

Year 9

Guidance For Choosing Your Options



Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Form: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Contents

|  |  |
| --- | --- |
| Page | Title |
| 3 | Introduction |
| 4 | What Subjects Can You Study? |
| 5 | Research Checklist |
| 5 | Thinking Ahead |
| 6 | Choosing Options That Interest You And Motivate You |
| 7 | Check Your Score |
| 8 | Learning Styles |
| 9 | What Type Of Learner Are You? |
| 10 | Subjects And Ability |
| 11 | Explore GCSE |
| 12 | Assessment |
| 13 | Good Information Sources |
| 14 | Choosing An Option |
| 15 | Your Action Plan |
| 16 | Notes |
|  |  |
|  |  |
|  |  |

[](http://www.google.co.uk/imgres?q=gcse+options&um=1&hl=en&biw=1024&bih=571&tbm=isch&tbnid=8FAB2Nt_R2RskM:&imgrefurl=http://www.mydaughter.co.uk/educating-your-daughter/heads-tips/heads-tips-gcse-choices/&docid=KDYiADLObWBUmM&imgurl=http://www.mydaughter.co.uk/mmlib/includes/sendimage.php?path=1035.eb95231d.jpg&mode=fitandcrop&height=210&width=280&w=280&h=210&ei=5n1xT-TDL-m10QWOqajqDw&zoom=1)

Introduction

You’ve reached the next stage of your education journey and it’s time to choose your options for the next two years...

How will you choose what subjects to study?

How will you decide which courses are right for you?

DONT PANIC...Complete some simple quizzes to help you choose well...

* Education and training are vital to your future success. The number of jobs for poorly qualified, unskilled people are shrinking quickly
* Your education and training will continue until you are eighteen, which will help you to gain the knowledge, skills and qualifications you need
* Involve your parents/carers. Help them to understand what you are doing and how they can help you
* Speak to your subject teachers, form tutors or the careers department who can help you

Plan How To Get Help And Support

|  |  |
| --- | --- |
| What is the name of your Careers Lead Teacher in school? |  |
| What is the name of the school Careers Adviser and when/where are they in school? |  |
| Who else can you ask for advice?  When/where can you go to get this help? |  |

What Subjects Can You Study?

|  |  |
| --- | --- |
| Compulsory Subjects  You will have to continue to study:  Maths  English  Science  SMSC  PE | Choices For Year Ten And Year Eleven  You will have to choose: |
| **Possible** Subject Choices that ***may*** be available: | |
| ☯ Art  ☯ Computer Science  ☯ Hospitality & Catering  ☯ Drama  ☯ DT Graphics  ☯ DT Textiles  ☯ Ethics and Philosophy  http://t2.gstatic.com/images?q=tbn:ANd9GcRLjXSEZD3HVA6qCMNFQiogiHlMGQNDsFM6S60qJrj9yrMUvJr6bQ  ☯ French  ☯ Photography  ☯ Physical Education  ☯ Sociology  ☯Creative I-Media | ☯ Geography  ☯ History  ☯ Media Studies  ☯ Music  ☯ Sport Science  ☯ Spanish  ☯ Health and Social Care  ☯ Engineering  ☯ Enterprise& Marketing |

Research Checklist

When you know exactly what your options are you can research those that interest you. Use this checklist to make sure you don’t forget anything

|  |  |  |
| --- | --- | --- |
| To Do  http://fleatickss.com/wp-content/uploads/2012/01/A-Tick.jpg | Done  http://fleatickss.com/wp-content/uploads/2012/01/A-Tick.jpg | Things To Research |
|  |  | Read all the options information school gives you |
|  |  | Check which subjects are compulsory – The ones you have to do |
|  |  | Talk to teachers to see if they think that it is a good idea for you to do their course |
|  |  | Talk to people who are taking the courses that interest you |
|  |  | Talk to your parents/carers and find out which options they think you should do and why |
|  |  | Go with your parents to Options Evening at school |
|  |  | Look up careers which interest you to find out which subjects, qualifications and grades you will need |
|  |  | Find out what Apprenticeships could offer you after Year Eleven – see *www.apprenticeships.org.uk* |
|  |  | Speak to your careers teacher, options co-ordinator or a careers adviser about your option choices and career ideas |

Thinking Ahead

Although you may not have planned what you want to do after Year Eleven, use this checklist to see how your options might help you to get where you want to be...

If you could do anything you want at the end of Year Eleven, you would...

Tick as many as you want

⯎ Study A Levels/vocational qualifications so I can do a higher education course at university

⯎ Study A Levels/vocational qualifications so I can get a job

⯎ Get an Apprenticeship or other form of job *with* training

⯎ Prepare for supported employment and/or independent living

Now think about how the options that interest you might help you to get where you want to be...

|  |  |  |
| --- | --- | --- |
| Option | Lets You Do | Stops You From Doing |
|  |  |  |
|  |  |  |
|  |  |  |

Choosing Options That Interest You And Motivate You

What interests you? What makes you work hard? Try this quiz to find out...

