To Whom It May Concern,

I am applying for Glider Pilot Scholarship at the Central Region Gliding School. I have been preparing myself for this scholarship since joining Air Cadets and am enthusiastic for the opportunity to be involved in such an exciting and dynamic program.

For the past four years, I have been a cadet with 585 Rideau Squadron in Toronto. Throughout my time in cadets, I have taken every opportunity to learn and apply those lessons at the Squadron and in my own life. I had the opportunity to take the General Training course, which exposed me to all facets of the cadet program. It was during this course that I discovered what was required to fulfill my dream in pursuing a career in aviation. After I finished General Training, I enrolled in the Flying Scholarship course offered at my squadron as well as the drill team and the flag party.

Outside of cadets, I am a member of my school’s Reach For the Top Executive Committee and the Cross Country team. Being a member of these groups at school and in cadets helped me develop the skills necessary to succeed in achieving my goal in becoming a pilot. I had to manage my time well and help out my fellow cadets and teammates, learning teamwork and communication skills that I believe are crucial for a safe and efficient flying operation.

In the following summers, I continued my aviation studies by attending the Basic and Advanced Aviation courses at TACSTC. I took the knowledge and instructional techniques that my instructors on course used and applied them back at my squadron while teaching younger cadets. If I am awarded this scholarship, I will take my experiences back to my squadron and share the enthusiasm, teamwork and esprit de corps that I have seen from when I have visited the gliding centre. I will also use the skills and knowledge that will be taught to me to continue my advancement to the Power Pilot Scholarship course and to pursue my career in aviation.

Sincerely,

Sergeant Jim Bloggins
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Applications without a narrative that leave the LHQ are considered to be incomplete and may be withdrawn.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.