

# $S2 \longrightarrow S3$ *Options Information Session*

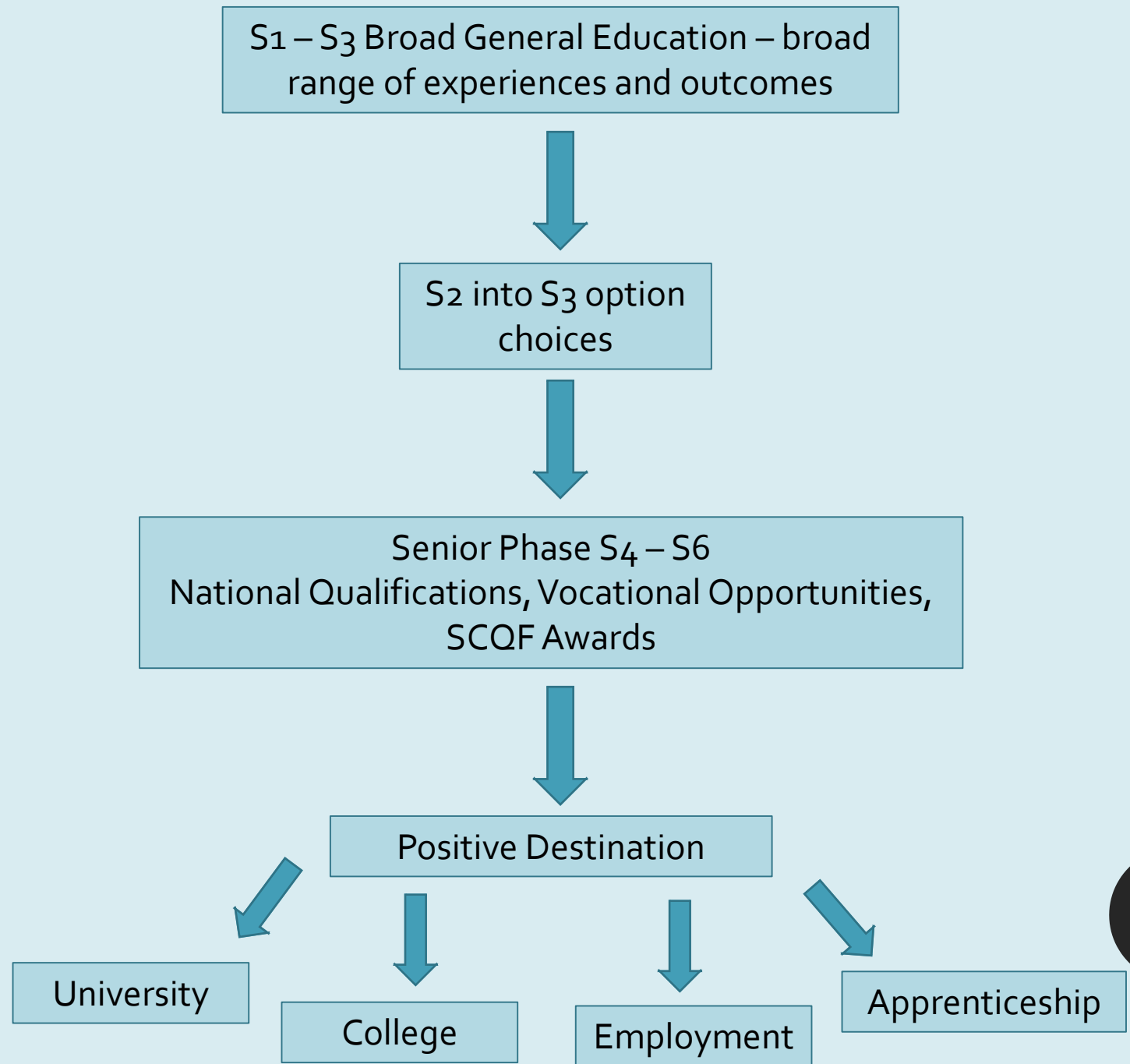
*Mr Cassidy  
Acting Depute Head Teacher  
(S2 / S3)*



