

Year 9 - Option choices

Information for Parents, Carers and Students

What are my options?

What subjects should I choose?

How do I make decisions?



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Options - overview

In year 9 students will start to make some decisions about the subjects they will continue to study in years 10 and 11.

It is not about asking students to plan the rest of their lives, but to start considering what they might want it to look like. For example, some careers will need certain subjects and pathways followed, so we don't want students to close these doors too early.

With thought and planning this shouldn't be the case. In this short presentation there are some impartial resources and web links to help with the process, in addition to what we do in school.



Preparation

- Students at Richard Challoner School have followed a structured programme to help support and advise them on how to make these decisions.
- Classroom session led by Careers Lead Mrs Stansbridge.
- A work booklet has been provided for PSE time to help make these choices.
- Dedicated subject assemblies to inform about what will be learnt and how this might help students in the future.
- Virtual options evening where you can hear from subject areas before submitting the options form.
- Students have access to a online platform called kudos www.cascaid.co.uk which allows them to explore careers based on interests and skills identified. They have access to this throughout the rest of their time here at Richard Challoner.
- There are some other helpful web resources, listed on the careers pages but www.successatschool.co.uk has some good articles linking GCSE subjects to possible future choices.



Option choices - Tips



Choosing options is really important. It is the first chance to start planning ahead for the future. In year 8, students followed a careers unit which should have started to get them thinking ahead.

In year 9 this means making some choices. It's over to students to start planning their future!

Tips and advice-

- Don't bury your head- this is happening!
- Think about how you are in lessons, what are you strongest in, what do you enjoy and where are you getting your best grades.
- Read the options booklet when you get it (properly!) it tells you the topics, amount of coursework/exam and what to expect.
- Ask questions and Don't hand your form in late
- Be confident with your choices- the more you ask, research and find out the better it will be for you.

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Further advice...



Why do we make options choices?

- To streamline choices
- To learn more about certain subjects
- To begin thinking about the future, whether students have a job idea or not can think about skills and experience best suited
- By now students already know some of their strengths and can leave behind subjects they're not so good at

What should students consider when picking options?

- WHAT SUBJECTS THEY ARE GOOD AT
- WHAT THEY ENJOY
- SUBJECT MIGHT NEED FOR A FUTURE JOB
- SUBJECTS THAT KEEP FUTURE CHOICES OPEN
- HOW SUBJECTS ARE ASSESSED

