

ENG4C-A



Other Kinds of Work

Introduction

In this lesson, you will learn about other attitudes toward, and experiences of, work. You will have opportunities to write about your own experiences related to technology and physical work, and to analyze the style, content, and format of two reports, each about a type of job. Using information from one of the reports, you will then write an opinion essay about whether or not the job described is a good career choice.

What You Will Learn

After completing this lesson, you will be able to

- write short accounts of personal experiences
- analyze style, content, and format in a written report
- write an opinion essay about a career choice
- edit and proofread your writing for spelling and grammatical correctness

Technology in the Workplace and in Daily Life

As everyone knows, technology is changing the way in which people work and live. The pace of change is so great that often, you hear about a “technological revolution,” as though the world was being made anew. But, of course, technology itself is not new. People have always used tools of one sort or another to perform tasks, and these tools, while making work easier, have also created a distance between the worker and his or her work. A farmer using a simple hoe is not as close to the earth as one using his or her bare hands. A farmer sitting in the air-conditioned cab of a combine harvester listening to a CD is even farther removed. A chef who uses a sharp knife and a stirring spoon is close to the food that he or she prepares. A chef using an electric food processor to chop, slice, and blend is farther removed.

Technology does more than create a distance between the worker and the material with which he or she works. It can also create a distance between workers and what they produce. Karl Marx called this the alienation of labour. Technology can go even further. It can create a distance, or an *alienation*, between human beings.

Human beings have always been torn between the desire to be individuals and the desire to belong to a group. Technology has provided a greater ability to satisfy both desires. Many people don't go anywhere without their cell phones or e-mail devices in their pockets or purses. Because technology makes communication so much easier, it is easier than ever for people to work alone, away from a central office or business. Technology has also made it easier for people to avoid committing themselves. “Call me when you get there,” they tell their friends, “I might join you later.” And while people value their ability to be constantly connected, they worry at the same time about their loss of privacy. It's so easy for people to contact each other because they are always within reach by phone or over the Internet. Is technology angel or devil?

The following article looks at the benefits and shortcomings of the forms of technology that people use every day. It expresses the idea that the convenience people have gained from technology actually makes them feel more separate from others. It is just so easy not to connect with others at all.

For conversation, press #1

by Michael Alvear

A funny thing happened on the way to the communications revolution: We stopped talking to one another.

I was walking in the park with a friend recently. His cell phone rang, interrupting our conversation. There we were, walking and talking on a beautiful sunny day and—poof!—I became invisible, absent from the conversation.

The park was filled with people talking on their cell phones. They were passing other people without looking at them, saying hello, noticing their babies or stopping to pet their puppies. Evidently, the untethered electronic voice is preferable to human contact.

The telephone used to connect you to those absent. Now it makes people sitting next to you feel absent. Recently I was in a car with three friends. The driver shushed the rest of us because he couldn't hear the person on the other end of his cell phone. There we were, four friends, unable to talk to one another because of a gadget designed to make communication easier.

Why is it that the more connected we get, the more disconnected I feel? Every advance in communications technology is a setback to the intimacy of human interaction. With e-mail and instant messaging over the Internet, we can now communicate without seeing or talking to one another. With voice mail, you can conduct entire conversations without ever reaching anyone. If my

mom has a question, I just leave the answer on her voice mail.

As almost every conceivable contact between human beings gets automated, the alienation index goes up. You can't even call a human being to get the phone number of another human anymore. Directory assistance is almost always fully automated.

Pumping gas at the station? Why bother saying good morning to the attendant when you can swipe your credit card at the pump and save yourself the bother of human contact?

Making a deposit at the bank? Why talk to a clerk who might live in the neighbourhood when you can insert your card into the banking machine?

Pretty soon you won't have the burden of making eye contact at the grocery store. Some supermarket chains are using a self-scanner so you can check yourself out, avoiding all those annoying clerks who look at you and ask how you are doing.