# John Paul Academy

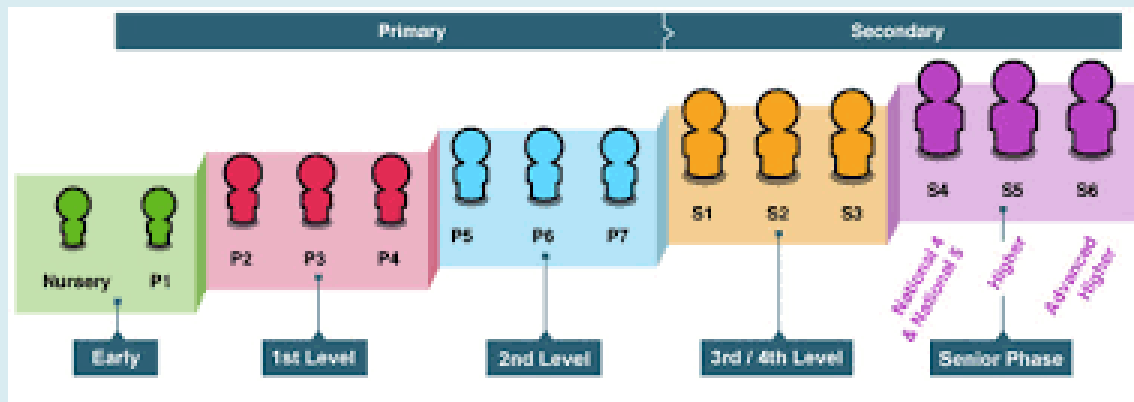
## Learner Pathway

- *S2 – S3 Option choices.*
  - *Discussions take place throughout January and options choices finalised in February.*
  - *Tracking Reports issued 26<sup>th</sup> January and Parents Evening will take place on 6<sup>th</sup> February*
  - *Resources uploaded to S2 Year Group Team including Subject Pathways booklet, options form.*
- 



# Choosing the most relevant subjects

## Things to consider:



### What do I enjoy?

**1** 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.

### How do I like to learn?

**2** 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.

### What am I good at?

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

### What do other people think?

**4** 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.

### Where could these choices take me?

**5** You may need to have studied certain subjects to get into a job. Think about what types of jobs might suit you.

**JOHN PAUL ACADEMY**  
**PERSONALISATION & CHOICE FOR S3 (2023-24)**



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) <b>(A)</b> Mathematics (5) <b>(B)</b> Spanish (3) Religious Education (2) PSE (1)	PE	Biology Chemistry Physics	Administration & IT Computing Design & Man Graphic Comm Health Food & Practical Cookery	Business Management  History  Modern Studies	Art & Design with Photography  Music Music Tech Dance Media	Business Management  Chemistry  Biology  Computing  Design & Man  Modern Studies  Music  Art & Design with Photography  Admin & IT
FIRST CHOICE	PE					
SECOND CHOICE						

PASTORAL CARE TEACHER: ..... PARENT: ..... DATE: .....

## ART & DESIGN

### PURPOSE AND AIMS OF THE S3 ART & DESIGN COURSE

The aims of the Course are to enable learners to: communicate personal thoughts, feelings and ideas through the imaginative use of art and design materials, techniques and/or technology. Develop knowledge and understanding of art and design practice. Plan, develop, produce and present creative art and design work. Develop understanding of the social and cultural influences on artists and designers and their work. Develop problem solving, critical thinking and reflective practice skills.

### COURSE CONTENT

At Level 3 and 4 in S3 learners will study the following themes:

#### Still Life or Portraiture

- Investigative drawing, developing skills of observation and drawing of line and tone.
- Developing a personal theme.
- Developing media handling techniques e.g. paint, oil pastel, print making.
- Using composition and picture making techniques in portraiture or still life.
- Using composition, Jewellery or Graphics

#### Lighting, Costume, Jewellery or Graphics

- Following a design brief to solve a design problem.
- Researching the design market.
- Selecting a theme/ stimulus for design.
- Working through a design process to present a design solution.
- Working through a design process to present a design solution.
- Creative use of materials to create 2D and 3D design work.