*Tick anything you enjoy doing or that you would enjoy doing...*

**A:**

* Building things
* Being active and working outdoors
* Making and fixing things
* Using tools and machines
* Solving problems

**B:**

* Designing and displaying things
* Being on television
* Writing a book
* Playing in a band
* Doing a makeover

**C:**

* Helping people
* Sorting out arguments
* Showing people what to do
* Looking after people
* Doing voluntary work

**D:**

* Finding out how things work
* Doing experiments
* Researching and testing ideas
* Designing a new computer game
* Doing calculations

**E:**

* Organising parties and other social events
* Buying and selling things
* Running a business
* Entering competitions
* Campaigning for change

**F:**

* Making plans
* Using a computer and calculator
* Arranging things over the phone
* Putting CDs/DVDs into the right order
* Organising your money

Check Your Scores

**How many ticks did you get in each section? Write your scores in below. Most people have more than one interest so check out any scores of three and over...

|  |  |  |
| --- | --- | --- |
| A = | Mostly As:  You seem to like practical work. Look for options where you can use practical skills, do something active and work on different types of projects | Subject ideas:  *Construction and the built environment, Design and technology, Engineering, Food technology, Hair and beauty, Manufacturing, PE, Public services, Sport and active leisure* |
| B = | Mostly Bs:  You sound creative. Look for options where you can express yourself and work on new ideas | Subject Ideas:  *Art, Creative and media, Dance, Drama, Hospitality, Music, Performing arts, Photography, Textiles* |
| C = | Mostly Cs:  You seem to be a social person. Look for options where you can find out more about people and how society works | Subject Ideas:  *Citizenship studies, Geography, Health and social care, History, Languages, EP, Retail, Travel and tourism* |
| D = | Mostly Ds:  It seems you like to investigate things. Look for options where you can use your number and thinking skills to find out more about why things are the way they are | Subject Ideas:  *Biology, Environmental and land-based studies, Chemistry, Geography, History, Maths, Physics, Statistics* |
| E = | Mostly Es:  You sound like an enterprising person. Looks for options where you can use your energy, communication, number and thinking skills to test your ideas about how to improve the world | Subject Ideas:  *Business studies, Citizenship studies, Economics, IT, Languages, Psychology, Retail* |
| F = | Mostly Fs:  Being well organised seems important to you. Look for options where you can use your planning, communication and computing skills to find out more about the systems and structures that keep the world working properly | Subject Ideas:  *Business, Economics, History, Hospitality, ICT, Law, Travel and tourism* |

Learning Styles

Sometimes the way we learn affects what we are good at and what our skills are. Complete the worksheets on learning styles to find out how you learn. Do you notice any patterns between your learning style and the things you are good at inside, and outside, of school?

Look at the following statements and tick your reaction in either the ‘yes’ or ‘no’ column.

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | Yes | No |
| 1 | I learn a lot by listening to teachers and other people |  |  |
| 2 | If I go somewhere I like to have directions explained to me |  |  |
| 3 | I like discussion and learn a lot from others this way |  |  |
| 4 | I have a good memory and don’t need to take notes in lessons |  |  |
| 5 | I easily remember words to songs |  |  |
| 6 | When I have to spell a word I say it in my head |  |  |
| 7 | I understand better when I have drawings or illustrations to help |  |  |
| 8 | If I have a map I can find my way to wherever I need to go |  |  |
| 9 | I’d rather watch someone do something first before trying it myself |  |  |
| 10 | I learn easily from books |  |  |
| 11 | I easily remember scenes from television shows |  |  |
| 12 | When I spell I see the work in my mind |  |  |
| 13 | I learn by ‘having a go’ |  |  |
| 14 | I can easily assemble equipment without instructions |  |  |
| 15 | If I take something apart I can easily put it back together again |  |  |
| 16 | I have good physical co-ordination |  |  |
| 17 | I’d rather play then watch a sport |  |  |
| 18 | When I spell I write the word out |  |  |

Results

If most of your ‘yes’ answers are in the block 1- 6 you are an *auditory learner*

If most of your ‘yes’ answers are in the block 7-12 you are a *visual learner*

If most of your ‘yes’ answers are in the block 13 -18 you are a *kinaesthetic learner*

What Type Of Learner Are You?

|  |  |
| --- | --- |
| Auditory Learners  http://media.tumblr.com/tumblr_l29kvmdiuQ1qbyw4a.jpg | Learn best through listening to the spoken word |
| Visual Learners  http://media.tumblr.com/tumblr_l29kvmdiuQ1qbyw4a.jpg | Learn best through pictures and visual images |
| Kinaesthetic Learners  http://media.tumblr.com/tumblr_l29kvmdiuQ1qbyw4a.jpg | Learn best by physically doing things |

Your score may indicate you’re more than one type of learner. This isn’t unusual – many people have a mix of styles.

If you had very few ‘yes’ responses to one of the styles it does not mean you cannot learn in that way. You might need to try a bit harder and adapt to that learning style in some situations.

For example, in Science, if you are an auditory learner you will have to work out how to help yourself learn from practical experiments. Perhaps it would help you to discuss with others in your group as you work.

