

Level 1 – Unit 8 Preparing for and learning from a job search

Assessment guidance for centre assessors

Assessment must take place before submitting candidate work to the OCR Examiner-moderator. This should be made evident by the centre assessor using annotations (i.e. ticks and comments). Centre assessors must refer to the Teaching Content contained within the Unit specification.

Task no	Assessment criteria	Guidance
1a	1.1 State the purpose of a job search	Candidates must state the purpose of a job search. A short phrase or sentence is required.
1b	1.2 Identify reasons an individual might undertake a job search	Candidates must identify three reasons why an individual might search for a job. Responses must be phrases, not single words.
2	2.1 Outline different sources of information for job searches	Candidates must identify and outline three different sources of information that could be used in a job search. One advantage and one disadvantage of using each source must be provided. Responses must be short sentences.
	2.2 Describe the advantages and disadvantages of different sources of information	Candidates may provide generic sources of information; they do not need to be specific eg Internet, instead of website address.
3a	3.1 Describe the importance of skills needed for job searches	<p>Candidates must identify three skills an individual will need when undertaking a job search. Candidates must say why each skill is important for job searching. Responses must be short sentences. Centres could provide a list of skills for candidates to choose from. Centre assessors should refer to the OCR Employability Skills resources on skills and attributes.</p> <p>If the skill is poorly expressed, but the description of the importance makes it clear what the skill is, this can be accepted.</p>

Task no	Assessment criteria	Guidance
3b	3.2 Describe the importance of personal attributes needed for job searches	<p>Candidates must identify three personal attributes an individual will need when undertaking a job search. Candidates must describe why each attribute is important for job searching. Responses must be sentences. Centres could provide a list of attributes for candidates to choose from. Centre assessors should refer to the OCR Employability Skills resources on skills and attributes.</p> <p>If the personal attribute is poorly expressed, but the description of the importance makes it clear what the skill is, this can be accepted.</p>
3c	3.3 Describe how resources support job searches	Candidates must identify three different resources (under the categories of Physical, People and Personal) an individual might use to support a job search. Candidates must describe one way each resource could help. Responses must be sentences.
4a	4.1 Identify job opportunities, to include: <ul style="list-style-type: none"> • work area • job title • work pattern • employment status 	Candidates must identify two different jobs. For each job, candidates must give the work area, job title, work pattern and the employment status. Work area may be a specific location (eg children's nursery) or more general (eg working with children).
	4.2 Identify personal reasons that affect job choice	For each job, candidates must give two different reasons for being interested in the job. However, the personal reason for Job 1 could be the same as for Job 2.
4b	4.3 Identify own skills and personal attributes for a job opportunity	Candidates must select one job of personal interest and identify two skills and two attributes they already possess. They must state how each skill and each attribute is relevant to the chosen job. Responses must be short phrases to complete the sentences. Centres could provide job descriptions for candidates to use. This task must link to the job chosen for Task 4a (AC4.1). Do not accept experience in a job as a skill or attribute. Centre assessors should refer to the OCR Employability Skills resources on skills and attributes.
4c	4.4 Identify a vacancy using <ul style="list-style-type: none"> • different sources of information • different resources 	Using the job selected in Task 4b (AC4.3), candidates must use two different sources of information and two resources to find a vacancy. Details of the vacancy must be provided. This might be a printout of the vacancy, an advertisement from a newspaper or a document from a job centre. Sources of information and resources could include those listed in the unit under LO2 and LO3. Sources must be fully named, eg name of newspaper or journal, exact website address and should match the vacancy.

Task no	Assessment criteria	Guidance
4d	4.5 Assess own job search skills	Candidates must identify and assess three skills used in their job search. These may be those identified in Task 3a (AC3.1) or they may be different. This could be shown by using a written description (Very good/Good/Weak or Poor) or a numerical grading (1-5). Candidates must give one reason for their assessment of each skill.
	4.6 Obtain feedback from supervising person on how to improve for future job searches	Candidates must gain feedback on how to improve job searches in the future from the person supervising their job search.
5a	5.1 Identify how documents support job applications, to include: <ul style="list-style-type: none"> • Curriculum Vitae (CV) • application forms • covering letters 	Candidates must state one way each type of document (CV, application form and covering letter) could help an individual with a job search. Responses must be short phrases, not single words.
	5.2 Identify characteristics of documents that support job applications, to include <ul style="list-style-type: none"> • positive • negative 	<p>Candidates must give one positive and one negative characteristic for each type of document (CV, application form and covering letter). Candidates could be given a sentence for completion.</p> <p>Characteristics, eg: a good CV would have a logical order; a poor CV would have missing dates</p> <p>Candidates may provide reverse arguments but this practice should be discouraged.</p>