### LEARNING AND TEACHING METHODS

There are a variety of approaches used in Art & Design:

- Research tasks
- Active learning through group work, problem solving activities and Making Thinking Visible techniques
- Personal projects
- Creative workshops and experiences e.g. printmaking, ceramics, 3D sculpture and acrylic painting.
- Written responses to artwork and exam questions

### SKILLS DEVELOPED

In Art and Design...

pro...

### GRAPHIC COMMUNICATION

pro...



Problem solving, planning and reflective skills within the creative

tracking, written feedback, report cards and target setting

ing progression routes are available:

igraphy, Jewellery design, Fashion  
n curator, Fine art, Sculpture,



## JOHN PAUL ACADEMY



## BGE PATHWAYS



## S2

# PERSONALISATION & CHOICE SUBJECT OPTIONS BOOKLET 2022-23



## HISTORY

### PURPOSE AND AIMS OF S3 HISTORY COURSE

National/Higher History aims to help pupils understand the political, social and economic forces which have affected individuals and groups throughout the passage of time. The subject offers opportunities for pupils to build their skills and knowledge as they progress through levels. Pupils in History will study a wide range of worldwide events in and their impact on society today. Alongside this knowledge, History provides pupils the skills to interpret these events and develops transferable skills such as making informed decisions, making a History qualification a desirable one in both further education and the job market. In recent years the History department has also organised WW1 Battlefield Tours and has also sent pupils to visit Auschwitz as part of the Holocaust Education Trust scheme. History is offered at all levels and all year groups.

### COURSE CONTENT

#### Scottish Context – Migration and Empire 1830 – 1939.

Pupils will study the period of 1830 – 1939 in which a huge number of immigrants entered Scotland including Irish, Ukrainian, Jewish and Italian settlers. Pupils will not only focus on the reasons for this movement but also the impact of these settlers on Scottish life, most notably that of Irish immigrants whose impact is still evident today for example on our football clubs. Then, pupils will examine Scottish emigration overseas once again focusing on not only the reasons for this but the impact Scots had on their new homelands. Pupils will be developing their source skills, research skills and analytical skills throughout.

#### British Context – The Making of Modern Britain, 1850 - 1951

Pupils will study the time period when Britain underwent a huge amount of change. During this unit pupils will focus on poverty around about the 1900's and the reasons why attitudes changed from 'laissez-faire'. The course also focuses on the Liberal and Labour Reforms, more specifically the impact this had on social reform in Britain. Pupils will be developing their source skills, research skills and analytical skills throughout in an attempt to contextualise the Britain that we live in today.

#### World Context – Free at Last? Race relations in the USA 1918 – 68.

As stated, this unit ties in very closely to an area of previous study. Pupils will examine various aspects of the Civil Rights Movement in America, beginning with immigration to America then focusing on the treatments of black American's under the system of 'Jim Crow' where pupils will look at various groups such as the KKK. The remainder of this unit focuses on the struggle for civil rights by either peaceful or violent means such as the methods of the Black Panther movement. This unit is perfect for pupils to

## 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 20<sup>th</sup> and 21<sup>st</sup> Century Music** – You will develop knowledge and understanding of 20<sup>th</sup> and 21<sup>st</sup> 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.

## 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 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... Resources are shared via the school nets... range of methods involving teacher led... thinking and problem-solving in learners an

### SKILLS DEVELOPED

- skills in using the following IT application
- Desktop publishing software
- skills in using technology for electronic com
- skills in organising, processing and commu

## HEALTH, FOOD AND TEXTILE TECHNOLOGY

### PURPOSE AND AIMS OF THE S3 COURSES

The Health Food and Textile Technology department S3 Broad General Education curriculum offering is set out to offer a wide range of interconnected subjects that gives learners several pathways though to a range of National Qualifications in the senior phase.

All BGE courses work directly into all routes, S1 and S2 core will allow for learners who do not pick Health, Food and Textile Technology to pick up most of the routes in S4 even if they do not take Health, Food and Textile Technology in S3.

### COURSE CONTENT

S3 learners will undertake a course that will enable them to move into the senior phase prepared for each of the senior phase course.

