

S2 - S3 OPTIONS PROCESS



Mr P Cassidy DHT
5th February 2024



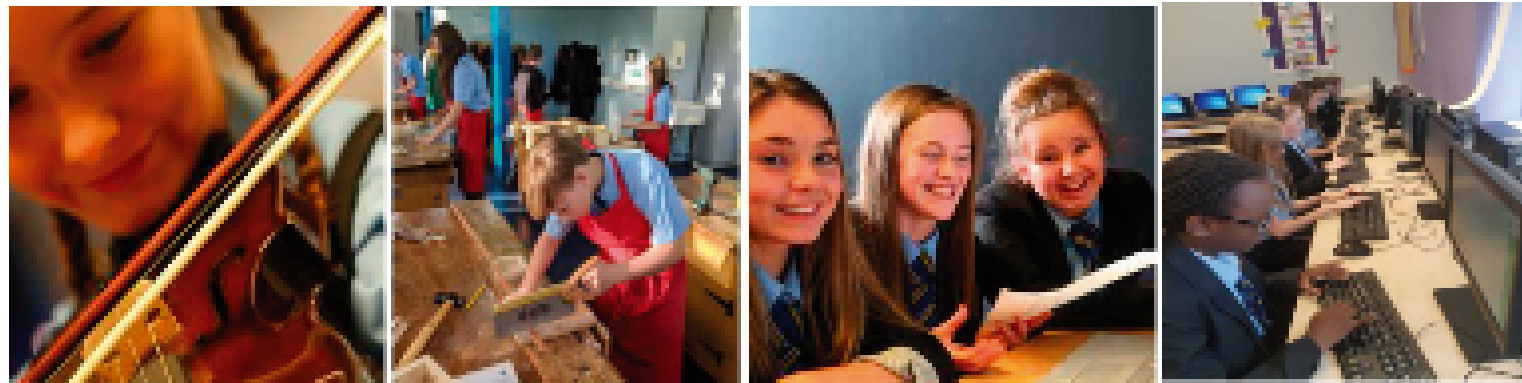
*Let us remember the past with gratitude,
live the present with enthusiasm, and
look to the future with confidence.*

Pope John Paul II

John Paul Academy



Goodness and Knowledge



Love Inclusion Faith Excellence

At John Paul Academy, through service to the common good and recognition of the dignity and voice of each person, we commit to the pursuit of excellence through the development of each person's God-given talents.

Aims of this session:

- Provide more detail and information on the Options process.
- Help our young people and parents / carers make informed decisions together.
- Sign posting to helpful resources and websites.
- Provide more information on the S3 curriculum and John Paul Academy learner pathway.
- Work towards our young people achieving a positive and sustainable positive destination.

The Journey so far...



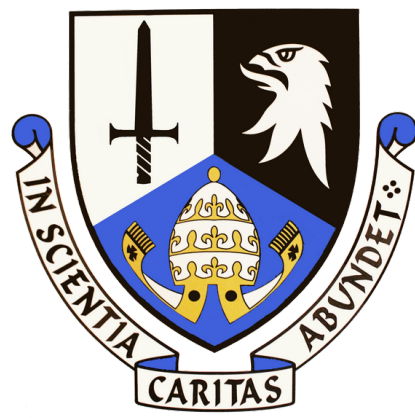
- A broad range of experiences and outcomes from S1 - S2
- Some degree of personalisation and choice in addition to core curriculum eg. expressive arts, technologies.
- Opportunities to experience all subjects across the curriculum.

Option choices



Next steps:

- More personalisation and choice offered to help create a pathway and meet the needs of all learners.
- Option choices and preparation for National Qualifications in the Senior Phase (National 5, Highers etc)



John Paul Academy Learner Pathway



S1 - S3
Broad General Education

S2 INTO S3
Subject Choices

January tracking reports, Classroom teacher feedback at Parents Evening, 1:1 interviews with Careers Adviser, discussion with Pupil Support teacher.

National 5 Qualifications, Higher Qualifications, Vocational opportunities.

