locate specific details C2.1: Measure time and make simple comparisons and calculations C3.2: Use measures to make one-step calculations	
<b>Performance Descriptors:</b> See chart on last page.	
<b>Materials Required:</b> <ul style="list-style-type: none"> <li>• Pencil and paper</li> <li>• Attached information, <i>Clam Chowder Recipe</i></li> </ul>	

**Task Title:** Soup recipe for a restaurant

**Learner Information and Tasks:**

Cooks in restaurants need to prepare food for large groups. Many restaurants offer a daily soup special. Look at the recipe for soup and complete the tasks.

**Task 1**

How many servings does this recipe make?

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**Task 2**

If the Cook triples the recipe, how many cups of diced leeks will they need?

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**Task 3**

If the Cook doubles the recipe, how many cups of heavy cream will they need?

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**Task 4**

How long will it take to make this recipe from start to finish?

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## Clam Chowder Recipe

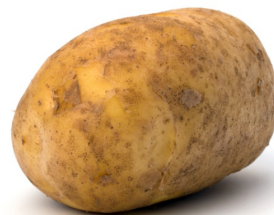
**Prep Time:** 30 minutes

**Cook Time:** 45 minutes

**Yield:** 30 servings

### Ingredients

- 1 cup butter
- 7 ½ cups diced onion
- 4 cups diced celery
- 4 cups diced leek
- 2 teaspoons chopped garlic
- 1 cup flour
- 30 cups of milk
- 7 ½ cups minced clams with juice
- 7 ½ cups diced potato
- 7 teaspoons salt
- 2 teaspoons white pepper
- 7 teaspoons dried thyme
- 4 cups heavy cream



### Directions:

1. In a large soup pot, melt butter over medium heat.
2. Add onion, celery, leeks and garlic and saute for 3 minutes, mixing often.
3. Remove from the heat and add the flour, mixing well.
4. Add milk and whisk vigorously.
5. Drain clams and add juice to soup.
6. Slowly bring to a boil, stirring often.
7. Reduce heat to a simmer and add potatoes and seasonings; simmer 10 minutes.
8. Add clams and simmer 5-8 minutes.
9. Finish with heavy cream.

**Task Title:** Soup recipe for a restaurant

**Answer Key:**

**Task 1:** 30 servings

**Task 2:** 12

**Task 3:** 8 cups

**Task 4:** 75 minutes or 1 hour and 15 minutes

**Task Title:** Soup recipe for a restaurant

Performance Descriptors		Needs work	Completes task with support from practitioner	Completes task independently
A1.1:	<ul style="list-style-type: none"><li>reads short texts to locate a single piece of information</li></ul>			
C2.1	<ul style="list-style-type: none"><li>adds, subtracts, multiplies and divides whole numbers and decimals</li><li>identifies and performs required operation</li><li>chooses appropriate units of measurement (e.g., hours, minutes, seconds)</li><li>interprets and represents time using whole numbers, decimals (e.g., .25, .5) and simple common fractions (e.g., <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math> hour)</li></ul>			
C3.2:	<ul style="list-style-type: none"><li>calculates using numbers expressed as whole numbers, fractions, decimals, percentages and integers</li></ul>			
	<ul style="list-style-type: none"><li>chooses and performs required operation(s); may make inferences to identify required operation(s)</li></ul>			

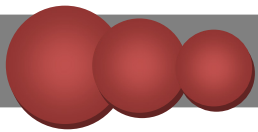
**This task:** was successfully completed\_\_\_\_ needs to be tried again\_\_\_\_

Learner Comments

\_\_\_\_\_  
Instructor (print)

\_\_\_\_\_  
Learner Signature





## OALCF Task Cover Sheet

**Task Title:** Use an Internet browser to find a specific website and a specific document related to a trade that you are interested in

**LLSC Section #3:** Preparing for Certificate of Qualification Exams - Part 3A Foods

<b>Learner Name:</b>	
<b>Date Started:</b>	<b>Date Completed:</b>
<b>Successful Completion:</b> Yes___ No___	
<b>Goal Path:</b> Employment___ Apprenticeship <input checked="" type="checkbox"/> Secondary School___ Post Secondary Independence___	
<b>Task Description:</b> The learner will find the Ontario College of Trades website and locate the <i>Training Standard</i> for a trade they are interested in.	
<b>Competency:</b> A: Find and Use Information B: Communicate Ideas and Information D: Use Digital Technology	<b>Task Group(s):</b> A1: Read continuous text A2: Interpret documents B2: Write continuous text D2: n/a
<b>Level Indicators:</b> A1.1: Read brief texts to locate specific details A2.2: Interpret simple documents to locate and connect information B2.1: Write brief texts to convey simple ideas and factual information D2: Perform well-defined, multi-step, digital tasks	
<b>Performance Descriptors:</b> See chart on last page.	
<b>Materials Required:</b> <ul style="list-style-type: none"><li>• Pencil and paper</li><li>• Internet access</li><li>• Attached article, <i>Preparing for Certificate of Qualification Exams</i></li></ul>	