- Skills Building** – Consolidation of Practical Skills. This unit will run throughout the year and will build the practical skill needed to attain a National qualification in Practical Cookery.
- Dietary needs of the individual** – Human nutrition. This unit runs throughout the year and will build knowledge and understanding that will be used primarily to attain a National qualification in Health and Food Technology, but also is setting knowledge and understanding for Hospitality Practical Cookery.
- REHSS** – This will enable the learners to undertake the Elementary Food Hygiene certificate that will be useful in the work of work. This unit will be one of the first to be undertaken with the exam in May
- Fashion and Textiles** – S3 will be given the opportunity attend textile days with future textiles to develop skills, the department will also run an elective from April to June to upskill learners who are interested in continuing on in the department in the Fashion and Textile route.

### LEARNING AND TEACHING METHODS

Learners in Health Food and Textile Technology, will experience a wide range of teaching strategies aimed at stimulating and engaging learners.

- Assessment is For Learning** – self assessment/ peer assessment
- Independent practical activity** – practical
- Cooperative/ Collaborative Learning** – working in groups or pairs
- Active Learning** – use of resources to support learning eg show me boards, highlighters, traffic lights
- Making Thinking Visible** – variety of approaches to stimulate independent thinking: What I think I know...What I know Now / Connect...Sort...Evaluate
- ICT** – Teachers use a variety of ICT to enhance learning: Video and on line resources, as well as learners using ICT for research and development for Food Product Development.

### SKILLS DEVELOPED

Learners at all levels, will develop a wide range of skills

- Practical
- Transferable

### ASSESSMENT ARRANGEMENTS

From March until May in S3, dependent on each individual pupil learning journey units will be attempted and completed at Level 3 and 4 to prepare learners for their progression into the department and the specific courses that they will be successful in for their senior phase course in S4. The S3 prelim exam assessment will consist of a practical skill exam for 2 hour 30mins a 2-course meal for 2 people. There will also be a written content to this exam.





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- Personal projects
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- Written responses to artwork and exam questions

### SKILLS DEVELOPED

In Art and Design learners develop a range of skills; Problem solving, planning and reflective skills within the creative process.

### ASSESSMENT ARRANGEMENTS

Learners will self and peer-assess alongside department tracking, written feedback, report cards and target setting

### 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 Art & Design

Level 4 – National 5 Art & Design

### CAREERS USING ART & DESIGN

Graphic design, Web design, Animation, Filmmaking, Photography, Jewellery design, Fashion design, make up, special effects, textile design, museum curator, Fine art, Sculpture, Architecture, Product design,



# For example:

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BGE PATHWAYS



S2

**PERSONALISATION & CHOICE  
SUBJECT OPTIONS BOOKLET  
2022-23**

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- **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



## DESIGN & TECHNOLOGY – GRAPHIC COMMUNICATION

### PURPOSE AND AIMS OF THE S3 GRAPHIC COMMUNICATION COURSE

The course provides opportunities for learners to gain skills in reading, interpreting and creating graphics. They learn to apply knowledge and understanding of graphic communication standards, protocols and conventions. Our Learners develop:

- skills in graphic communication techniques, including the use of equipment, graphics materials and computer graphics
- the ability to extend and apply knowledge and understanding of graphic communication standards, protocols and conventions
- an understanding of the impact of graphic communication technologies on our environment and society



### COURSE CONTENT

The course develops skills in two main areas.

#### 2D graphic communication

Learners develop creativity and skills within a 2D graphic communication context. They initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts, as well as in some less familiar or new contexts. Learners also develop 2D graphic spatial awareness.

#### 3D and pictorial graphic communication

Learners develop creativity and skills within a 3D and pictorial graphic communication context. They initiate, develop and communicate ideas using graphic techniques in straightforward and familiar contexts, as well as in some less familiar or new contexts. Learners also develop 3D graphic spatial awareness.

### LEARNING AND TEACHING METHODS

Learners will experience and participate in a variety of learning activities such as 3D & 2D CAD work, manual graphics, investigations, research projects and presentations as well as direct teaching that will develop their knowledge of Graphic Communication and improve skills in problem solving. Teachers will use a variety of approaches and cater for a variety of learning styles.

