

Task-based Activity Cover Sheet

Task Title: Automotive Service Technician Exam Preparation

Learner Name:	
Date Started:	Date Completed:
Successful Completion: Yes___ No___	
Goal Path: Employment✓ Apprenticeship✓ Secondary School Post Secondary✓ Independence	
Task Description: Automotive Service Technician apprentices prepare for exams. They also practice for exams by using bubble answer sheets.	
Competency: A: Find and Use Information B: Communicate Ideas and Information C: Understand and Use Numbers D: Use Digital Technology E: Manage Learning	Task Group(s): A1: Read continuous text A2: Interpret documents B3: Complete and create documents C4: Manage data
Level Indicators: A1.3: Read longer texts to connect, evaluate and integrate ideas and information A2.2: Interpret simple documents to locate and connect information B3.2a: Use layout to determine where to make entries in simple documents B3.2b: Create simple documents to sort, display and organize information C4.1: Make simple comparisons and calculations D.2: Perform well-defined, multi-step digital tasks E.2: Set realistic short- and long-term goals, use a limited number of learning strategies, and monitor own learning	
Performance Descriptors: see chart on last page	
Materials Required: <ul style="list-style-type: none"> • Computer or notepad with word processing software and internet • Email account • Pencil • Answer sheet 	

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Automotive Service Technician apprentices use a variety of online resources (study guides, practice exams, etc.) to prepare for exams. They use the Red Seal web site to get specific information about the trade, exam preparation guide and exam counselling sheet.

Look at the internet site: <http://www.red-seal.ca/w.2lc.4m.2@-eng.jsp> and save it to your Favourites.

Learner Information and Tasks:

Task 1: Search the Red Seal site to find the “Get Ready for your Red Seal Exam” guide and save the guide to a USB memory stick.

Look at the Guide.

Use the attached Answer Sheet to indicate the letter of the correct answer for the following.

Task 2: How many questions could be on a Red Seal Exam?

- a. 25 - 30
- b. 100 - 125
- c. 100 - 150
- d. Over 200

Task 3: Sometimes, an apprentice may fail the exam because they marked the answers on the wrong line. What should be done to prevent this?

- a. Always select ‘a’
- b. Check the answer number matches the question number
- c. Mark more than one answer for each question
- d. None of the above

Open a new Tab (keeping the current one open for use). From the Favorites, open the Red Seal website. On the Resource centre drop down menu, select National Occupational Analyses. Select Consult a trade’s NOA. Open Automotive Service Technician (2011).

Look at the Preparing for your Red Seal Exam section of the guide and the pie chart in the Automotive Service Technician National Occupational Analyses (NOA) document.

Task 4: Use the attached Answer Sheet to answer the following:
Fill in the blanks.

Blocks ___ and ___ are very important on the Automotive Service mechanic Red Seal exam.

- a. A, F
- b. B, G
- c. C, H
- d. B, F

Task 5: Create a table to show your study plan for the week prior to your exam. Use the example in the guide as a model (first table on page 12). Create a header row with the days of the week.

Task 6: Use the attached Answer Sheet to answer the following:

According to the guide what should be your focus Sunday evening before the exam on Monday?

- a. Go to bed early
- b. Review Blocks B and F
- c. Read the NOA
- d. Write a list of the Essential Skills tasks done by Automotive Service Technicians