**Task Title:** Use an Internet browser to find a specific website and a specific document related to a trade that you are interested in

**Learner Information and Tasks:**

Read the introduction on *Preparing for Certificate of Qualification Exams* and complete the tasks.

**Task 1:** What type of question will you find on the Certificate of Qualification exam?

- ☐ Short answer
- ☐ Essay
- ☐ Multiple-choice
- ☐ Matching

**Task 2:** What do Certificate of Qualification exam questions cover?

**Task 3:** Locate the Ontario College of Trades website and find the *Training Standard* for a trade that you are interested in. Download the document and save it on your hard drive or USB drive so that you can review it on the computer. You can also print the document for further reference.

**Task 4:** Locate the Table of Contents in the *Training Standard*. Find the page where the roles and responsibilities of the apprentice are listed for that trade. Write a short paragraph describing the roles and responsibilities.

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## Preparing for Certificate of Qualification Exams

After you have completed all of your on-the-job training and in-class hours, you still have to write a Certificate of Qualification exam before you become a journeyperson.

Each Certificate of Qualification exam contains 90 to 150 multiple-choice questions. Each question has 4 possible answers and only one answer is correct.

The certification exam is based on the Apprenticeship Training Standard for the trade, and, for Red Seal trades, on the National Occupational Analysis (NOA).

The Apprenticeship Training Standard and the National Occupational Analysis describe what a competent journeyperson is expected to do on the job. The exam questions cover:

- trade terminology and concepts
- why a task is done
- how a task is done

You need to get a score of at least 70% to pass a Certificate of Qualification exam.



**Task Title:** Use an Internet browser to find a specific website and a specific document related to a trade that you are interested in

**Answer Key:**

**Task 1:** Multiple-choice

**Task 2:** Trade terminology and concepts, why a task is done, and how a task is done.

**Task 3:** See task instructions.

**Task 4:** See task instructions. Answer will vary depending on trade chosen.



**Task Title:** Use an Internet browser to find a specific website and a specific document related to a trade that you are interested in

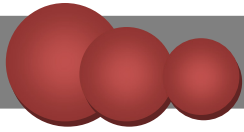
Performance Descriptors		Needs work	Completes task with support from practitioner	Completes task independently
A1.1	<ul style="list-style-type: none"> <li>reads short texts to locate a single piece of information</li> <li>decodes words and makes meaning of sentences in a single text</li> <li>identifies the main idea in brief texts</li> </ul>			
A2.2	<ul style="list-style-type: none"> <li>performs limited searches using one or two search criteria</li> <li>extracts information from tables and forms</li> <li>uses layout to locate information</li> <li>makes connections between parts of documents</li> <li>makes low-level inferences</li> <li>begins to identify sources and evaluate information</li> </ul>			
B2.2	<ul style="list-style-type: none"> <li>writes texts to explain and describe</li> <li>conveys intended meaning on familiar topics for a limited range of purposes and audiences</li> <li>uses limited range of vocabulary and punctuation appropriate to the task</li> <li>begins to select words and tone appropriate to the task</li> <li>begins to organize writing to communicate effectively</li> </ul>			
D2	<ul style="list-style-type: none"> <li>selects and follows appropriate steps to complete tasks</li> <li>locates and recognizes functions and commands</li> <li>makes low-level inferences to interpret icons and text</li> <li>performs simple searches using keywords (e.g., Internet, software help menu)</li> </ul>			

