

Air Cadet League of Canada Ontario Provincial Committee



2017
NATIONAL COURSES HANDBOOK
CADET SUPPLEMENTAL BOOKLET
V2 – DECEMBER 7, 2016

2017 National Courses Supplemental Booklet for Cadets

The Merit Process

The National Courses are awarded on merit.

The Merit Process begins with the prerequisites and standards, which the Cadet must meet in order to apply. These are described in CATO 51-01, Annex B. Exemptions are rare and based on truly exceptional and deserving circumstances.

The Merit Process elements include:

- Time in Cadets
- Previous summer training courses and activities
- Rank of the applicant
- Cadet Narrative
- Qualifying examination mark (for GPS and PPS)
- Education Assessment Score
- Interview Board scores
 - General knowledge
 - Course subject knowledge
 - Self-confidence and presentation
 - Dress and deportment

The composite result is a Merit Score out of 100, by which candidates are ranked on the OPC Merit List. The Merit List is used by the National Selections Committee and RCSU(C) to select candidates for each course, up to the maximum number per Squadron and for the OPC overall. There are more applications than billets; therefore, a Squadron's quota of applicants does not guarantee that number of selections, or any selections at all. Selection is competitive and the applicants' ranking on the Merit List prevails.

The minimum qualifying Merit Score is 60%. Candidates with less than 60% will not be selected for a course, even if billets remain available.

The Merit Process is an impartial, transparent and equitable selection method for deserving Cadets. It rewards the "whole" Cadet, and provides him or her with outstanding training and sustains Squadrons with trained, senior Cadets.

Merit Scoring Factors

The following chart indicates the Merit Score components for the courses indicated:

SCORING FACTORS:		IACE	PPS	GPS	AATC - AM/ AO AASC
Selection Board Score	Years of Service	6	5	5	8
	Summer Training	12	5	5	7
	Rank	7	5	5	5
	Cadet Narrative	10	5	5	10
	<i>Weighted Total</i>	35	20	20	30
Interview Board Score	Attitude, Motivation, Knowledge and Interest	15	15	15	30
	General Knowledge	15	5	5	10
	Dress and Deportment	5	5	5	5
	Self-Expression and Self-Confidence	10	5	5	5
	<i>Weighted Total</i>	45	30	30	50
Qualifying Examination		n/a	30	30	n/a
Education Assessment Score		20	20	20	20
Maximum Score:		100	100	100	100

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Selection Board Scoring by Course:

IACE: Total = 35/100

- 1 point per full year of service to a maximum of 6 points
- 3 points per National Course
2 points per 3-6 week regional course
1 point for 2 week course
to a maximum of 12 points
- LAC – 1 pt, Cpl – 2 pts, FCpl – 3 pts, Sgt – 4 pts, FSgt – 5 pts, WO2 – 6 pts, WO1 – 7 pts
- Cadet Narrative – up to 10 points

PPS: Total = Weighted to 20/100

- 1 point per full year of service to a maximum of 5 points
- 3 points per National Course
2 points per 3-6 week regional course
1 point for 2 week course
to a maximum of 5 points
- LAC – 1 pt, Cpl – 1 pt, FCpl – 1 pt, Sgt – 2 pts, FSgt – 3 pts, WO2 – 4 pts, WO1 – 5 pts
- Cadet Narrative – up to 5 points

GPS: Total = Weighted to 20/100

- 1 point per full year of service to a maximum of 5 points
- 3 points per National Course
2 points per 3-6 week regional course
1 point per 2 week course
to a maximum of 5 points
- LAC – 1 pt, Cpl – 1 pt, FCpl – 1 pt, Sgt – 2 pts, FSgt – 3 pts, WO2 – 4 pts, WO1 – 5 pts
- Cadet Narrative – up to 5 points

AATC – AO/AM, AASC: Total = Weighted to 30/100

- 2 points per full year of service to a maximum of 8 points
- 3 points per National Course
2 points per 3-6 week regional course
1 point for 2 week course
to a maximum of 7 points
- LAC – 1 pt, Cpl – 1 pt, FCpl – 1 pt, Sgt – 2 pts, FSgt – 3 pts, WO2 – 4 pts, WO1 – 5 pts
- Cadet Narrative – up to 10 points

Note:

A Glider Pilot License earned at York Soaring Association, in addition to the CRGS Conversion Course, is equivalent to half of the points for the GPS.