I'm no Luddite. I own a cell phone, a bank card, a voice-mail system and an e-mail account. Giving them up isn't an option—they're great for what they're intended to do. It's their unintended consequences that make me cringe.

More and more, I find myself hiding behind e-mail to do a job meant for conversation. Or being relieved that voice mail picked up because I didn't really have time to talk. The industry devoted to helping me keep in touch is making me lonelier—or at least facilitating my antisocial instincts.

So I've put myself on technology restriction: No instant messaging with people who live near me, no using the cell phone in the presence of friends, and no letting the voice mail pick up when I'm home.

What good is all this gee-whiz technology if there's no one in the room to hear you exclaim, "gee whiz!"?



Support Question
(do not send in for evaluation)



5. Think of a situation in which you had to do something with a group. It may have been a group project at school or work, or a party or trip you organized with friends or family. Now think of the technology that you used in this situation. It could have been the telephone, e-mail, a car, a television set or a camera, or even a clock or electricity.

Describe how a technical aspect of the group effort you were involved in affected your sense of separateness, and your being part of a group. Did the technology make it easier to be connected to the group, or did it increase your sense of being separate from the other people? Did you feel that you were struggling along on your own in the effort, or did you feel that you were all united by the technology so that it was a true group effort? *The challenge is to connect the technology with the issue of the individual vs. the group identity.* Aim for about 300 words.

There are Suggested Answers to Support Questions at the end of this unit.

Physical Work

Manual labour has sometimes been thought less valuable or worthy of praise than mental labour. It has been associated with being uneducated, while mental labour has been linked to having an education. But the distinction between manual and mental labour has never been real—just try to build something without thinking. The following article describes how the job of auto mechanic has changed into that of an “automotive service technician”; a job that involves dirty hands, certainly, but also plenty of mental work.

Auto repair: Respectable work, promising future

Ann Eby

January 21, 2004

How do we change our views on the worth of certain occupations? When the World Trade Center collapsed in New York City, an awakening occurred on many levels.

A career lesson taken from those horrible days after the disaster was an awareness of the skill and personal sacrifice made by those men and women who work as firefighters, police officers, paramedics and construction crews. As we watched those individuals dig out their companions and citizens we were touched by the bravery, commitment and skill shown by all. A new admiration emerged for the individuals doing those jobs.

But it shouldn't take a national disaster to remind us of the value and nobility of all jobs.

This whole notion of respect for jobs of the everyday person is long overdue. We still have people turning away from occupational choices because of negative, outdated thinking.

Jennifer Steeves, national executive director of the Canadian Automobile Repair Service Council (CARS) has experienced this exclusionary thinking first-hand. "I have attended career fairs and have seen parents actually grab their children by the arm and steer them away from the booth displaying information on automotive repair occupations."

Granted, individuals should not be channelled into any area of work to which they are not suited. What you end up with is disgruntled workers. Conversely, not all students should be directed into university. Young people should be allowed to research and explore all avenues of work. And jobs such as auto repair offer respectable work with a promising future.

According to Paul Throop, service manager for Kingston Dodge/Chrysler dealership, "people need to understand automotive service is a great field to work in. Above-average salaries and guaranteed

future of work will be there for the individual who works hard and is willing to keep pace with the ever-changing technologies.”

An apprenticeship trade like “automotive service technician” (AST) bears the brunt of negative thinking by a good number of folks who don’t know what is going on today in that field. These technicians inspect, diagnose and repair the many vehicles we use for transportation—cars, buses, trucks, motorcycles, racing cars. These workers are no longer called “car mechanics” or “motor vehicle mechanics” because a large component of the job requires technical competence to deal with the computerization used in vehicles today. In addition, computerized equipment used to diagnose problems has to be mastered. An ability to interpret data produced by this equipment is an ongoing challenge.