Answer Sheet

Name: _____

Date: _____

Task 2: A B C D

Task 3: A B C D

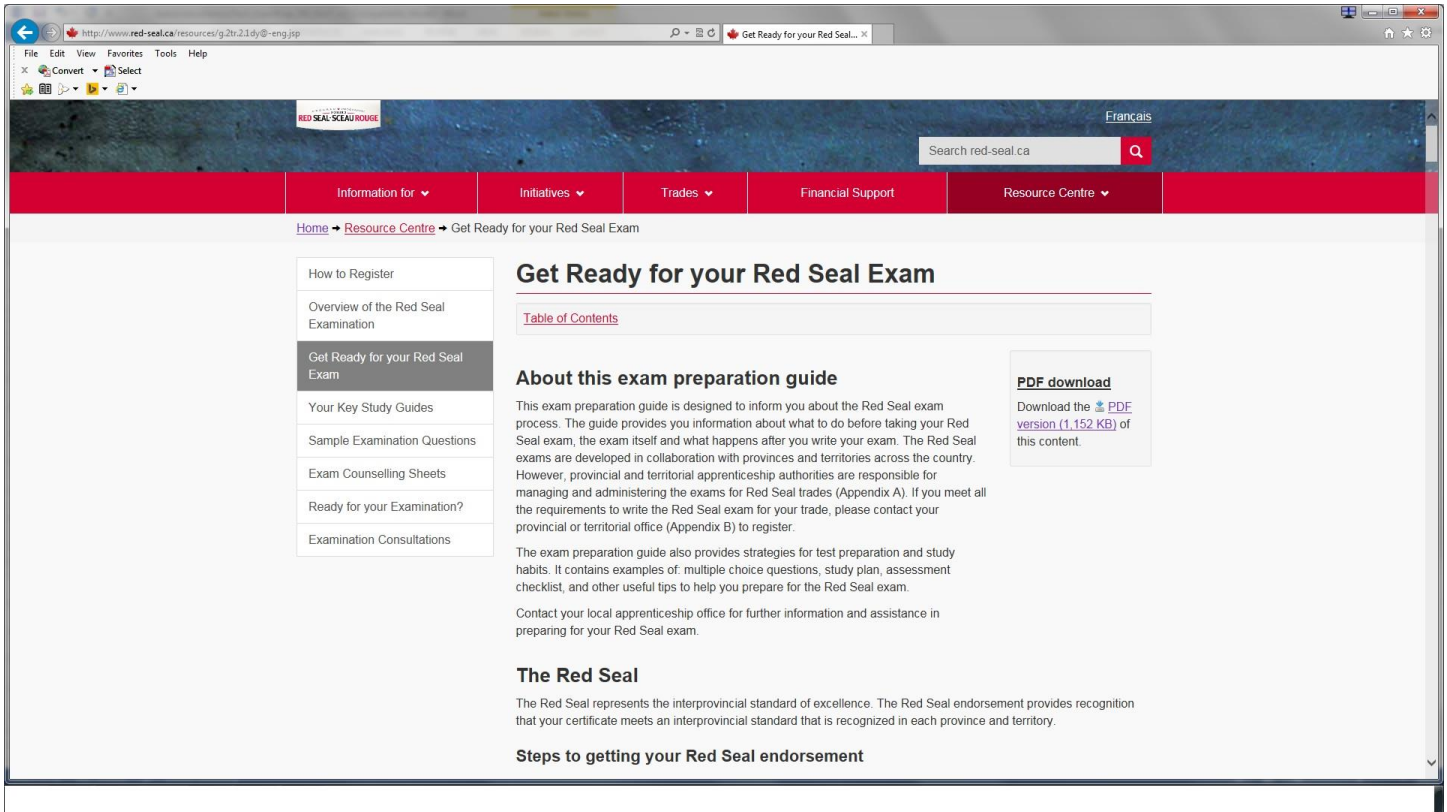
Task 4: A B C D

Task 6: A B C D

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Answer Key

Task 1:



The screenshot shows a web browser window displaying the Red Seal website. The page title is "Get Ready for your Red Seal Exam". The navigation menu includes "Information for", "Initiatives", "Trades", "Financial Support", and "Resource Centre". The main content area features a sidebar with links like "How to Register", "Overview of the Red Seal Examination", and "Get Ready for your Red Seal Exam". The main text includes a "Table of Contents" link, a "PDF download" button, and sections titled "About this exam preparation guide", "The Red Seal", and "Steps to getting your Red Seal endorsement".

Learner should download the pdf version from the link to a USB memory stick (Web page valid as of April 26, 2015)

Task 2, 3 and 4: See Answer Sheet for correct answers for Questions 1 and 2



(Web page valid as of April 27, 2015)

Task 5:

Study Plan

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Work	Work	Work	Work	Work		
Ask for time off to write exam						
						Go to bed early: exam is tomorrow

Learner develops a study plan and inputs work/tasks per day. The plan should include study time for the most important Blocks. Be sure the days of the week are included.

Task 6: See Answer Sheet for correct answers.

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Performance Descriptors		Needs Work	Completes task with support from practitioner	Completes task independently
A1.3	<ul style="list-style-type: none"> integrates several pieces of information from texts 			
	<ul style="list-style-type: none"> manages unfamiliar elements (e.g. vocabulary, context, topic) to complete tasks 			
	<ul style="list-style-type: none"> skims to get the gist of longer texts 			
	<ul style="list-style-type: none"> infers meaning which is not explicit in texts 			
	<ul style="list-style-type: none"> uses organizational features, such as headings, to locate information 			
	<ul style="list-style-type: none"> follows the main events of descriptive, narrative, informational and persuasive texts 			
	<ul style="list-style-type: none"> obtains information from detailed reading 			
A2.2	<ul style="list-style-type: none"> performs limited searches using one or two search criteria 			
	<ul style="list-style-type: none"> extracts information from tables and forms 			
	<ul style="list-style-type: none"> locates information in simple graphs and maps 			
	<ul style="list-style-type: none"> uses layout to locate information 			
	<ul style="list-style-type: none"> makes connections between parts of documents 			
	<ul style="list-style-type: none"> makes low-level inferences 			
B3.2a	<ul style="list-style-type: none"> uses layout to determine where to make entries 			
	<ul style="list-style-type: none"> begins to make some inferences to decide what information is needed, where and how to enter the information 			
	<ul style="list-style-type: none"> makes entries using a limited range of vocabulary 			
	<ul style="list-style-type: none"> follows instructions on documents 			

B3.2b	<ul style="list-style-type: none"> follows conventions to display information in simple documents (e.g. use of font, colour, shading, bulleted lists) 			
	<ul style="list-style-type: none"> sorts entries into categories 			
	<ul style="list-style-type: none"> displays one or two categories of information organized according to content to be presented 			
	<ul style="list-style-type: none"> identifies parts of documents using titles, row and column headings and labels 			
C4.1	<ul style="list-style-type: none"> understands numerical order 			
	<ul style="list-style-type: none"> interprets and represents values using whole numbers, decimals, percentages and simple common fractions 			
D.2	<ul style="list-style-type: none"> selects and follows appropriate steps to complete tasks 			
	<ul style="list-style-type: none"> locates and recognizes functions and commands 			
	<ul style="list-style-type: none"> makes low-level inferences to interpret icons and text 			
	<ul style="list-style-type: none"> begins to identify sources and evaluate information 			
	<ul style="list-style-type: none"> performs simple searches using keywords (e.g. internet, software help menu) 			
E.2	<ul style="list-style-type: none"> sets realistic short-and long-term goals 			
	<ul style="list-style-type: none"> identifies steps required to achieve goals 			
	<ul style="list-style-type: none"> monitors progress towards achieving goals 			
	<ul style="list-style-type: none"> uses a limited number of learning strategies (e.g. takes notes, organizes learning materials) 			
	<ul style="list-style-type: none"> sequences activities in multi-step tasks 			
	<ul style="list-style-type: none"> identifies multiple sources of information to complete tasks 			

This task: was successfully completed ___ needs to be tried again ___

Learner Comments

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Instructor (print)

Learner Signature