Education Assessment and Documentation

Background:

As part of the selection process, candidates are required to submit information about their formal education, which usually takes the form of school transcripts and/or report cards. A team of educators reviews these documents and gives points out of 20, for all the National Courses (see page 15-16 of the National Courses Handbook for further details). The assessment is based upon the grade level, core academic course level (Mathematics, English, Science, etc.), and the level of achievement – marks – in these courses.

Terminology:

Interim Report Card: A report listing the courses and levels of achievement in the 1st term. This report is usually issued to students before the Christmas Break.

Final Report Card: A report listing the courses and levels of achievement during the semester or at the end of the school year. This report is usually issued at the end of January and June for semester schools, and in June only for non-semester schools.

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Official Transcript: A report, issued by the Board of Education or private school, listing all secondary school courses attempted and successfully completed by a student during his or her secondary school career. A transcript is not issued for students in Grade 7 or 8. **Cadets in Grade 9 are to submit the Grade 8 final report card and the Grade 9 interim report card.**

Requirements:

Each candidate must submit an official transcript with his or her application, which can be obtained at no charge through his or her school's Guidance Office. Cadets should request a copy of their transcript as early as possible. A candidate in Grade 9 is required to provide a Grade 9 Interim Report Card or an interim Official School Transcript and a Final Grade 8 Report Card.

Each candidate is also requested to include a copy of his or her Interim Report Card, if possible. This is useful to show the courses the Cadet is currently taking and his or her present level of achievement. While not mandatory, Report Cards supplement the information on transcripts and may result in the Cadet receiving a higher score on the assessment.

More about School Transcripts:

Schools cannot release information to a third party (e.g., the Squadron), without the student's or parents' written consent. As you can imagine, obtaining written permission in order for the Squadron to make the request, would be a very time-consuming process. Schools can – and must – however, release information to the student or the parent upon request. We suggest that Squadrons have each Cadet approach the Guidance office/school administration and ask for the necessary documents.

It may be necessary or advisable for the candidate to carry a letter from the Squadron, which outlines how the transcript is going to be used. If a candidate is unable to get a transcript, have their parents contact the Principal of the school directly. If there are any specific and/or unique situations that are causing problems, the OPC would be happy to discuss them and, if necessary, contact a school directly. Schools now seem accustomed to requests for transcripts and few, if any, problems have arisen during the past few years.

Home-Schooled Candidates:

It is the right of every parent to provide an education to his or her child, through a process called "Home Schooling". Cadets that are home-schooled are eligible to apply for all courses, but will undergo a different process in order for Selection Board to arrive at a score for their educational assessment.

First-time home-schooled course applicants will be invited to and must attend an in-person Home Schooled interview – date and location to be determined based on the applications received. The cadet will have a separate interview for the National Course(s). During the for home school interview, Cadets will be given the opportunity to show what they are studying, including samples of work, essays, assignments, projects, textbook lists, course outlines, etc. Cadets are encouraged, therefore, to bring any documentation relating to their home-schooled program, along with samples of their work.

Through this interview process, the home-schooled Cadet will be given an education score that will be included in his or her Merit List score, in the same manner as for Cadets attending, Public, Catholic or private schools.

In subsequent years, a previously interviewed candidate is required to mail new material for assessment and the interview will be by phone. Please refer to **Appendix I: Home-Schooled Cadets Academic Assessment** for further details from the Home-Schooled Coordinator, Craig Hawkins.

COs are to advise OPC (Anne Kozich – anne.kozich@aircadetleague.on.ca and Craig Hawkins – hawkinsfamily@rogers.com) so an interview can be arranged with sufficient notice to the cadet and their parent(s).

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Narratives

The ability to communicate clearly and concisely in writing is a skill that will be required of successful applicants for National Courses, so it is important that the writing skills of applicants be tested and evaluated.

All National Course applications must include a written narrative composed by the cadet applying for the course. Applications without a narrative that leave the LHQ are considered to be incomplete and may be withdrawn.

The Task

Each cadet candidate is required to write a narrative that deals with the following three (3) subjects:

- a) The accomplishments of the cadet, e.g. medals, trophies, team sport trophies, Squadron Commanding Officer commendations, etc., over the cadet's career to date;
- b) The understanding the cadet has of the course content, the value of the course to her/him and to the Squadron and explaining why it is important for the cadet to take the course; and
- c) The extra-curricular activities of the cadet with emphasis on those activities that might relate to the training and qualifications provided by the course for which the cadet is applying.