With new car models coming out every year often with new systems in place, the AST is a job that requires continual upgrading. It takes an individual who has both a commitment to continual learning and strong math and science skills. Years ago, an apprentice could enter with a Grade 10 education. Not anymore. Now you need at least Grade 12 to enter this trade, followed by post-secondary classroom training offered at a community college. An apprentice can register and start training while still in high school through the Ontario Youth Apprenticeship Program (OYAP), but it does take almost five years to complete in total. This is not an easy quick fix to the job market.

But once in the trade, there’s no limit to the opportunities. According to Steeves, a 1999 study for the Canadian Auto Repair Sector showed 50 per cent of its current workforce was over the age of 40. And just 7 per cent were between the ages of 20 and 25. These numbers indicate a severe shortfall of skilled technicians needed to replace the older workers who will retire or move to less physically taxing jobs within the industry in the next decade. Who will repair our vehicles in the future?

Another aspect of working as an auto service technician is the wide range of jobs available. Within repair and maintenance of motor vehicles, there are a multitude of areas to specialize in such as electrical, steering and suspension, transmission, exhaust, and heating and cooling systems. Service advisor, shop foreperson, collision estimator and parts person are other careers in automotive repair and service.

The point is, a trade like automotive service technician provides training in a field, not just one job. Depending on one's makeup and interests, related positions in sales, marketing, customer service and jobs like insurance adjusters and examiners are possible. These other jobs benefit from the knowledge and skills acquired through automotive repair. Individuals may have a desire to teach one day and employ their skills and experience in a classroom. Or one can write manuals or prepare learning videos for car makers. The breadth of opportunities is restricted only by an individual's desire to explore.

Wanting the most for your children is natural, but steering your kids away from exploring all avenues of work without knowing the facts is a mistake. Open-mindedness and respect for all types of work, especially jobs that offer good stable careers, is how we advance and prosper. It's how our youth will find their way in a maze of career options.

Tip of the week

For a complete view of the requirements, opportunities, and advice on the careers offered in the automotive repair and service sector consult www.cars-council.ca—a useful site for parents, students, educators and employers wanting information on the automotive repair sector in Canada. Testimonials from people working and training in the field as well as questions to ask when seeking a trainee position are particularly helpful.

Keeping in Physical Touch

Even if it were possible to separate mind from body, nobody would want to. The person who sits all day in front of a computer terminal and then works out at a gym is no doubt better off than someone who just does the sitting, but this compartmentalized existence is not really what we were designed for. The following article argues that only by keeping in physical touch with our work can we satisfy our hearts.

Hands are tools of the heart

Vijai P. Sharma, Ph.D

Hands that can sculpt beautiful figures with a chisel, write moving poems with a pen, and create breathtaking landscapes with a brush, can do all that because of a close connection with emotions.

The connection of feelings with hands arises from our basic experience. We come to learn about many things in this world by touching and feeling them with our hands. We even learn to think with our hands. Writing further strengthens the connection between hands and thoughts. Someone said, "Unless I write it down, how do I know what I am thinking?" Thus, hands bear a very direct connection to the contents of the heart and the mind. Humankind used hands to express the desires and the feelings well before it invented words.

These days, almost everything is produced by machines. If I am to give a gift to a friend or a family member, all I do is to go to a store and buy it. There are greetings and message cards to express feelings for every possible occasion and relationship. What tells apart a gift for a very special person or a very special occasion from an ordinary gift for an ordinary occasion, is the value of the gift, rather than the finesse of the skills or the hours put into the gift. As you are reading this, machines are producing future gifts for you in a remote factory, and printing shops somewhere are printing greetings and message

cards for you. This commercialization has diluted the personal “touch” that we used to put into a gift by personally making it.

Recently, I happened to read about the Hawaiian tradition of quilting. I believe its heading was, “A Million Stitches Of Love.” This gorgeous quilt, displayed in the airline magazine took a million stitches to make—hand stitched by one person! Imagine someone doing this quilt for you with their own hands or you doing the same for someone special, all because of love. How much love can be woven into those tiny stitches. In the line of “Where are all the flowers gone,” I feel like sighing with the nostalgia of the yesteryears, “Oh! Where are all the hands gone!”

