

Welcome

S3 into S4 – Personalisation and Choice



School Prayer

God our Father, creator of the world,
you sent your son Jesus to be one of us
and to show us how to live in the way of love.
Inspire us with the Holy Spirit, who lives in our hearts.
St. Joseph, guide our families on the path of life.
Support us by the example of our house patron saints.
Help us to live out our school values
by following your example of love every day of our lives.
St Joseph, pray for us.



Programme

- Kate Faulds – Careers Adviser, Skills Development Scotland
- Joe Kane – Head Teacher



S2 & S3 Option Choices Information Evening

Kate Faulds
Careers Adviser
St Joseph's Academy

The World of Work is changing

Jobs exist today which didn't even exist five years ago, and this will continue to be the case.

What is important is that your young person is able to use their career management skills and find the right career path for them.



Career Management Skills



Meta-skills



Self-management

Focusing

You can maintain interest and concentrate on a task for a period of time, and not be distracted.



Integrity

You are guided by your own principles and values and are considered trustworthy, open and honest by others.



Adapting

You can respond confidently and constructively to new ideas and experiences and unexpected challenges.



Initiative

You are confident in your own abilities and judgement. You can take decisions and have responsibility for your own actions.



Social intelligence

Communicating

You have the ability to openly share information in the best way that helps everyone understand your thoughts and ideas.



Feeling

You can see things from other people's point of view and this helps you understand their feelings and motivations.



Collaborating

You are good at building and maintaining relationships with other people so everyone can work together to achieve shared goals.



Leading

By having a sense of direction and purpose, you can encourage and motivate others to work towards agreed tasks and goals.



Innovation

Curiosity

Being curious is the desire to learn or know something in order to increase your understanding of an opportunity or problem.



Sense-making

You can determine the deeper meaning of what is being expressed and organise information into an understandable form which is easier to use.



Creativity

Using your imagination, you are able to think of new ways of addressing problems and this enables you to visualise solutions.



Critical thinking

You are able to process, analyse and evaluate information to solve complex problems and form an opinion after careful thought.



Support and conversations we have in school

SDS careers advisers might speak to your young person about:



Finding out about their self, strengths and skills



Routes into careers including apprenticeships



Making decisions such as option choices



Building and developing networks



Different types of careers and how to research them



Help with creating CVs



Developing the types of skills that are useful in a job



Making applications and applying for courses

The big five



It's really important when you choose your options that you're making the best decisions for you.

How do I like to learn?



1

Where could these options take me?



2

What subjects do I enjoy?



3

What subjects am I good at?



What do other people think?