SENIOR PHASE (S4 - S6)
National Qualifications

POSITIVE DESTINATION

COLLEGE

UNIVERSITY

EMPLOYMENT

APPRENTICESHIP

Our advice to our pupils and things to consider:

- Making the correct decisions based on your strengths, enjoyment, future careers, entry requirements, opinions of others etc.
- Use your tracking report, research your future, register for My World of Work, discuss with your parents, discuss with your teachers, seek advice from others...



1 **What do I enjoy?**
If you are interested in something, learning more about it can be fun. You are also more likely to do well if you're doing something you love.

2 **How do I like to learn?**
For example you may enjoy languages because you get to talk and listen, or art and design or science subjects because you get to be creative.

3 **What am I good at?**
Think about classes you've done well in, but remember this is also an opportunity to study things you've never done before.

4 **What do other people think?**
Ask people you trust what they think you're good at and could do well in. The answers may surprise you. But remember, in the end you have to make the choices that are right for YOU.

5 **Where could these choices take me?**
You may need to have studied certain subjects to get into a job. Think about what types of jobs might suit you.

The Options Form

PUPIL NAME: CLASS:

NOTES:

- **S3 (BGE):** Pupils will study 9 curriculum subjects English, Mathematics, Spanish, PE + [5 x Choice]
- **PE PATHWAY** All learners will have the opportunity to gain a qualification in PE

COMPULSORY (Periods)	P.E. PATHWAY (C) (3)	CHOICE 1 (D) Science (3)	CHOICE 2 (E) Technology (3)	CHOICE 3 (F) Social Subject (3)	CHOICE 4 (G) Expressive (3)	CHOICE 5 (H) Personal Choice (3)
English (4) (A) Mathematics (5) (B) Spanish (3) Religious Education (2) PSE (1)	PE	Biology Chemistry Physics	Administration & IT Computing Design & Man Graphic Comm Practical Cookery	Business Management History Modern Studies	Art & Design with Photography Music Music Tech Dance Media	Administration & IT Art & Design with Photography Chemistry Business Management Physics Computing Design & Man Modern Studies Music
FIRST CHOICE						
SECOND CHOICE						

PASTORAL CARE TEACHER:

PARENT:.....

DATE:

Some useful resources:

S2 Tracking Reports

BGE Pathways Booklet



JOHN PAUL ACADEMY



BGE PATHWAYS



S2

PERSONALISATION & CHOICE SUBJECT OPTIONS BOOKLET 2024-25

Contents

ART & DESIGN	
BIOLOGY	
BUSINESS EDUCATION – ADMINISTRATION & IT	
BUSINESS EDUCATION – BUSINESS MANAGEMENT	
CHEMISTRY	
COMPUTING SCIENCE	
DESIGN & TECHNOLOGY – GRAPHIC COMMUNICATION	
DESIGN & TECHNOLOGY – DESIGN & MANUFACTURE	
ENGLISH	
HOME EC: PRACTICAL COOKERY	
HISTORY	
MATHEMATICS & NUMERACY	
MEDIA	
MODERN LANGUAGES	
MODERN STUDIES	
MUSIC	
MUSIC TECHNOLOGY	
PHYSICAL EDUCATION	
PHYSICS	
SCIENCES – MAKING THE RIGHT CHOICES	

For example:

BIOLOGY

PURPOSE AND AIMS OF THE S3 BIOLOGY COURSE

The purpose of the Course is to develop learners' interest and enthusiasm for biology in a range of contexts. The skills of scientific inquiry and investigation are developed, throughout the Course, by investigating the applications of biology. This will enable learners to become scientifically literate citizens, able to review the science-based claims which they will meet.



COURSE CONTENT

The Level 3 and Level 4 Biology courses are based on the following units:

Cell Biology What happens inside the tiny cells which make up our bodies, and the all other living things, which help to keep us alive? This unit will include: study of cell structure and function, transport in cells, DNA and protein production, enzymes and their role in cells, genetic engineering, and respiration.