### SKILLS DEVELOPED

The following provides a broad overview of the subject skills, knowledge and understanding developed in the course:

- replicating basic, familiar and some new graphic forms in 2D, 3D and pictorials
- initiating and producing simple preliminary, production and promotional graphics
- spatial awareness in straightforward but unfamiliar 2D, 3D and pictorial graphic situations
- using standard graphic communication equipment, software and materials
- knowledge of graphic communication standards, protocols and conventions
- knowledge of a range of computer-aided graphics techniques and practices
- knowledge of colour, illustration and presentation techniques in familiar and some unfamiliar contexts
- knowledge and understanding of the impact of graphic communication technologies on our environment and society

### ASSESSMENT ARRANGEMENTS

Learners will be assessed in various ways during the year; this includes computer assignments, manual drawing assessments and written assessments.

### 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 Graphic Communication
- Level 4 – National 5 Graphic Communication

# For example:

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BGE PATHWAYS



S2

**PERSONALISATION & CHOICE**  
**SUBJECT OPTIONS BOOKLET**  
**2022-23**

## MUSIC TECHNOLOGY

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### COURSE CONTENT

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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)



# Useful Websites



<https://www.myworldofwork.co.uk>

**My World of Work**

My career options ▾Learn and train ▾Getting a job ▾

Home

## Explore option choices

We've found the results below based on the subjects or Foundation Apprenticeships you picked. Start exploring the jobs and industries that might suit you. You can refine your search, or try entering different subjects to see how your results change. You can choose up to six subjects or Foundation Apprenticeships.

Enter subject title

Biology xDance xEnglish xGraphic Communication xMathematics xMusic Technology x

123456

Show my career choices

Refine your search

### Job profiles

321 results

#### Agricultural consultant

Job category: [Animals, land and environment](#)

Provide technical, business and financial advice and information to farmers, landowners and other agricultural staff.

- Biology
- Mathematics

### Industries

6 results

#### Creative

Do you have big ideas? Put them into practice by becoming a producer, a sound engineer, a designer... your horizons are as broad as your imagination.

#### Tourism

Help build Scotland's international

## Where can your option choices take you?

Thinking about what subjects to take in school? We can help with our Option Choices tool.

## How can the Option Choices tool help you?

Making your option choices is likely to be the first big decision you'll make at school. It might sound scary, but it's exciting too as you're in charge!

Our [Option Choices tool](#) can help you make the decision by exploring where your subjects can take you. You can:

- Choose up to 6 subjects, including Foundation Apprenticeships
- Explore job profiles, industries and Modern Apprenticeships where the subjects you've chosen could be useful
- Refine your search by what you're most interested in
- Bookmark subject combinations, we'll save them in your account
- Use the tool as many times as you'd like to explore different options

You can also try our About Me, Strengths and Skills Explorer tools. The more tools you complete, the better career suggestions we can give.

Need more advice? Have a look at [how to choose your school subjects](#).

## Option Choices tool

Try our Option Choices tool and see where your subjects could be useful.


[Use the Option Choices tool](#)



# Useful Websites



<https://www.focuspoint.org.uk>



The screenshot shows the focuspoint website homepage. At the top is a navigation bar with links: home, National Programme, years, choosing my subjects, college & university, graduate jobs & careers, for parents, for teachers, Journey Planner, Pupil Profile Form, and contact us. Below the navigation bar is a large section titled "why choose what?" with a blue circle containing "S2-3". To the right of this section is a "Login / Register" box with fields for email address and password, and buttons for "register" and "login". Below the "why choose what?" section is a paragraph of text: "So, you've been told to choose the subjects that you're going to take next year and beyond. A tricky decision to make...but an important one. The subjects you choose now will be the ones you carry forward into S4-6. Chances are they're going to shape the route you take after school too." Below the text is a large image of colorful geometric shapes. To the right of the image is a "Choosing your subjects?" section with a heading "Where could they take you?" and a text box for "Find out what graduate jobs match your favourite subjects." Below the text box are two input fields: "e.g. Mathematics" and "e.g. Chemistry", and a "find jobs" button. Below the "Choosing your subjects?" section is a "Have a graduate career or higher education course in mind?" section with a text box for "Find out what subjects you need to choose to get there." and a "find out more" button. At the bottom of the page is a section titled "Top 5 reasons for choosing a subject:" with a list of five reasons: 1. You enjoy it, 2. You're good at it, 3. It suits your interests and career plans, 4. You need it to enter a particular university or college course after school, 5. It helps to give you a balanced spread of subjects.

focuspoint

home National Programme years choosing my subjects college & university graduate jobs & careers for parents for teachers Journey Planner Pupil Profile Form contact us

why choose what?