Take for instance, the hospice tradition of making a quilt in the memory of a loved one. This beautiful tradition physically and emotionally engages the bereaved into doing something concrete for the loved one with one’s own hands. Making the quilt converts the internal memory into something external, that is out there which can be looked at and appreciated. This process has a very healing and gratifying effect on the bereaved.

There was a time when people made things by hand which took them years to finish. It was not so much the finished product, but the act of doing or making something for a loved one with one’s own hands, day after day, month after month. It was a part of living, a part of growing up, a daily routine, just as cooking food and growing crops. (In my nostalgia of the past, I am sounding more and more like George Starr!)

Take these two examples. In the olden days, a Hawaiian woman would work for years making a shawl or a blanket for her yet to be born child and as she finished that, she would start making another one for her grandchildren. In India, a little girl would start weaving a dress for her wedding, a project which would last up to her marriage. The cultures had invented ways to prepare their members from very

early on for the adult roles, such as that of a wife, a mother, a grandparent, etc. These traditions put family roles right into the center of an individual's life.

Apart from the preparation for family roles, there is something very therapeutic and gratifying about playing and working with our hands. To know this, one has to only watch a child playing with a pliable material, such as mud, sand, or putty. In this activity, a child has the opportunity to mold something, bend it, twist it, and give it any shape or form that he or she wants it to be. Children become more spontaneous, relaxed, and creative working with their hands. It is a highly therapeutic thing to do. Parents can arrange for this activity at home by allowing the children access to Play-doh or putty. It is good to give children a chance to mold something, for a change, since we adults are all the time trying to mold them in our ways.

You can use your hands to train your mind. For example, to center your mind and to draw in your concentration, draw your attention to your hand as you close and open your fist. For a better recall of a material, or for a message to sink in deeper in you, tap one hand with the other as you read a book or listen to a tape. Adopt at least one hobby to work with hands, be it gardening, carving, knitting, playing a musical instrument, etc., to align the heart, mind, and hands into one cohesive, gratifying action.



Support Question
(do not send in for evaluation)

6. Give an account of your own experience of physical work, focusing on how the work affected your mind and your emotions. Examine especially whether your physical work experience induced a greater sense of unity or division within yourself. If you cannot recall clearly enough what you felt on some earlier occasion, do something now. Dig a hole! Wash the car! Clean the house! Make your bed! Take out the garbage! Write three paragraphs and aim for a total of about 250 to 300 words.
-

Different Kinds of Work

There are many kinds of work—as many as people can imagine. *The Globe and Mail's* Workopolis Web site (www.workopolis.com) runs an interesting series on different occupations, using a kind of template (model or pattern) for writing. Take a look at the following two examples and see if you can figure out what the template is. Here is the first one.

A glimpse into the life of a private eye

Sharda Prashad
January 21, 2004

Perhaps it was an impression created by reading Nancy Drew books as a child or watching Remington Steel reruns, but a career choice as a private investigator seems larger than life.

“People think we’re like Magnum P.I., sitting on a beach at a Tiki bar,” says Trina Parcey, a senior investigator at King-Reed & Associates Ltd. “They think we’re watching someone and following them everywhere.”

Steve McCormick, a private investigator and owner of MKD International Inc., agrees the general public tends to misunderstand and undervalue the work of private investigators.

“People think you follow cheating spouses. We’ve done it on occasion, but it’s not the main type of work,” says McCormick. “They’re not aware we’re involved in homicide. We have four former homicide investigators who each have more than 25 years of experience with the Toronto police services.”

In reality, the work of private investigators ranges from surveillance, conducting criminal investigations, detecting insurance fraud to a range of other investigative services. The clients are as varied as the work. They include the government, insurance companies, lawyers, private citizens and any person or organization that needs investigative services.

According to Brian King, president of King-Reed & Associates Ltd. and spokesperson for the Council of Private Investigators-Ontario, private eyes spend about 60 per cent of their time in the field and the remaining 40 per cent writing up reports. And if they’re doing surveillance, it could mean sitting in a car for 14 hours a day waiting for the person being investigated to do something. Not exactly glamorous ... and not exactly what was portrayed in *Charlie’s Angels*.