**This task:** was successfully completed\_\_\_\_ needs to be tried again\_\_\_\_

## Learner Comments

**Instructor (print)**

## Learner Signature



## OALCF Task Cover Sheet

**Task Title:** Find and define unfamiliar trade vocabulary in a *Training Standard* document

**LLSC Section #3:** Preparing for Certificate of Qualification Exams - Part 3B Foods

<b>Learner Name:</b>	
<b>Date Started:</b>	<b>Date Completed:</b>
<b>Successful Completion:</b> Yes___ No___	
<b>Goal Path:</b> Employment___ Apprenticeship ✓ Secondary School___ Post Secondary Independence___	
<b>Task Description:</b> The learner will read a <i>Training Standard</i> document for a trade of interest and research the meaning for unfamiliar vocabulary.	
<b>Competency:</b> A: Find and Use Information B: Communicate Ideas and Information	<b>Task Group(s):</b> A1: Read continuous text B2: Write continuous text
<b>Level Indicators:</b> A1.2: Read texts to locate and connect ideas and information B2.1: Write brief texts to convey simple ideas and factual information	
<b>Performance Descriptors:</b> See chart on last page.	
<b>Materials Required:</b> <ul style="list-style-type: none"><li>• Pencil and paper</li><li>• Computer access and/or a hard copy of the <i>Training Standard</i> for a trade that the learner is interested in</li><li>• Dictionary</li></ul>	

**Task Title:** Find and define unfamiliar trade vocabulary in a *Training Standard* document

**Learner Information and Tasks:**

**Task 1:**

Read the Skill Sets section in the *Training Standard* document for a trade that you are interested in. If you don't already have a copy saved or downloaded, you can find them on the Ontario College of Trades website (<http://www.collegeoftrades.ca>). As you read the information in the Skill Sets section, write down 10 words or terms that you are not familiar with.

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**Task 2:**

Use the Definitions section in the document and/or a dictionary to find the meaning for each word or term. Record each word or term and the definition.

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**Task Title:** Find and define unfamiliar trade vocabulary in a *Training Standard* document

**Answer Key:** Answers are specific to the document and/or dictionary being used.

**Task Title:** Find and define unfamiliar trade vocabulary in a *Training Standard* document

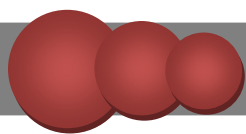
Performance Descriptors		Needs work	Completes task with support from practitioner	Completes task independently
A1.2	<ul style="list-style-type: none"> <li>scans text to locate information</li> <li>locates multiple pieces of information in simple texts</li> <li>makes low-level inferences</li> <li>makes connections between sentences and between paragraphs in a single text</li> <li>reads more complex texts to locate a single piece of information</li> <li>follows the main events of descriptive, narrative and informational texts</li> <li>obtains information from detailed reading</li> <li>begins to identify sources and evaluate information</li> </ul>			
B2.1	<ul style="list-style-type: none"> <li>writes simple texts to request, remind or inform</li> <li>conveys simple ideas and factual information</li> <li>demonstrates a limited understanding of sequence</li> <li>uses sentence structure, upper and lower case and basic punctuation uses highly familiar vocabulary</li> </ul>			

**This task:** was successfully completed\_\_\_\_ needs to be tried again\_\_\_\_

Learner Comments

\_\_\_\_\_  
Instructor (print)

\_\_\_\_\_  
Learner Signature



## OALCF Task Cover Sheet

**Task Title:** Read and comprehend the article *How to Write Multiple-Choice Exams*

**LLSC Section #3:** Preparing for Certificate of Qualification Exams - Part 3C Foods

<b>Learner Name:</b>	
<b>Date Started:</b>	<b>Date Completed:</b>
<b>Successful Completion:</b> Yes___ No___	
<b>Goal Path:</b> Employment___ Apprenticeship ✓ Secondary School___ Post Secondary Independence___	
<b>Task Description:</b> The learner will read a short article on how to write multiple-choice exams and then answer multiple-choice questions about the article to demonstrate understanding.	
<b>Competency:</b> A: Find and Use Information	<b>Task Group(s):</b> A1: Read continuous text
<b>Level Indicators:</b> A1.2: Read texts to locate and connect ideas and information	
<b>Performance Descriptors:</b> See chart on last page.	
<b>Materials Required:</b> <ul style="list-style-type: none"><li>• Pencil and paper</li><li>• Attached article, <i>How to Write Multiple-Choice Exams</i> and question sheet</li></ul>	

**Task Title:** Read and comprehend the article *How to Write Multiple-Choice Exams*

**Learner Information and Tasks:**

**Task 1:**

Read the article *How to Write Multiple-Choice Exams*. Using the tips and information you read in the article, answer the following multiple-choice questions:

1. How many approaches to writing multiple-choice exams are described in the article?

- ☐ 1
- ☐ 6
- ☐ 3
- ☐ 4

2. When writing a multiple-choice exam you should:

- ☐ Cover up the whole question and only read one word at a time
- ☐ Read the question out loud
- ☐ Read each question fully while covering up the answer to avoid being distracted by the answers
- ☐ Skim the questions and guess at the answer