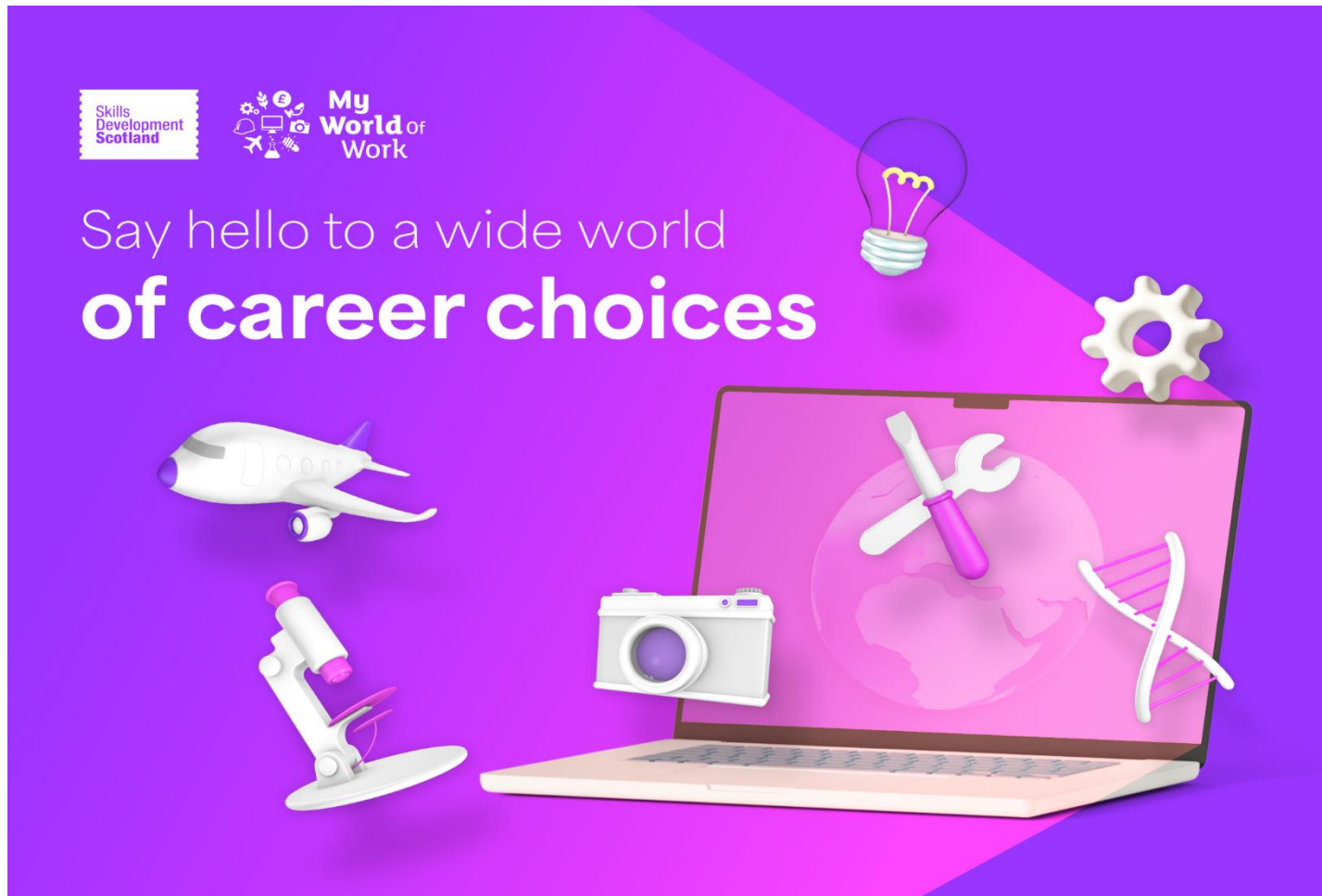


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My World of Work

What's out there?

How to find the right information



Parent & Carer Voice Survey 2024-2025

Feedback on Skills Development Scotland's (SDS) career service:

Parents and carers are key influencers over young people's career ambitions and choices.

SDS work in close partnership with the school to support our young people to make informed career choices and they would value feedback from parents and carers on their services. You can do this by taking part in a short survey.

All responses are confidential and anonymous, and the results will be used to inform SDS services.

The survey should only take about 10 minutes to complete.

Survey link will be available on school app and website.



The research findings are used to....



Inform the **design and improvement** of SDS services for parents as a key influencer of young people's career choices.



Inform the way SDS **communicates** with parents to inform them of service offers.



Increase SDS **understanding of parents' awareness** and understanding of the range of post school pathways and options open to young people.



Develop resources/information to enable parents to support young people in their career choices.

Get in touch!

Kate Faulds
Careers Adviser

In school Monday - Friday

Drop in over interval and
lunch

Contact me on:



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@StJoAcadCareers

Structure of S4-S6 - Qualifications

S4

7 subjects

National 3

National 4

National 5

Wider Achievement

S5

5 subjects

National 4

National 5

Higher

Wider Achievement

S6

Up to 5 subjects

National 5

Higher

Advanced Higher

Wider Achievement



Current S3 Structure

- At least one Modern Language or SfL Tutorial
- Maths
- English
- Core PE, Core PSE, Core RE
- Two Sciences
- Two Technologies
- Two Social Subjects
- Two Arts/Wellbeing



Moving into S4

- Maths
- English
- Core PE, Core PSE, Core RE

Subjects listed above remain Core and compulsory for all pupils



Options – Five from Eleven

- Modern Language(s)
 - Two Sciences
 - Two Technologies
 - Two Social Subjects
 - Two Arts/Wellbeing
-
- Narrowed down to five subjects only