Multi-cellular Organisms How do plants and animals control their systems and behaviour for survival? This unit will include: specialization of cells and tissues, the role of stem cells, and the production of new cells. The unit will then move on to look at controlling the body (role of the brain, nerves and hormones), reproduction, inheritance and transport systems in animals (heart and blood) and plants.

Life on Earth How is all life on the Earth interconnected? What are the current threats to life on earth? This unit will include: factors affecting Biodiversity and distribution of life on Earth, how energy moves in the ecosystem, photosynthesis, sampling and measuring of environmental factors, natural selection and evolution, and the human impact on the environment.

LEARNING & TEACHING METHODS

Learners will experience and participate in a variety of activities such as experiments, investigations, research, presentations and direct teaching that will develop their knowledge of biology and improve skills in problem solving.

SKILLS DEVELOPED

Inquiry and investigative skills: As they experiment and carry out practical scientific investigations and other research to solve problems and challenges, learners: Plan and design scientific investigations and inquiries. Carry out practical activities. Analyse, interpret and evaluate scientific findings. Present scientific findings.

Scientific analytical thinking skills: Learners will develop a range of analytical thinking skills that will prepare learners to recognise the impact Biology makes on their lives, the lives of others, the environment and on society. Learners also develop scientific literacy and numeracy skills to express opinions and make decisions on social, moral, ethical, economic and environmental issues based on evidence.

ASSESSMENT ARRANGEMENTS

All Levels are internally assessed by unit tests.

PROGRESSION PATHWAYS IN S4

On completion of the BGE course at Level 3 or 4 the following progression routes are available:

Level 3 – National 4 Biology

Level 4 – National 5 Biology

CAREERS USING BIOLOGY

Research, Health Care (doctor, nurse midwife, veterinary medicine), Conservation and Environmental management (marine biologist), Forensic Science, Quality Assurance, Education, Biotechnology, Bioinformatics, Genetic Scientist, Beauty Therapist, Physiotherapist, Occupational therapist and many more.



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MUSIC TECHNOLOGY

PURPOSE AND AIMS OF S3 MUSIC TECHNOLOGY COURSE

In Music Technology, we aim to expose you to as many of the areas of the music industry as possible, giving you an in-depth understanding of the technology behind the music production process.



COURSE CONTENT

Music Technology Skills – You will develop skills and techniques relating to the use of music technology hardware and software to capture and manipulate audio. You will explore a range of uses of this technology through practical activities.

Understanding 20th and 21st Century Music – You will develop knowledge and understanding of 20th and 21st century musical styles and genres, and an understanding of related music technology developments.

Music Technology in Context – You will use music technology skills in a range of contexts such as live performance, radio broadcast, composing and/or sound design for film, TV themes, adverts and computer gaming.

SKILLS DEVELOPED

Learners will develop practical technical skills and creative use of music technology in a range of contexts. The course includes some opportunities for personalisation and choice in selecting varied contexts for learning. This makes it suitable for a variety of learners and a range of musical interests.

The course engages the learner through involvement in practical music technology based activities and tasks which are supported by knowledge and understanding of music technology and understanding of musical concepts, form and structures. Learners will develop their ability to express themselves through music, which encourages the development of creativity and independence. While developing original ideas for music and sound, learners will be able to express themselves musically and begin to critically reflect on their learning and the quality of their work.

The course encourages learners to become successful, independent and creative in their use of technologies and to continue to develop the attributes and capabilities of the four capacities, including creativity, flexibility and adaptability, enthusiasm and a willingness to learn, perseverance and resilience, responsibility, reliability, confidence and enterprise.

As well as equipping you with the skills and knowledge to enter the music industry, Music Technology provides you with a range of transferable skills which are valuable to any employer. These include ICT skills, Communication skills Team-working skills, Research/critical thinking skills, Creativity/problem-solving skills, Organisational/time management skills, Commercial awareness

ASSESSMENT ARRANGEMENTS

All pupils will be experience a variety of formative and summative assessment on each of the course elements previously listed.