THINGS NOT TO INFLUENCE STUDENTS

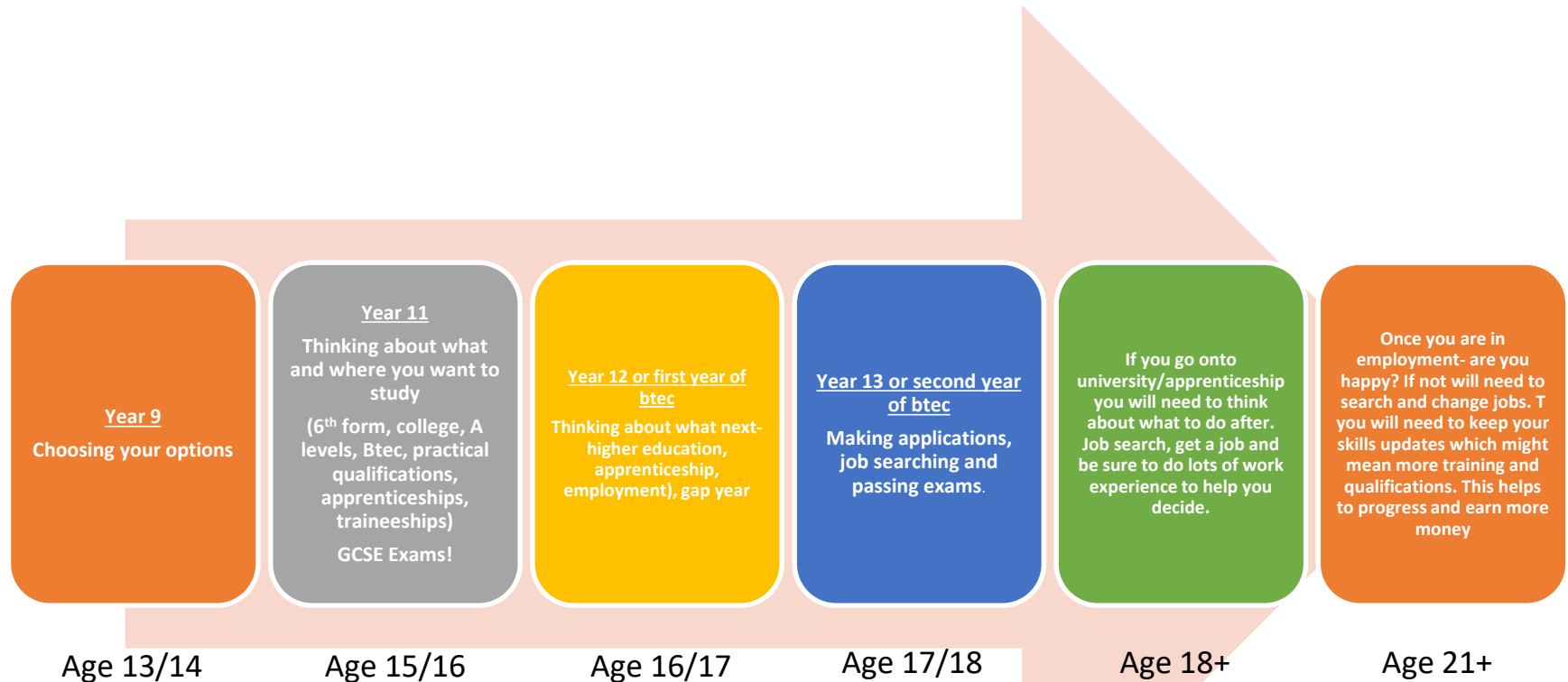
- IF FRIENDS ARE DOING IT
- WHAT TEACHERS THEY MIGHT GET

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Decisions throughout life



Making the right educational choices are important due to a minimum working life of 49 years. Education is the shortest time to get the working life right!

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Case study examples

"As a police officer I need to have skills in verbal communication, team work, IT and record keeping, decision making and sensitivity. I needed good GCSEs in maths and English and three other subjects. I also needed a level 3 qualification, I went to college to do this."



"As a vet, I need to have skills such as verbal communication, patience, customer service, sensitivity and the ability to pay close attention to detail. I needed excellent GCSE results with most being above a grade B (6). I also needed three A levels in science subjects at grade A. This allowed me to go to university to study for my 5-year veterinary medicine degree."

"I am a computer games designer. To get this job I needed five GCSE grades A*-C (9-4) including English and maths. I then went to college to study IT and then eventually onto university to get my degree in computer games development. My employer also asked that I had skills in analytical thinking, problem solving, communication, reasoning and I had to show I could use my initiative."



"I am a bricklayer. I worked hard at school and got good GCSEs in maths and my other subjects, but I got a grade D (3) in English. I went to college for a year to study bricklaying and I resat my English GCSE, which I passed. I then got an apprenticeship with a local building company and was offered a permanent position when I completed my qualification."

"I am a travel representative in Lanzarote. I left school with five GCSEs including, English, maths and Spanish. This really helped me when I was applying for jobs. I went to college and did a level 3 qualification in travel and tourism. I also needed skills in customer service, team work, flexibility and I need to be able to sell and work under pressure."



Further Support?

- Mrs Stansbridge- Careers Advisor
- Tutors
- Year leader
- Class Teachers
- Parents/Family
- Friends
- Books and resources in careers section of library
- Careers office