S2-3

So, you've been told to choose the subjects that you're going to take next year and beyond. A tricky decision to make...but an important one. The subjects you choose now will be the ones you carry forward into S4-6. Chances are they're going to shape the route you take after school too.

Where could they take you?

Find out what graduate jobs match your favourite subjects.

e.g. Mathematics

e.g. Chemistry

find jobs

Have a graduate career or higher education course in mind?

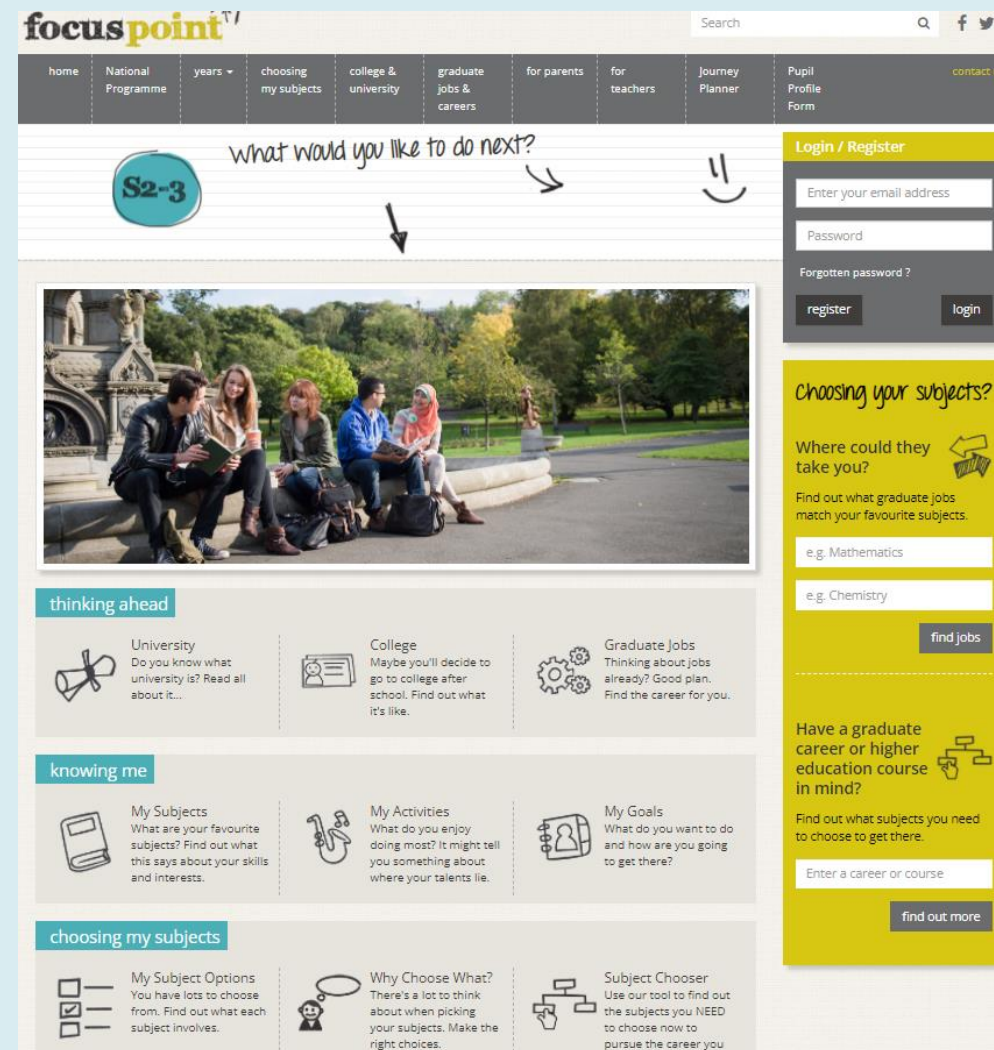
Find out what subjects you need to choose to get there.