PROGRESSION PATHWAYS IN S4

On completion of the BGE at Level 3 or 4 the following progression routes are available:

Level 3 – National 4 Music Technology

Level 4 – National 5 Music Technology

CAREERS USING MUSIC TECHNOLOGY

Producer, Recording Engineer, Video Game sound designer, Music Therapist, ADR recordist – film industry, Acoustical Engineer, Dialogue Editor (Film, TV and Video Games), Sound designer (Theatre)



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BUSINESS EDUCATION – ADMINISTRATION & IT

PURPOSE AND AIMS OF THE BUSINESS EDUCATION COURSES IN S3

In S3 learners will continue to cover both Social Studies and Technologies experiences and outcomes started in the S2 Business and IT course. As learners complete the Broad General Education – they will be moving into the Senior Phase. At this point Business Studies subjects are separated into discreet subjects in **Administration & IT** and **Business Management**. In S3 learners may choose either or both subjects.

The Administration and IT course aims to enable learners to develop understanding of administration in the workplace and key legislation affecting employees. To develop an appreciation of good customer care.. To develop IT skills and use them to perform straightforward administrative tasks. To acquire organisational skills in the context of organising and supporting small-scale events.

COURSE CONTENT – ADMINISTRATION & IT

Learners will be working on Level 3 and 4 experiences and outcomes in S3. The course content includes the following topics from the following 2 units;

- **Information Technology in Administration**
- **Administrative Practices**



Information Technology in Administration – learners will develop more complex skills in MS Word, Excel and Access including;

- **MS Word** – learners will be able to prepare business communications; notices, minutes of meetings, letters, forms and how to use software features to present information in a professional manner.
- **MS Excel** – learners will be able to prepare financial information and use formatting functions to display information and how to use a range of formulae to perform calculations.
- **MS Access** – learners will be able to update and edit files, how to use more complex sorting and searching functions and how to prepare forms and reports using features of the software.

Administrative Practices - learners will understand how administrative procedures lead to the efficient running of a successful organisation. This includes covering topics such as;

- **Skills and Duties of Administrators** – understanding the range of skills developed and tasks undertaken by administrative workers.
- **Health & Safety** – understanding the key legislation covering the modern workplace and its impact on employers and employees.
- **Security of People, Property and Information** – understanding the legislation covering the collection, storage and use of information in organisations along with measure that should be taken to comply with legislation such as security systems.

LEARNING AND TEACHING METHODS

Learners will be working on ICT based activities for most lessons with a high degree of independent learning. Resources are shared via the school network and can be accessed from home via Glow. Theory lessons involve a range of methods involving teacher led discussion, pupil investigation/research, MTV practices to encourage critical thinking and problem-solving in learners are also used.

SKILLS DEVELOPED

- skills in using the following IT applications: word processing, spreadsheets, databases, presentations and desktop publishing software
- skills in using technology for electronic communication and investigation in familiar administrative contexts
- skills in organising, processing and communicating simple information in familiar administrative contexts

