

**Career Studies**

**Open**

# A Job Search Brochure

## The Task

Students were required to create a brochure that would aid young people who are seeking full-time employment for the first time. The brochure was to effectively communicate information and strategies relating to employment seeking, using both textual and visual components presented in an appropriate manner. The brochure had to be structured in a question-and-answer format and was to be visually appealing.

Students were required to formulate and develop comprehensive answers to five questions about topics of importance to people seeking employment. Three of the questions had to address one of each of the following topics:

- self-assessment strategies
- societal and economic trends (e.g., globalization, developments in information technology, emerging work-style alternatives, changing demographics) and how they affect the job market
- the job search process

The two remaining questions could be related to one of the three topics listed above or could focus on other aspects of the job-seeking process for young, first-time job seekers.

The brochure, which was to be suitable for distribution at a local public library or community career centre, was to have six panels. The last, or sixth, panel was to consist of a list of all the sources used by the student in his or her research. (This list of sources was not evaluated as part of the exemplar task.)

## Expectations

This task gave students the opportunity to demonstrate achievement of the following selected expectations from three strands: Personal Knowledge and Management Skills, Exploration of Opportunities, and Preparation for Transitions and Change.

*Students will:*

1. describe trends in society and the economy that affect work;
2. demonstrate understanding of the processes of finding and creating work;
3. demonstrate understanding of the purpose and use of self-assessment and standardized assessment tools and strategies (e.g., aptitude tests, skills inventories);
4. identify questions that are appropriate for gathering relevant career-related information and use them effectively in information interviews with people in selected fields of work (*only the first part of this expectation – “identify questions ... career-related information” – is addressed in this task*);
5. demonstrate use of effective communication skills in a variety of situations in school, at home, and in the community.

### **Prior Knowledge and Skills**

To complete this task, students needed to have prior knowledge or skills relating to the following:

- the impact of current and projected workforce trends
- job search procedures
- the role of self-assessment tools in an effective job search
- writing for a specific audience and purpose
- preparing a bibliography or list of sources used

*For information on the process used to prepare students for the task and on the materials and resources required, see the Teacher Package reproduced on pages 32–35 of this document.*

## Task Rubric – A Job Search Brochure

Expectations*	Criteria	Level 1	Level 2	Level 3	Level 4
<b>Knowledge/Understanding</b>					
<b>The student:</b>					
2, 3	<ul style="list-style-type: none"> <li>– demonstrates understanding of the process of finding work (i.e., includes relevant comments on job hunting)</li> <li>– demonstrates understanding of the purpose of self-assessment strategies in finding a job (e.g., explains the link between personal attributes and job requirements)</li> </ul>	<ul style="list-style-type: none"> <li>– demonstrates a limited understanding of the process</li> <li>– demonstrates a limited understanding of the purpose of self-assessment strategies</li> </ul>	<ul style="list-style-type: none"> <li>– demonstrates some understanding of the process</li> <li>– demonstrates some understanding of the purpose of self-assessment strategies</li> </ul>	<ul style="list-style-type: none"> <li>– demonstrates a considerable degree of understanding of the process</li> <li>– demonstrates a considerable degree of understanding of the purpose of self-assessment strategies</li> </ul>	<ul style="list-style-type: none"> <li>– demonstrates a high degree of understanding of the process</li> <li>– demonstrates a high degree of understanding of the purpose of self-assessment strategies</li> </ul>
<b>Thinking/Inquiry</b>					
<b>The student:</b>					
1	<ul style="list-style-type: none"> <li>– accurately describes the influence of societal and economic trends on the job market (i.e., chooses trends that affect the job market)</li> </ul>	<ul style="list-style-type: none"> <li>– describes the influence with limited accuracy</li> </ul>	<ul style="list-style-type: none"> <li>– describes the influence with some accuracy</li> </ul>	<ul style="list-style-type: none"> <li>– describes the influence with considerable accuracy</li> </ul>	<ul style="list-style-type: none"> <li>– describes the influence with a high degree of accuracy</li> </ul>
<b>Communication</b>					
<b>The student:</b>					
5	<ul style="list-style-type: none"> <li>– communicates information clearly</li> <li>– communicates information in a style appropriate to and effective for the target audience (e.g., title and layout attract attention, level of language is appropriate, brochure is visually appealing)</li> </ul>	<ul style="list-style-type: none"> <li>– communicates information with limited clarity</li> <li>– communicates information with limited appropriateness and effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>– communicates information with some clarity</li> <li>– communicates information with some appropriateness and effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>– communicates information with considerable clarity</li> <li>– communicates information with considerable appropriateness and effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>– communicates information with a high degree of clarity</li> <li>– communicates information with a high degree of appropriateness and effectiveness</li> </ul>

Expectations*	Criteria	Level 1	Level 2	Level 3	Level 4
<b>Application</b>	<b>The student:</b>				
4	– constructs questions and answers that have relevance for job seekers	– constructs questions and answers that have limited relevance for job seekers	– constructs questions and answers that have some relevance for job seekers	– constructs questions and answers that have considerable relevance for job seekers	– constructs questions and answers that have a high degree of relevance for job seekers

\*The expectations that correspond to the numbers given in this chart are listed on page 12.

*Note:* A student whose overall achievement at the end of a course is below level 1 (that is, below 50%) will not obtain a credit for the course.