Structure of S4-S6 - Qualifications

S4

7 subjects

National 3

National 4

National 5

Wider Achievement



SCQF3/National 3

- Assessed in school and graded as either a pass or fail
- No examination
- Broadly set at work equivalent to that of late S2 or early S3
- Progression is to National 4



SCQF4/National 4

- Assessed in school and graded as either a pass or fail
- No examination
- Broadly set at work equivalent to that of late late S3 with elements of N5 content
- Progression is to National 5



SCQF5/National 5

- Exams and Coursework tasks combined to give an overall graded award at either A, B, C, D or F
- Examinations, coursework tasks/projects
- Progression is to Higher (if attaining an 'A' or 'B' at National 5)



Learner Pathways

- Some pupils will complete seven National 5 courses
- Some pupils will take a combination of National 4 and National 5 courses
- Some pupils will go to College and study six subjects, often a combination of National 4 and National 5
- Some pupils will study one or two National 3 awards with a combination of National 4 and National 5 in other subject areas



Free Choice Model

- List of subjects
- You select five to take in S4
- School staff then attempt to create a schematic/timetable that allows as many pupils as possible to be placed in their chosen subjects
- The process of timetabling accounts for options from S2-S6
- Can have a direct impact on staff retention and recruitment

Free Choice Model

- Free choice is not the same as a restricted column-based model where pupils need select from a small list of pre-selected subjects in each of five columns
- However, free choice models are still restricted by the realities of timetabling, for example
 - Two of your five chosen subjects only occur once on the timetable and must be timetabled at the same time
 - Lack of uptake creates unviable sections

Free Choice Model

- Are there any restrictions on the choices I can make?

Yes

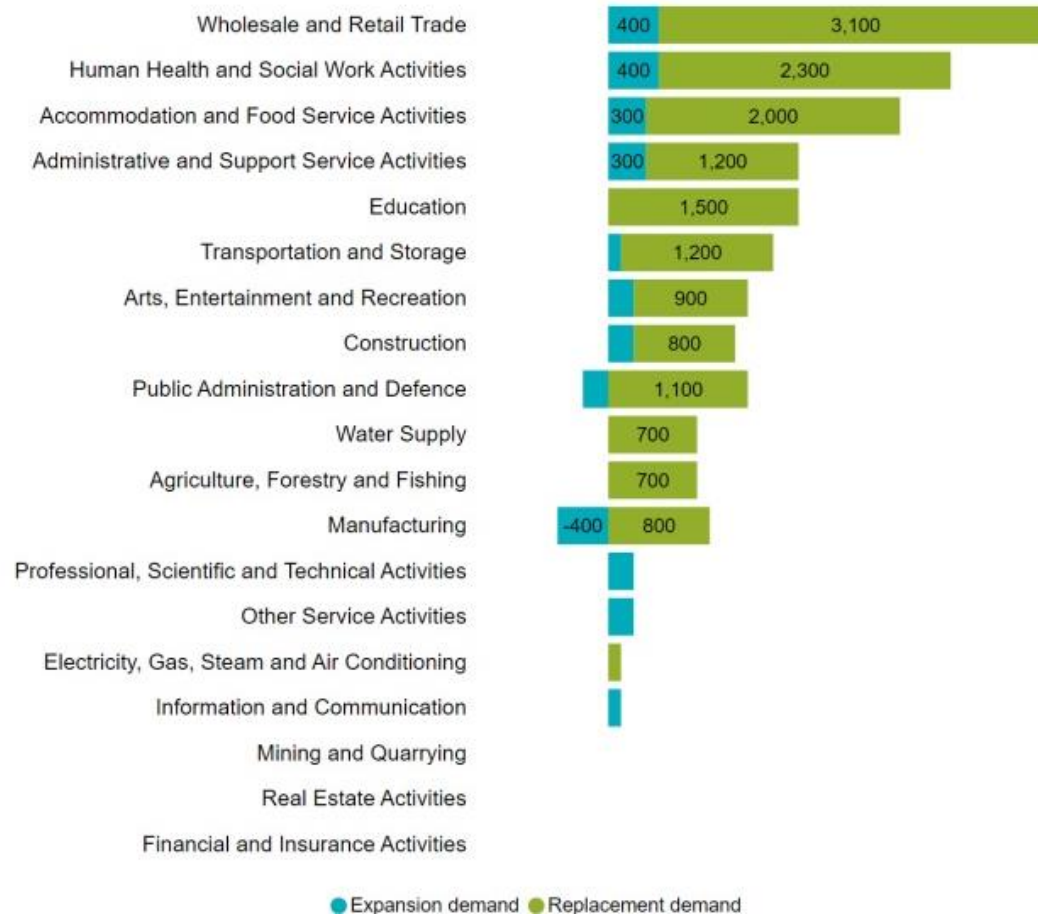
- You cannot elect to take on a subject in S4 that you are not studying in S3
- By extension, this means you cannot take three Science subjects
- Ongoing challenges in the recruitment of a Technical teacher mean we cannot offer Graphics or Practical Woodworking next session*