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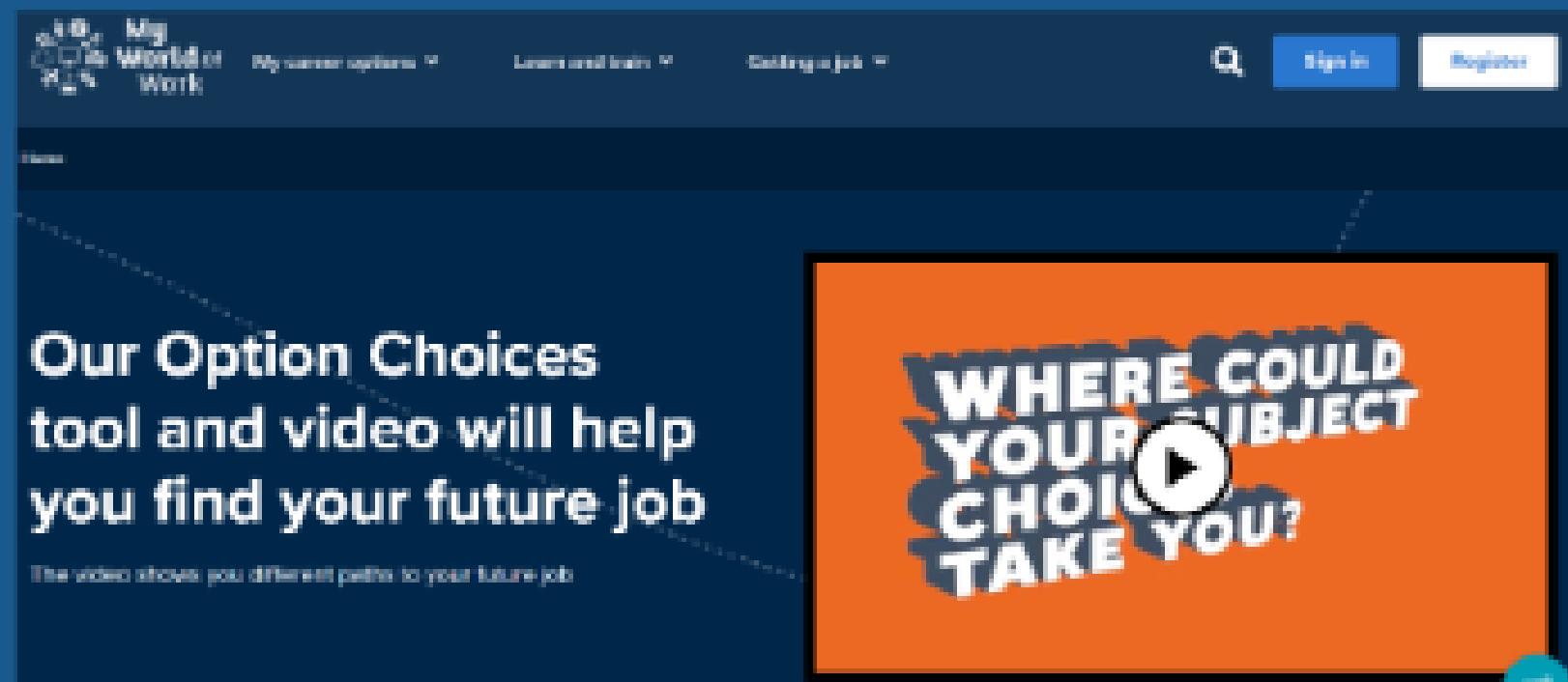
More useful resources:

Skills
Development
Scotland

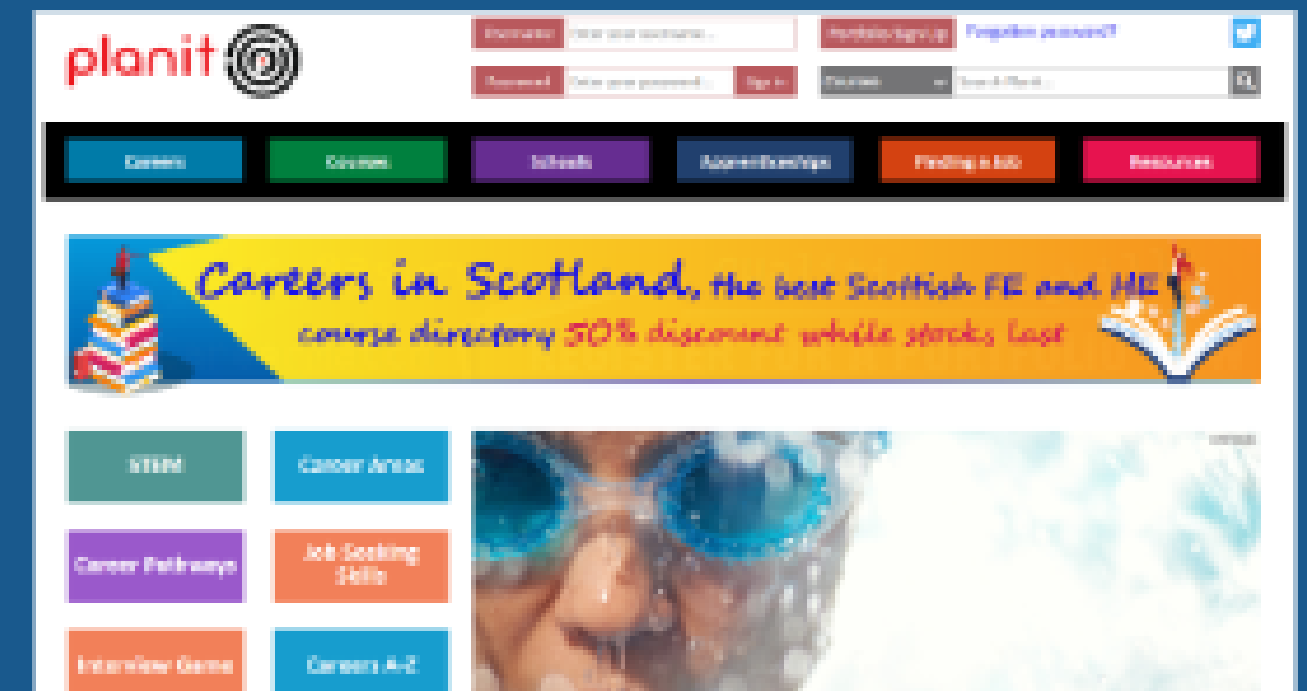
PLEASE SPEAK WITH OUR CAREERS ADVISORS
STEPHEN AND GEORGE WHO WILL BE ABLE
TO HELP AND ASSIST. THEY WILL BE IN THE
ASSEMBLY HALL DURING PARENTS EVENING.

MYWORLDOFWORK.CO.UK/MY-CAREER-OPTIONS

WWW.PLANITPLUS.NET



The screenshot shows the My World of Work website interface. At the top, there are navigation links for 'My career options', 'Learn and train', and 'Getting a job'. A search bar and 'Sign in'/'Register' buttons are also visible. The main content area features a video player with the text 'Our Option Choices tool and video will help you find your future job'. Below this, a smaller video thumbnail is displayed with the text 'WHERE COULD YOUR CHOICE TAKE YOU?' and a play button icon.



The screenshot shows the Planit Plus website. The top navigation bar includes the Planit Plus logo, a search bar, and links for 'Home', 'My account', and 'Forgot password'. Below the navigation bar, there are several menu items: 'Careers', 'Courses', 'Subjects', 'Apprenticeships', 'Finding a job', and 'Resources'. A prominent banner advertises 'Careers in Scotland, the best Scottish FE and HE course directory 50% discount while stocks last'. Below the banner, there are several category buttons: 'STEM', 'Career Areas', 'Career Pathways', 'Job Seeking Skills', 'Interview Games', and 'Careers A-Z'. A large image of a person wearing blue goggles is also visible on the right side of the page.



JOHN PAUL ACADEMY

S2 → S3

SUBJECT CHOICES

PREPARATION

During December and January, S2 PSHE lessons will focus on preparing for option choices.



ONGOING ADVICE

Advice will be offered in the form of 1:1 interviews with Careers Advisers and Pupil Support teachers.



TRACKING REPORT

Tracking reports will be issued at the start of February. This will provide updated information on progress across all subjects ahead of Parents Evening.



PARENTS EVENING

Class teachers will provide specific feedback on progress in each subject at Parents Evening on Monday 5th February.



FINALISED SUBJECT CHOICES

Final option choices will be made, signed by parent and pupil and submitted to Pupil Support by 9th February.



Thank you for listening.

If you have any queries, please do not hesitate to discuss with myself or Pupil Support.

Let us remember the past
with **gratitude**, live the present
with **enthusiasm**, and look
forward to the future
with **confidence**.

– *Pope John Paul II*