Specifics and Limitations

To encourage cadets to plan their narratives carefully and to be concise, the following limitations and specifics must be observed:

1. The narrative must be on one page only (U.S. letter size, 21.6 cm x 27.9 cm);
2. The narrative should be typed. Hand written narratives, on one page only, will be accepted, but must be accompanied by a reason the narrative could not be typed;
3. The body of the text should be in an 11 or 12 point business-type font, single spaced;
4. The cadet can choose the format of the narrative. No non-textual characters or images shall be used;
5. The maximum number of words is 600;
6. The paper used must be plain, white;
7. The cadet's rank, given name, surname and Squadron must be at the top of the page;
8. The cadet must sign the narrative at the bottom of the page. This signature will attest that the narrative was composed entirely by the cadet applying for the national course.

Evaluation

The narratives will be reviewed and evaluated by qualified teams arranged by the Ontario Provincial Committee (OPC), usually some time shortly after completion of the cadet interviews. These teams will not likely be composed of people who participated in the interviews.

The cadet narratives will count for 10% of the total merit list score for IACE and AASC, AATC-AO and AATC-AM course applicants. They will count for 5% of the total merit list score for PPS and GPS course applicants.

To assist cadets in deciding what to emphasize in their narratives, the narratives will be evaluated in the following way:

- 25% of the marks are assigned to the portion of the narrative describing the accomplishment of the cadet;
- 25% of the marks are assigned to the understanding of the course content, the value of the course to the cadet and explaining why it is important for the cadet to take the course;
- 20% of the marks are assigned to the understanding of the course content, the value of the course to the Squadron and explaining why it is important for the cadet to take the course;
- 20% of the marks are assigned to the extra-curricular activities of the cadet with emphasis on those activities that might relate to the training and qualifications provided by the course for which the cadet is applying; and
- 10% of the marks are assigned to presentation, grammar, spelling and adherence to the specifications and limitations listed above.

Note: If cadets are applying for more than one National Course, they must submit a separate narrative for each course.

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Interview Boards

The interview is a Merit List process tool for the Board to assess each candidate in person and assign them a score, which is both absolute and relative to other candidates.

The interview is also a development activity for the candidates, many of whom have not had to undergo a “business” interview, which will be typical of those they face for employment and other opportunities, both during and after their Cadet careers.

Interview Board members for National Courses are comprised of a mix of OPC Directors, Gliding Centre CIC Officers, Detachment and RCSU(C) personnel. If there are shortages of OPC Directors and Officers, exceptions may be made to use SSC Chairs or COs (upon approval by the OPC Office), provided that they do not interview Cadets from their own Squadrons.

All Interviews are coordinated through the OPC office based on the information derived from FORTRESS.

Cadets need to prepare and practice for the interview. Those who don't are invariably at a disadvantage and Interview Board members have ***confirmed repeatedly that it is obvious as to which candidates have “rehearsed”***.

Interview Board members must not coach or help to rehearse candidates whom they know they will interview later. Similarly, members must declare a ‘conflict of interest’ if they are unexpectedly presented with Cadets they have previously assisted at the LHQ level.

All interviews are conducted in person.

The OPC will have Make-Up Interview Boards conducted for cadets who are not able to attend due to illness or a death in the family. Any request for Make-Up Interviews Boards are to be sent to the ACO to review and approve, and then forward the request to OPC office for final approval.

Dress Code for the Interviews:

The order of dress for:

Cadets	C-2 (Full dress with ribbons);
OPC/Volunteers	OPC Blazer, grey pants (pants or skirt for ladies), and white shirt, or a business suit; and
Officers	DEU 3 (tunic with tie).

What Cadets can Expect at an Interview

(Squadrons are encouraged to give this information to Cadets)

Who	A two or three-person Interview Board normally comprised of Air Cadet League Squadron Directors and/or SSC Members. A number of Detachment and RCSU(C) personnel will also participate. For PPS and GPS Boards there will be one Cadet Flying Site CIC Officer.
How long	Twelve to fifteen minutes; a little longer for IACE, PPS, & GPS applicants and those Cadets applying for more than one National Course.
Procedure	Interviews must be in person. Unless given other instructions, you will enter facing the Board, wearing headdress, and salute. Wait until you are offered a seat. You may remove your headdress while you are seated with the Board. The members of the Board want you to feel comfortable and relaxed. Try to be so, while maintaining respect and decorum. Be prepared to say some initial words about yourself. You will most likely be asked general knowledge questions about current events, the world situation, geography, Canada and its government, the Provinces, Air Cadets, the Air Cadet League and the Canadian Forces. If you are applying for PPS or GPS, you will be asked about aviation and flight theory. You will also be asked questions to assess your knowledge, interest, motivation and attitude towards the course(s) for which you