3. The answer is usually wrong if it contains the words:

- ☐ Always, sometimes, all the time, once in awhile
- ☐ All, always, never, none
- ☐ Likely, sometimes, sort of, possibly
- ☐ Some of the time, likely, possibly, definitely

4. Test writers often:

- ☐ Use patterns
- ☐ Use trick questions
- ☐ Use negatives
- ☐ Add qualifying phrases to correct answers

## How to Write Multiple-Choice Exams

By Apprenticeship Manitoba

**There are 3 approaches to writing multiple-choice exams:**

1. Begin with the first question and do not stop until you are done, regardless of the difficulty level of the question.
2. Answer the easy questions first, then go back and work out the difficult ones.
3. Answer the difficult questions first, then go back and do the easy ones.

It is important to note that none of these 3 approaches is inherently right or wrong. Each approach may be of value to different individuals.

The first approach appears to be the quickest because you do not have to scan all the test questions to locate the easy or difficult ones. Providing you do not spend too much time on a single question, this is most likely the quickest approach.

The second approach is useful because the more questions you answer in a row, the more confident you will be when it comes time to answer the difficult ones.

The third approach suggests it is best to do the most difficult questions first and then the easier ones. If time is running out, it will be easier to answer the easy questions in the limited time available. By the end of an exam your mind may not be as focused as it was in the beginning, so answering the questions that require the most interpretation and analysis makes sense in this scenario. Consider in advance which approach works best for you.

### **Helpful Tips for Writing Multiple-Choice Exams**

1. Read each question fully and completely while covering the answers. You may already know the answer and will not be distracted by the answers (a, b, c, d). Do not go against your first impulse unless you are sure you are wrong.

2. If you are not absolutely sure of the answer, read every answer before you select one. Well-constructed certification exam questions will have plausible responses. Be careful not to be fooled by the first response because that may tempt you to answer before you have considered the other answers.
3. Be careful not to read too much into a question. It is best not to try and second guess the test writer by looking for patterns or trick questions, such as always answering (c). Test writers are aware of this and design tests accordingly.
4. Lightly underline key words or phrases to isolate what the question is asking. Exam questions should contain one central problem.
5. A positive answer is more likely to be correct than a negative one.
6. If two possible answers are similar, the answer is probably neither of them.
7. If two possible answers are opposite, one of them is probably correct.
8. Check for negatives and other words that are intended to make you think carefully. Exams generally avoid negatives and bold them when they do use them.
9. The answer is usually wrong if it contains the words “all,” “always,” “never” or “none.” Exam questions generally avoid using these specific determiners.
10. The longest or most complicated answer is often correct because the test writer is forced to add qualifying phrases to ensure the answer is clear and accurate.
11. Pay close attention to words like the “best” and “preferred” practice. There are many ways to complete a task on-the-job and taking short-cuts is common. The way you complete a task may be an industry practice, but is it the “best” way to perform the task?

Source: Trade Qualifications Learning Supports Apprenticeship Manitoba

[http://www.gov.mb.ca/tce/apprent/forms/pdf/tq\\_learning\\_supports.pdf](http://www.gov.mb.ca/tce/apprent/forms/pdf/tq_learning_supports.pdf) (last accessed December 9, 2013)

**Task Title:** Read and comprehend the article *How to Write Multiple-Choice Exams*

**Answer Key:**

**Task 1:**

1. 3
2. Read each question fully while covering up the answer to avoid being distracted by the answers
3. All, always, never, none
4. Add qualifying phrases to correct answers

**Task Title:** Read and comprehend the article *How to Write Multiple-Choice Exams*

Performance Descriptors		Needs work	Completes task with support from practitioner	Completes task independently
A1.2	<ul style="list-style-type: none"><li>• scans text to locate information</li><li>• locates multiple pieces of information in simple texts</li><li>• makes low-level inferences</li><li>• makes connections between sentences and between paragraphs in a single text</li><li>• reads more complex texts to locate a single piece of information</li><li>• follows the main events of descriptive, narrative and informational texts</li><li>• obtains information from detailed reading</li><li>• begins to identify sources and evaluate information</li></ul>			

**This task:** was successfully completed\_\_\_\_ needs to be tried again\_\_\_\_

Learner Comments

\_\_\_\_\_  
Instructor (print)

\_\_\_\_\_  
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