Subjects on Offer

- Maths and English are compulsory
- Core RE, PSE and PE are also compulsory
- Select five subjects from:

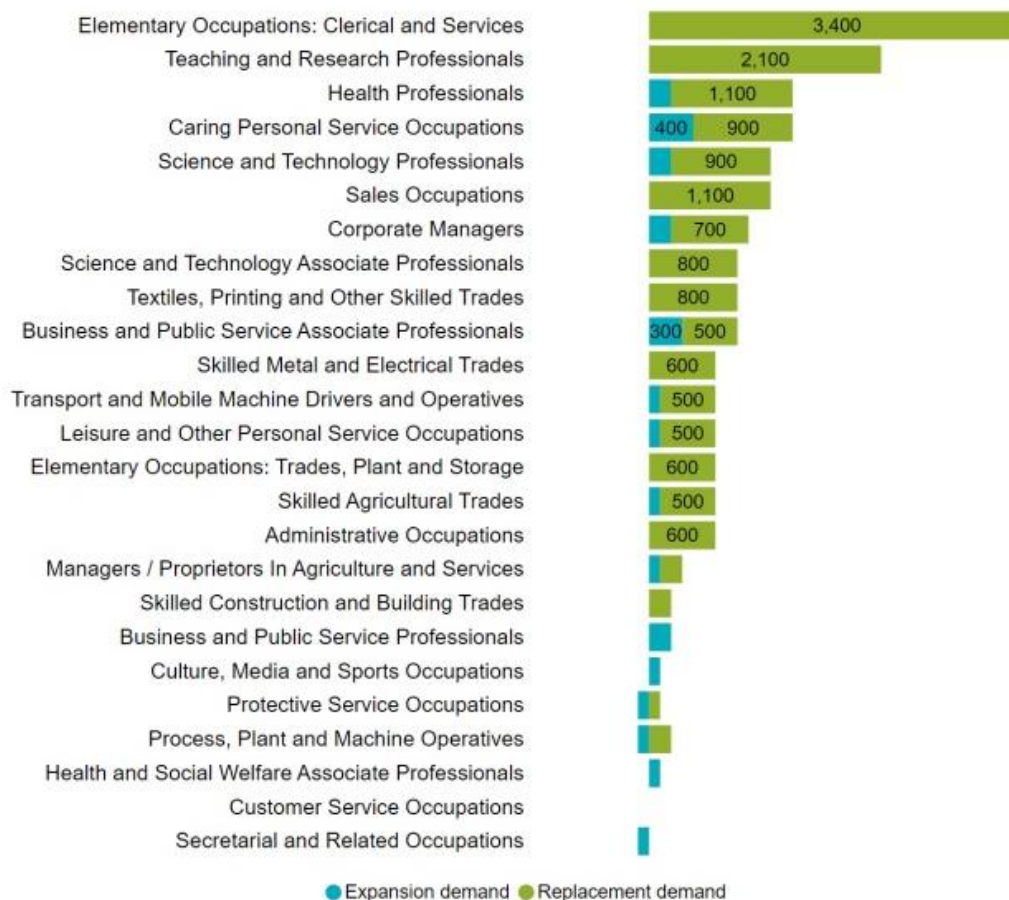
History	PE (Team Sports)	PE (Aesthetics – Dance)	Computing Science	NPA (Football)
Geography	Biology	French	College Course	Art and Design
Modern Studies	Chemistry	Spanish	Travel and Tourism	Drama
Physics	Music Technology	Business Management	German	Music
Health Sector	Creative Industries	RMPS	Sport and Recreation	