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	<p>have applied.</p> <p>When the interview is completed, stand, replace headdress, salute, and smartly depart the room. The Board members may or may not offer to shake hands: let them decide.</p> <p>Some of the points keenly considered by the panel are:</p> <ul style="list-style-type: none"> • Does the Cadet really want this course? • Does the Cadet understand the course and the mental – and physical – commitment required, if selected? • Course graduates have a responsibility to their Squadron to set an example for junior Cadets, and to provide leadership and instruction. Is the Cadet aware of this obligation?
Scoring	After you depart, the Board members will confer and assign marks for: general knowledge, course knowledge, attitude, motivation, ability to express yourself, Squadron contributions, uniform appearance, and bearing.
Subsequently	An Education Board will score your transcript and school progress reports. Also, a Selection Board will review the complete application and the standardized results of the Interview Board marks, and arrive at a total score out of 100, which will determine your position on the Merit List.
Note	Cadets who are selected for courses must continue good attendance and performance at their Squadron, prior to leaving for summer training. COs may recommend that a Cadet's application be withdrawn, if his or her performance deteriorates to the point that they are undeserving of the opportunity.

Sample Interview Board Questions

Board Chairpersons are to ensure that the Cadet candidates are asked questions specific to the course(s) desired. Board Chairs should set up a rotation amongst Board members for asking the assigned questions. Remember only about 20 minutes is allocated per Cadet, followed by discussion among Board members before scoring.

General Questions:

Introduction:

- Let's talk about you. Give us a brief resume of your Air Cadet career and your education/school progress so far.

Canadian Current Events:

- Name and briefly discuss a National current event (in the news within the last 30 days).
- How do you keep up with current events? Why is it important?

Geography:

- Name the largest and the smallest provinces in Canada and the provincial capital for each.
- Name two Canadian provinces and their capitals and one Canadian Territory and its capital.
- Name all the countries in North America.

General and Military Knowledge:

- Name two former Canadian Prime Ministers.
- Name two current female Provincial Premiers.
- What does the acronym NATO stand for?
- Name a Canadian satellite.
- Name two RCAF aircraft types.

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Squadron Activities:

- How did you become interested in the Cadet movement?
- What are your current Squadron responsibilities and on what Squadron teams do you participate?
- Have you entered an Effective Speaking Competition (or Debating Competition)?

Air Cadet League and Sponsors:

- What organization sponsors your Squadron?
- Do you know the Squadron Sponsoring Committee Chairperson's name?
- What is the role of the Air Cadet League in the Air Cadet Program?
- What are the proceeds from the Annual OPC Lottery used for?

Personal Assessment:

- Describe what you consider to be your greatest personal strength and the one weakness you would like to improve?
- What targets have you set for your personal growth or improvement?
- If you had to change something about yourself what would it be?

School:

- In what extra-curricular activities do you participate at school (band, football, etc)?
- On an average evening, how much time do you dedicate to homework?
- What do you use your home computer for? (e.g., games, research, emails)

Career Interests:

- Where are you headed in life?
- What do you plan to do after completing your post-secondary school education (e.g., community college, university, flight school, military college, apprenticeship)?
- Do you see your Air Cadet career ending when you reach your 19th birthday?
- Have you discussed your future career with a Guidance Counselor?

Other Interests:

- Describe your recent volunteering/community service activities and part time employment.
- Do you have any hobbies?
- What community related activities does your Squadron participate in? Cadets Caring for Canada? Squadron Exchanges? Civic Events? Community assistance? And do you participate?

For IACE Candidates:

IACE cadets are going to find themselves becoming Canadian "ambassadors" in their host countries. They will be expected to be knowledgeable in Canadian politics, geography and military affairs. The following questions will test the knowledge the applicant currently has.