Enter a career or course

find out more

Top 5 reasons for choosing a subject:

1. You enjoy it
2. You're good at it
3. It suits your interests and career plans
4. You need it to enter a particular university or college course after school
5. It helps to give you a balanced spread of subjects



The screenshot shows the focuspoint website homepage. At the top is a navigation bar with links: home, National Programme, years, choosing my subjects, college & university, graduate jobs & careers, for parents, for teachers, Journey Planner, Pupil Profile Form, and contact us. Below the navigation bar is a large section titled "what would you like to do next?" with a blue circle containing "S2-3". To the right of this section is a "Login / Register" box with fields for email address and password, and buttons for "register" and "login". Below the "what would you like to do next?" section is a large image of a group of students sitting on a bench in a park. To the right of the image is a "Choosing your subjects?" section with a heading "Where could they take you?" and a text box for "Find out what graduate jobs match your favourite subjects." Below the text box are two input fields: "e.g. Mathematics" and "e.g. Chemistry", and a "find jobs" button. Below the "Choosing your subjects?" section is a "Have a graduate career or higher education course in mind?" section with a text box for "Find out what subjects you need to choose to get there." and a "find out more" button. At the bottom of the page is a section titled "thinking ahead" with three sub-sections: "University" (Do you know what university is? Read all about it...), "College" (Maybe you'll decide to go to college after school. Find out what it's like.), and "Graduate Jobs" (Thinking about jobs already? Good plan. Find the career for you.). Below the "thinking ahead" section is a "knowing me" section with three sub-sections: "My Subjects" (What are your favourite subjects? Find out what this says about your skills and interests.), "My Activities" (What do you enjoy doing most? It might tell you something about where your talents lie.), and "My Goals" (What do you want to do and how are you going to get there?). Below the "knowing me" section is a "choosing my subjects" section with three sub-sections: "My Subject Options" (You have lots to choose from. Find out what each subject involves.), "Why Choose What?" (There's a lot to think about when picking your subjects. Make the right choices.), and "Subject Chooser" (Use our tool to find out the subjects you NEED to choose now to pursue the career you).

focuspoint

home National Programme years choosing my subjects college & university graduate jobs & careers for parents for teachers Journey Planner Pupil Profile Form contact us

what would you like to do next?

S2-3

Where could they take you?

Find out what graduate jobs match your favourite subjects.

e.g. Mathematics

e.g. Chemistry

find jobs

Have a graduate career or higher education course in mind?

Find out what subjects you need to choose to get there.

Enter a career or course

find out more

thinking ahead

University  
Do you know what university is? Read all about it...

College  
Maybe you'll decide to go to college after school. Find out what it's like.

Graduate Jobs  
Thinking about jobs already? Good plan. Find the career for you.

knowing me

My Subjects  
What are your favourite subjects? Find out what this says about your skills and interests.

My Activities  
What do you enjoy doing most? It might tell you something about where your talents lie.

My Goals  
What do you want to do and how are you going to get there?