With just over 3,000 licensed private investigators in Ontario, the industry is experiencing an increased demand for and a shortage of skilled private investigators. The demand is particularly strong for individuals who can easily blend into different work and social settings. If you speak another language or have acquired skills from another career, you could consider a career as a private investigator.

“It tends to be a second career,” says King. He has just hired bankers to work as private investigators because he believes their expertise in the financial sector will be useful in fraud investigations.

However, don't expect your career transition to be welcomed by all private investigators.

"How can a housewife who doesn't know the concepts ... be an investigator?" says McCormick. His firm hires individuals with an elite police background, including those from special investigations bureaus and others who have specialized in homicide.

There is currently no specific training program for private investigators in Ontario. The Ministry of Community Safety and Correctional Services' Private Investigators and Security Guards Branch does require private investigators to be licensed in Ontario—a process that requires applicants to be sponsored by a registered private investigations agency, agree to a criminal record check and complete an application form.

Jon Herberman, director and registrar of the ministry branch says there have been no substantial changes made to the Private Investigators and Securities Guard Act since it was introduced in 1966. He acknowledges that change is needed in the industry and that, based on research conducted last summer, mandatory training for investigators will be required in the future.

Bill Joynt, president of the Investigators Group Inc., became a private investigator 16 years ago without prior experience or training. Joynt says he learned on the job by working with an experienced investigator. He advises individuals wanting to pursue the career to develop a strong detective sense.

"Invest in the proper equipment, study the Criminal Code, learn to communicate effectively, be patient. Learn an extra technique or discipline—i.e., interview techniques, arson investigations, patent and trademark law (or) insurance law."

Parcey, a six-year veteran of the Ontario Provincial Police, adds that private investigators should also

have an inquisitive nature, the ability to read people and be a good judge of character.

“It’s not like policing where you need to be physically fit,” says Parcey. “You don’t (necessarily) need to run 1.5 miles in under 10 minutes. You need an intuition ... to search and dig a little deeper. You need to look for the truth.”

And looking for the truth is rarely a 9–5 job. Depending on the nature of the case, private investigators can work 18 hours one day and two hours the next.

For Parcey, it’s not uncommon to work until 6:30 in the evening, spend a few hours with her three-year-old daughter and then go back to work for a few more hours.

Depending on the stage an investigator is at in his or her career, the time spent on the job can be financially rewarding.

“It varies with the level,” replies King when asked about the compensation for private investigators.

He explains that those with minimal experience only earn about \$14–\$18/hour, but within a three-year time span these individuals are usually on par with their counterparts in law services and earn in the mid-\$50,000 to \$60,000 range. King adds that individuals can rise in the ranks fairly quickly and earn between \$60,000 to more than \$100,000.

“It’s like a law firm. It’s based on productivity and what you’re able to bill the client,” he says.

More than the compensation, what motivates private investigators is the variety of what they are exposed to on a daily basis.

“It’s unpredictable and challenging,” says Parcey. “Not the humdrum of sitting at a desk.”

And not the humdrum of having to live vicariously through an old Sherlock Holmes flick.

Now here's the second one.

When your office is a tennis court—Being a pro is not all fun and games

Sharda Prashad
September 29, 2003

Let's face it, being a tennis professional sounds like a pretty cushy job. You hit a few balls, flirt with some clients, have a drink by the bar and then go home. Combine that with the benefits of wearing shorts and a t-shirt, getting a tan and staying in shape—what could be better?

"There are disadvantages," warns Bernie Yu, a tennis professional at the Greenwin Tennis Club. "You work long hours. You're at work at six in the morning to nine or 10 at night—working 60 hours per week isn't unusual. You have to be available when your clients aren't working. So, having time for a social life is hard. And of course, there's the physical toll it takes on the body."