- Tell us which country you requested when you applied and the top 2 reasons for your choice.
- Give us three characteristics of your country of choice that differ from what you experience in Canada.
- Who is the current Prime Minister of Canada and what political party does he lead?
- In the Canadian system of government, who is considered to be the Head of State?
- To what 2 military alliances does Canada belong?
- The acronym NAFTA stands for what?
- The acronym ICAO stands for what?
- Name 3 features of the Canadian Parliamentary system of government.
- How many political parties have seats in the current House of Commons? Name 3 of them.
- If you could vote in a Canadian Federal election tomorrow, explain which party you would vote for and give 2 reasons why.
- Canada has land borders on 3 of the world's great oceans. Name those oceans.
- Name two Canadian provinces that do not have a land border with the United States.
- If you were asked to describe Canada to someone from another country that has never visited our country, what are the top 3 things you would talk about?

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For Power Pilot Candidates:

- Would today be a good flying day? Why or why not?
- Explain the terms VFR and VMC.
- The acronym METAR stands for what?
- How does a runway at an airport get its number, for example Runway 18?
- What are the 4 physical aerodynamic forces that act on an aircraft in flight?
- Have you been volunteering/helping out at your nearest cadet flying site?
- How does earning your wings fit with the career and/or life aspirations you talked about earlier?
- The acronym ICAO stands for what?
- What 2 basic pieces of information does an aircraft transponder provide to air traffic control?
- The acronym CAR stands for what?
- The acronym PAPI stands for what? What does the system do for a pilot?

For Glider Pilot Candidates:

- Would today be a good flying day? Why or why not?
- The acronym METAR stands for what?
- How does a runway at an airport get its number, for example Runway 18?
- What are the 4 physical aerodynamic forces that act on an aircraft in flight?
- Have you been volunteering/helping out at your nearest cadet flying site?
- How does earning your wings fit with the career and/or life aspirations you talked about earlier?
- The acronym ICAO stands for what?
- What 2 basic pieces of information does an aircraft transponder provide to air traffic control?
- The acronym CAR stands for what?
- The acronym PAPI stands for what? What does the system do for a pilot?

For Advanced Aviation Technology Course – Airport Operations Candidates:

- What interests you about the field of Airport Operations?
- Which airports have you visited or travelled through? OR, Name three well-known airports.
- What are some of the career opportunities associated with Airport Operations?
- What is a terminal?
- Name three different areas of airport operations you'd be interested in studying.
- How will you apply your newly learned skills on return to the Squadron?
- How do you think military airports differ from civilian airports? What elements are the same?
- What is the difference between an airport and an aerodrome?
- What topics or activities are you looking forward to in this course?
- What is the main purpose of an Air Traffic Controller?
- How would you use your radio licence after completing this course?
- Name the different types of Canadian controlled airspaces, and give examples.
- Name the four divisions of the atmosphere.
- How are the numbers on the runway assigned?
- Name three jobs that exist at an airport.
- Who is responsible for passenger security screening in Canada?
- What does the acronym NORAD stand for? What is its primary role?

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For Advanced Aviation Technology Course – Aircraft Maintenance Candidates:

- Why did you choose this specialty course? Have you had any technical training in school? Elsewhere?
- How will you apply your newly learned skills on return to the Squadron?
- Has your Commanding Officer discussed the training program on this course with you?
- What's the difference between a helicopter and an airplane?
- What does FOD stand for?
- What are the 2 main purposes of oil in an internal combustion engine?
- What instrument uses both the pitot system and static port?
- What is the difference between Aircraft Maintenance and Avionics?
- What are some career opportunities associated with Aircraft Maintenance?
- Name three different types of materials used to build aircraft.
- Name three different CAF aircraft that you would be interested in working on.
- What part of the Aircraft Maintenance course are you most curious about?
- Why do you think an inspection from an AME before a flight is important?

For Advanced Aerospace Course – Advanced Aerospace Candidates:

- Why did you apply for this particular course?
- What do you expect to learn by attending this course?
- What specific aspects of aerospace studies are you most looking forward to learning more about?
- Do you ever read books or magazines or browse the Internet to learn more about aerospace-related issues and activities?
- What group made the decision to remove Pluto from the list of planets and why?
- What is a Planisphere and what is its purpose?
- Identify three (3) Canadian astronauts and discuss the contribution of one (1) astronaut to the Canadian Space Program?
- How many “manned missions” were sent to the moon and when was the first successful landing of a man on the moon?
- Name the two largest aerospace companies that manufacture commercial aircraft.
- Have you ever attended an airshow?
- How does this course relate to any career or personal goals you might have?
- Do you plan to apply for a Glider and/or Power Scholarship in the future?
- If you successfully complete this course, how will your squadron benefit from the skills and knowledge you acquire?