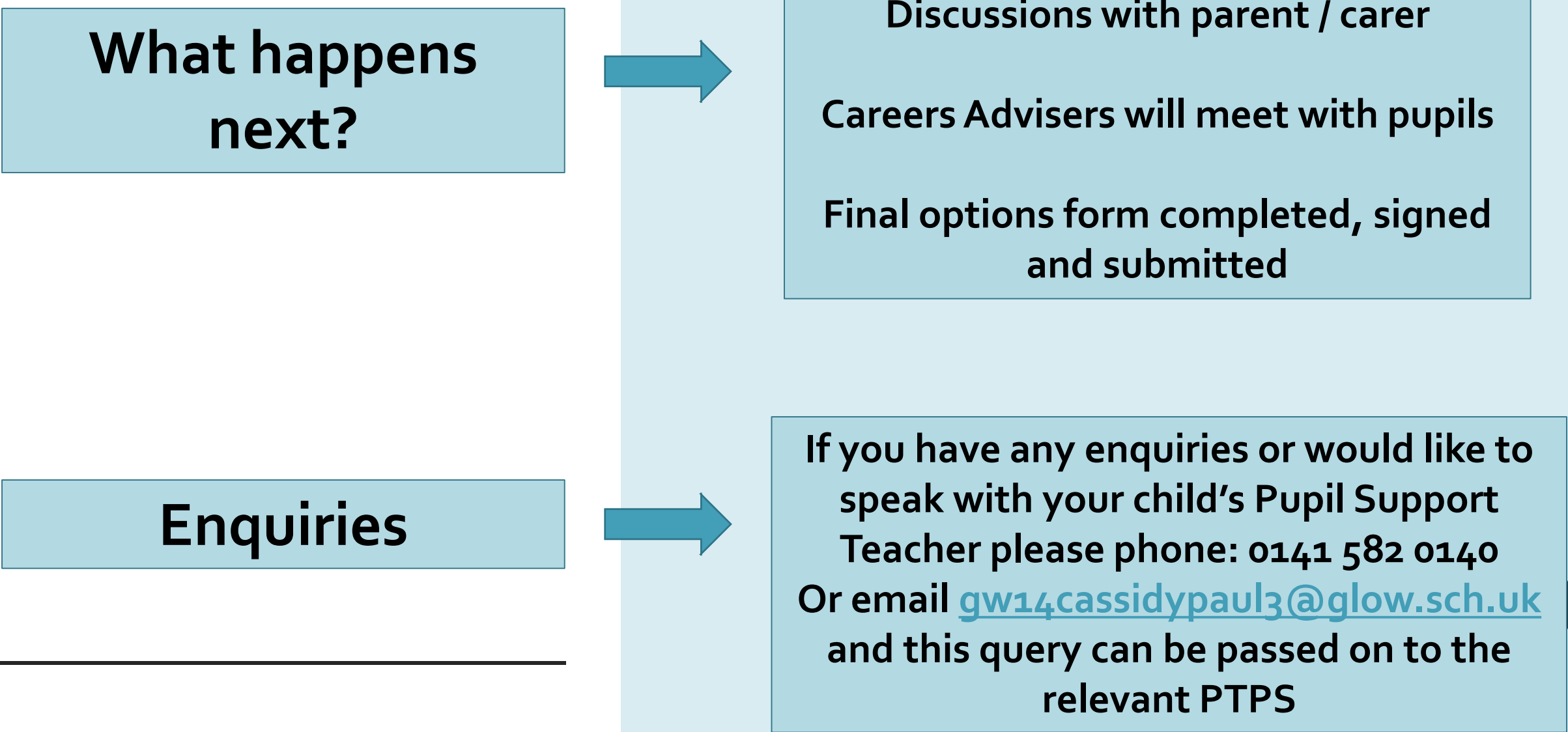
choosing my subjects

My Subject Options  
You have lots to choose from. Find out what each subject involves.

Why Choose What?  
There's a lot to think about when picking your subjects. Make the right choices.

Subject Chooser  
Use our tool to find out the subjects you NEED to choose now to pursue the career you

## What happens next?



```
graph LR; A[What happens next?] --> B[Options interview with Pupil Support  
Discussions with parent / carer  
Careers Advisers will meet with pupils  
Final options form completed, signed and submitted]; C[Enquiries] --> D[If you have any enquiries or would like to speak with your child's Pupil Support Teacher please phone: 0141 582 0140  
Or email gw14cassidypaul3@glow.sch.uk  
and this query can be passed on to the relevant PTPS];
```

Options interview with Pupil Support

Discussions with parent / carer

Careers Advisers will meet with pupils

Final options form completed, signed and submitted

## Enquiries

If you have any enquiries or would like to speak with your child's Pupil Support Teacher please phone: 0141 582 0140  
Or email [gw14cassidypaul3@glow.sch.uk](mailto:gw14cassidypaul3@glow.sch.uk)  
and this query can be passed on to the relevant PTPS