Regional Skills Assessment



Regional Skills Assessment

Forecast Total Requirement by Occupation (2024-2027), Ayrshire



Areas of Growth

By Industry

Wholesale and Retail

Human Health and Social Care

Accommodation and Food/Service

Administrative and Support Services

By Occupation

Health Professions

Clerical and Services

Teaching/Research

Care Sector Employment

Progression Statistics – National SQA Data

In the following subjects, progression from a 'C' at N5 to a pass at Higher is **realistic** for **at least 50%** of pupils:

Art and Design 50% attaining a 'C' went on to pass Higher

Modern Studies 56% attaining a 'C' went on to pass Higher

Music 63% attaining a 'C' went on to pass Higher

Music Technology 64% attaining a 'C' went on to pass Higher

PE 57% attaining a 'C' went on to pass Higher

RMPS 50% attaining a 'C' went on to pass Higher



Progression Statistics – National SQA Data

In the following subjects, progression from a 'C' at N5 to a pass at Higher is **less likely** for most pupils:

Application of Maths 46% attaining a 'C' went on to pass Higher

Business Management 46% attaining a 'C' went on to pass Higher

Drama 48% attaining a 'C' went on to pass Higher

History 47% attaining a 'C' went on to pass Higher

Geography 44% attaining a 'C' went on to pass Higher



Progression Statistics – National SQA Data

In the following subjects, progression from a 'C' at N5 to a pass at Higher is **not likely** for most pupils:

Biology 31% attaining a 'C' went on to pass Higher

Chemistry 26% attaining a 'C' went on to pass Higher

Computing 20% attaining a 'C' went on to pass Higher

English 29% attaining a 'C' went on to pass Higher



Progression Statistics – National SQA Data

In the following subjects, progression from a 'C' at N5 to a pass at Higher is **not likely** for most pupils:

ESOL	8% attaining a 'C' went on to pass Higher
French	17% attaining a 'C' went on to pass Higher
Maths	22% attaining a 'C' went on to pass Higher
Physics	38% attaining a 'C' went on to pass Higher
Spanish	23% attaining a 'C' went on to pass Higher



Ayrshire College

School Partnership Programme



Ayrshire College

- Application Process
- Courses at various SCQF levels
- Will miss class delivery on Tuesday and Thursday afternoons
- School has no say in acceptance or otherwise



College Provision – SCQF 4 and 5

- NPA Software Development
- Introduction to the Construction Industry
- Early Education and Childcare
- SVQ1 Performing Engineering Operations***
- Hair and Beauty

College Provision – SCQF 4 and 5

- Mental Health and Wellbeing
- NPA Professional Cookery
- NPA Hospitality
- Automotive Skills
- NPA Sport Fitness
- ESOL – Details TBC

Your Choices

- Consider your own God given skills and talents
- Rely on the support of your family
- Do not base choices on the choices of your friends
- Read your report carefully, and reflect upon the options that give you the best chance of progressing to qualifications, college or employment
- Use My World of Work, Parentzone and Nationals in a Nutshell to help inform your choice



Next Steps

- Time spent with family on My World of Work and reading the guidance issued this evening (accessible on the school website)
- Preparation for your options interview over the next fortnight
- Consider content of school report which will be issued near the end of January

Subjects on Offer

- Maths and English are compulsory
- Core RE, PSE and PE are also compulsory
- Select five subjects from:

History	PE (Team Sports)	PE (Aesthetics – Dance)	Computing Science	NPA (Football)
Geography	Biology	French	College Course	Art and Design
Modern Studies	Chemistry	Spanish	Travel and Tourism	Drama
Physics	Music Technology	Business Management	German	Music
Health Sector	Creative Industries	RMPS	Sport and Recreation	

Common Questions

- Why can we not take three Sciences?
- Do I need to take....?
- Will my son/daughter get their first choice(s)?
- Where can I find out about....?
- Can they change their mind?