Yu has been teaching tennis full-time for eight years and had an operation on his back three years ago. While this hasn't affected his ability to teach tennis, it has limited his ability to play at a competitive level.

"Besides the potential for injury, being a pro also isn't good for your competitive tennis. As a pro you have to focus on your student, but when you're playing a match you have to focus on the ball. ... Teaching tennis is probably the worst thing you can do to your own tennis game."

Injury is one of the reasons why Adrienne Simmons, a tennis professional at the Granite Club, does not teach full-time.

"If you get in a car accident, that's it," she says. "You can't do it any more. ... I teach tennis about 25 hours per week in the summer and 15 in the winter."

The rest of the time, Simmons works as a financial planner and takes care of her family.

She is one of the few women who have selected a career as a tennis professional.

“I think it’s because there are fewer girls in the junior ranks,” Simmons responds when asked why men outnumber women by about 9:1 in the profession. “But there are benefits of being a woman pro. When the juniors go to tournaments, the organizers usually want a male and a female coach to accompany the kids. I probably get more of an opportunity to travel because I’m a woman.”

Simmons adds that as most tennis professionals are self-employed, they also have to deal with the disadvantages of self-employment, such as the unpredictable nature of income and the lack of job security.

“For the guys who support families like this, it’s a tough life,” admits Simmons.

Mark Fainblum, the director of junior development at the Mayfair East Racquet Club and father of two, agrees.

“You can’t have a normal family life like this. Like any job, it’s political. Ultimately, it depends on how much money you bring into the club. And that means long hours ... and the hours can get to you.”

Fainblum spends an average of 45 hours on court every week with at least another 15 doing administrative work. He knows that his success is ultimately dependent on the number of clients he keeps happy.

“I do have an annual review by the board of directors,” says Simon Bartram, the tennis director at the Toronto Lawn Tennis Club. “But an (informal) performance review is ongoing and my performance is really under the microscope every day. The members are assessing you on day-to-day basis.”

Bartram says that one of the common misconceptions about tennis professionals is that they are on the court all the time.

“As the tennis director, I spend three to five hours on court per day,” he explains. “The balance of the time I’m doing admin(istration) work. I’m behind the scenes, chasing people down, organizing lessons and programs. I’m more of a co-ordinator. Lessons are an escape ... the days of a tennis pro hitting a few balls and then going home are over.”

Money, that’s something all four of the professionals interviewed didn’t complain about.

According to one estimate, a tennis director at a good-sized private club earns about \$100,000, which may explain why there are so many tennis pros in the country.

“There’s about 4,000 tennis professionals in Canada,” says Ari Novick, director of coaching and development for Tennis Canada. “And the supply is greater than the demand.”

This is especially true in the winter, where there are only a limited number of indoor tennis clubs. Yu estimates that in the winter there are only about 40 full-time positions available for tennis pros in Toronto.

If you can get work, Yu, Simmons, Bartram and Fainblum agree that being able to work in a sport you love is the greatest advantage. Not to mention getting to wear shorts and a t-shirt every day.



Support Questions
(do not send in for evaluation)

7. Pretend that you are an editor at *The Globe and Mail*, and write instructions to a reporter on how to write a Workopolis report on an occupation of your choice, based on the two reports that you have just read. You can leave the choice of job up to the reporter, but be precise in telling him or her how to do the writing. You can write the instructions in a list format.
8. Take a look at the following ethical problem and then answer the question that it poses.

You are the office support person for a small manufacturer. For the past two years, major production problems have affected customer order deliveries. The company is continuously falling behind and cannot catch up. The president has become visibly frustrated and emanates hostility toward all employees.

Recently, he promised a major customer that his order would ship Friday. The customer threatened to pull all business if the order was late. You prepare all the shipping paperwork on Friday and make late pick-up arrangements with the freight forwarder. On Monday morning, you are told that the order did not ship. The customer calls and asks for the waybill number of Friday's shipment. The president refuses to speak with him. What do you do?