Now you know your learning style, when you have to learn something, or revise, think about and try the following:

Auditory Learning:

◊ Reading out loud to yourself ◊ Discuss what it was all about

◊ Record it and play it back

◊ Talk to others at the end of the lesson to go over the important points

Visual Learners:

◊ Watch DVDs ◊ Draw up mind maps

◊ Sketch out new ideas and new information in picture form

Kinaesthetic Learners:

◊ Underline or highlight written notes

◊ Act out or ‘walk through’ instructions

Subjects And Abilities

In column one list the main subjects that you are studying at school and activities/hobbies that you do outside of school where studying is involved e.g. playing the guitar

|  |  |  |
| --- | --- | --- |
| School Subjects | Ability | Like/Dislike |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
| Outside School |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

In column two grade your ability in each subject/activity according to:

1 – I’m very good at this

2 – I’m good at this

3 – I’m ‘all right’ at this

4 – I’m not very good at this

5 – I find this difficult

In the third column indicate your feelings about each subject/activity as follows:

D – I dislike this

L – I quite like this

E – I enjoy this

A – I like this a lot and find it interesting

Do you know what your preferred learning style is? If ‘yes’ is there a link between this and the subjects you have given ticks to? Is there a link between this and the subjects you have given an ‘A’ to? How can this help you with planning your future course/career?

[](http://www.google.co.uk/imgres?q=footsteps&um=1&hl=en&biw=1280&bih=820&tbm=isch&tbnid=gto3BfDRLsFqzM:&imgrefurl=http://hr.gmu.edu/learning/mentor-footsteps.php&docid=nPJBJu1IVJtlBM&imgurl=http://hr.gmu.edu/images/footstep.gif&w=300&h=263&ei=zSFrT4euAcio0AX3xcHHBg&zoom=1)Take The First Steps

Choosing well means thinking hard about:

* What are you like
* How different subjects might help you in the future
* The questions you should ask about the subject you have to do and the options that interest you

Use this activity to help organise your ideas:

Explore GCSE

Choose a subject that interests you from the options that the school offers:

What does this course involve?­­­

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Now use the internet and careers library to find out how this subject could help you in the future

  
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Assessment

Assessment is part of all courses which lead to a qualification. Knowing what to expect and how to approach it can help you choose your options and to get higher grades. You will come across three types of assessment at Key Stage Four:

Controlled Assessment

This includes research and other projects completed in school under exam/supervised conditions e.g. catering

Portfolios Of Evidence

Collecting and presenting evidence that demonstrates your knowledge and skills e.g. art and design

Examinations

Tests which take place at a set time and assess how well you understand a subject e.g. maths

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Look at the options that interest you and fill in the table below:

|  |  |  |  |
| --- | --- | --- | --- |
| Option | Assessment | Suits Me | Don’t Suit Me |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

List four things you can do to organise yourself so that you cope well with controlled assessments and portfolios of evidence:

1.

2.

3.

4.

List three memory aids you find helpful:

1.

2.

3.

List two relaxation techniques that could help you stay calm in an exam:

1.

2.

Finding

Good Information Sources

Good information is the key to choosing well. Do you know where to get good information in school?

1. The Careers Library

2. The Careers section of the school website

3. Careerpilot - an online resource to help generate career ideas and provide information about jobs [www.careerpilot.org.uk](http://www.careerpilot.org.uk)

4. [www.unifrog.org](http://www.unifrog.org) - Careers Library section – see Mrs Henry for your form login

Explore Information Sources

Where and when can you access career information at school?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Who is there to help you?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What careers information in school and on www.direct.gov.uk could you use to help you choose your options?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Choosing An Option

Are you ready to make your own decision? Or are you tempted to follow the crowd? Use these tips to help you decide…

∞ Research all your options before making a decision

∞ Don’t think some classes are only for girls or only for boys

∞ If you have a firm career idea, choose subjects that you need for future opportunities that interest you or for further/higher education

∞ If you don’t have a firm career idea, choose a broad spread of subjects that will give you plenty of choice after Year Eleven

∞ Speak to your family, friends, teachers, form tutors and the careers department to help you decide

Deciding What To Do

Are you ready to start firming up your choices? Use these grids to help you organise your ideas:

|  |  |  |
| --- | --- | --- |
| Options That Interest Me | The Qualifications I Will Get: | What I could Do Post-16 |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Your Action Plan

Use this plan to finalise your option choices:

|  |  |  |  |
| --- | --- | --- | --- |
| WHERE AM I NOW?  (e.g. thinking about my options; speaking to family and teachers; almost ready to choose) | WHO CAN HELP ME AND HOW?  (e.g. parents or carers; teachers; options co-ordinator; careers adviser) | | |
| What Do I Need To Do And When?  (e.g. read my school’s options booklet; look at online prospectuses; talk to my parents/carers, teachers and careers adviser; go to option events; complete and return my options form) | | | |
| Actions | | By What Date | Completed? |
| Checklist  Looked at school’s option information  Been to the option events  Studied the option form  Done my research  Asked people for advice  Made my choices  Returned my option form | | | |

Notes