Think about it, and then write down your advice in a paragraph or two.



Key Question



Save your answers to the Key Questions in your Course Journal or e-Journal.

2. Choose one of the two Workopolis articles in this lesson for further analysis. Reread **either** “A glimpse into the life of a private eye” **or** “When your office is a tennis court.” Then answer Parts a) and b) of the Key Question. **(75 marks)**
- a) Using a table like the following one, identify the job being described. Write three positive and three negative aspects of the job, supporting your assessments with evidence from the article. Your evidence may be a direct quote or information from the article.

Identify the job being described: _____	
Positive	Evidence
1.	
2.	
3.	
Negative	Evidence
1.	
2.	
3.	

Your answers to Part a) will be marked according to the following Marking Guide.

Marking Guide for Part a) (24 marks)

- accurate identification of three positive and three negative characteristics and placement in table **(6 marks)**
- relevant, accurate, detailed evidence from article to support each characteristic **(6 × 3 marks)**

- b) Choose either the positive or the negative aspects of the job. Write a three-paragraph essay in which you defend your belief that this is or is not a good career choice, using the following pattern.
- **Paragraph 1:** Begin with an introductory statement. Try to interest your reader in the issue. Your thesis statement should be “(JOB) is a good career choice,” or “(JOB) is not a good career choice.” Then follow with a sentence in which you list the three negative or positive characteristics, briefly, without going into detail.
 - **Paragraph 2:** In the body paragraph, begin with a topic sentence that says you are going to give three reasons for your opinion. Then begin telling the reasons, linking them to the quotes and information that you got from the article. Use words like “first,” “second,” “third,” “another reason,” and so on, as transitions from one idea to the next.
 - **Paragraph 3:** Restate your opinion (your thesis) and briefly summarize the reasons or say why this opinion should matter to people who are deciding whether or not to choose this career.

The following rubric will be used to evaluate your answer to Part b).

Rubric for Key Question 2, Part b) (51 marks)

Categories	Below Level 1 (0–49%)	Level 1 (50–59%)	Level 2 (60–69%)	Level 3 (70–79%)	Level 4 (80–100%)
Knowledge/ Understanding	does not describe any relevant characteristics clearly and accurately	describes one of the relevant characteristics clearly and accurately, and the other two with only some clarity and accuracy	describes two of the relevant characteristics clearly and accurately, and the other characteristic with only some clarity and accuracy	describes three relevant characteristics clearly and accurately	describes three relevant characteristics clearly, accurately, and with insight as to how they are connected to own values about work
/13	0–6	7	8–9	10	11–13
Thinking/Inquiry	does not provide detailed, relevant evidence for presence of any characteristics	provides detailed, relevant evidence for presence of one of the characteristics; links evidence to thesis in one case	provides detailed, relevant evidence for presence of two of the characteristics; links evidence to thesis in two cases	provides detailed, relevant evidence for presence of three of the characteristics; links evidence to thesis in all three cases	provides detailed, relevant evidence for presence of three of the characteristics; links evidence to thesis; justifies thesis by relating to own values
/13	0–6	7	8–9	10	11–13
Communication	does not follow prescribed essay pattern	little evidence of prescribed essay pattern; body paragraph is disorganized and almost no transition words are used effectively	prescribed essay pattern is discernible but not all elements fulfill required roles; little organization of body paragraph, and few transition words are used effectively	follows prescribed essay pattern; body paragraph is unified and logically ordered and transition words are used effectively	follows prescribed essay pattern; introduction engages reader while integrating clear thesis statement and reasons
/13	0–6	7	8–9	10	11–13
Application	errors in spelling and grammar obscure meaning in places	errors in spelling and grammar distract the reader	there are several errors in spelling and grammar but they do not distract the reader	few errors in spelling and grammar	almost no errors in spelling and grammar
/12	0–5	6–7	8	9	10–12

Now go on to Lesson 3. Remember, you do not send your journal to the Independent Learning Centre until you have completed Unit 1 (Lessons 1 to 5).