Decision Time

Year 10 ➔ Year 11/12

Name: ____________________________  House: ____________________________
### Year 11 & 12 Course Selection for Year 10’s

<table>
<thead>
<tr>
<th>Week 9</th>
<th><strong>Handbook Year 11/12 - how to select your subjects</strong> mailed to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday 5th July 2006</td>
<td><strong>Decision Time Year 11/12 Subject Selection Workbook</strong></td>
</tr>
<tr>
<td></td>
<td>Handed out Period 1 at meeting in the Chapel</td>
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<tr>
<td>Thursday 6th July 2006</td>
<td><strong>Parent Information Evening</strong></td>
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<td></td>
<td>Scotch College Theatre</td>
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<tr>
<td>Week 1, 2, 3 Term 3</td>
<td><strong>Subject Recommendations</strong></td>
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<td>Students seek advice from current subject teachers, House Heads and Careers Adviser about chosen subjects.</td>
</tr>
<tr>
<td>Monday 14 August</td>
<td><strong>Subject selection form and Decision Time Booklet</strong></td>
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<td>returned to Student Services.</td>
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</tbody>
</table>

Twenty years ago, about 40% of all school students went on to post-school study. Now, that percentage is closer to 60%. Today, people without post-school qualifications are less likely to gain long-term full employment.

Post-school study is an option for everyone. Don’t think that just because you like working with your hands rather than your head, post-school study is not for you. There is a wide range of programmes and courses available – something for everyone, offered at universities, TAFE Colleges or private training organisations.

Most Year 12 school leavers will go on to do tertiary education, whether that is at a TAFE college or institute of technology, university or a private training organisation.

Sometimes, the best path may not be the most obvious one. Making the most appropriate choices now with your subject selections should keep your options open to allow for flexibility and a wide range of choices in the future.

### Making Decisions

People choose their career paths for different reasons and in different ways. The process can be stressful because it involves making some important decisions about your life. You want to feel that the decisions you make are good ones. A systematic approach can help you make an informed decision.

People have different styles of making decisions. What’s your style?

- Are you impulsive, leaping into things without considering the alternatives?
- Do you agonise forever over each decision?
- Do you allow others to influence your decisions, eg. family, friends?
- Or do you consider your options carefully and then make a systematic decision?
Seven steps to successful decision-making

The process of making a decision has different steps or stages. Krumboltz & Hamel’s ‘DECIDES’ model (1977) divides the decision-making process into seven steps. When you’re faced with an important decision, using a model like this can give you more control over the decision-making process and often give you more successful results.

Think of the process as a challenge rather than a problem, and you may even enjoy making decisions!

The DECIDES model

1. Define the problem
   Define what your specific problem or issue is and what decision you want to make. Set yourself some appropriate goals for making the decision.

2. Establish an action plan
   Set yourself some actions to take at each step in your decision-making process. Also set dates for when they should be completed.

3. Clarify your values
   Think about what you want from a career and discuss it with your friends and family. Talking to people and listening to their ideas and opinions can broaden your own perspective and help to clarify your thoughts.

4. Identify the alternatives
   Identify and consider alternative jobs and occupations you could do. Do some investigative reading to find out what the alternatives are. Talk to a careers counsellor or ask family and friends to put you in contact with people working in the field. Set up meetings and talk to these contacts.

5. Discover probable outcomes
   Imagine what it would be like to work in a specific job or occupation, and talk it through with someone whose opinion you trust.

6. Eliminate alternatives systematically
   Compare the alternative jobs and occupations, and discard the alternatives that are least appropriate for you. Keep going until you’ve identified the best option.

7. Start the action
   Follow through on your best option. Create an action plan that will lead you towards your career goal.
Career decision-making has four distinct “inputs”.

This diagram shows what these are:

- **Parent “input”**
  - knowledge of teenager
  - attitudes and values
  - goals for your son
  - expectations

- **World of Work “input”**
  - economic conditions
  - changing values
  - technology

- **Teenager “input”**
  - self-knowledge
  - attitudes and values
  - own goals
  - pressures from friends
  - view of the future

- **School “input”**
  - courses
  - subjects
  - qualifications
  - career guidance

Each of these “inputs” will have some effect on the final decision.
What Career Type Are You?

One way to identify your career type is by exploring the following six career categories. It works on the belief that all types of work can be categorised within these six areas, and by selecting the area(s) that is most suited to your personality you are more likely to find career satisfaction.

*Based on John Holland’s Career Theory.*

What Parents Can Do To Help

Your son is the most important person in this process and should be the one who makes the final decision. As parents, you can help by encouraging your son to work through each of a series of steps towards making a decision. Each step involves exploring options. We have set out a series of questions to help you guide your son.
Step 1. Asking Basic Questions
What am I interested in?
What am I good at?
Would I like to work indoors or outdoors?
Would I like to work with my hands?
Would I like to work with a number of people or by myself?
… and other questions to find out about skills and preferences leading to a career interest area.

Your son has already covered some of this in the Year 10 Vocational Education Course (Career Voyage) and this may be a useful reference.

Step 2. Exploring the Career Interest Area
What jobs are available in this career area?
What do these jobs involve?
What do people who work in these jobs say about their work – what do they like? Dislike?
… and other questions to find out more about jobs that appeal.

Step 3. Looking At Specific Jobs In The Career Interest Area
What qualifications are needed for this job?
What period of training (if any) is required?
What are the conditions of work? (place, time, travel, holidays)
How much will I be paid?
What prospects are there for promotion?
… and other questions to find a specific kind of job.

Who Can You Talk To?
The Careers Advisor will be able to give you career advice and advice about the subjects that you select in Years 11 and 12. When you choose your subjects you will need to make sure that your choices match the career choices that you want to make. The Careers Advisor will help you with information related to:

• subjects required for entry to university
• subjects related to careers/occupations
• relevant subjects for post secondary courses at Registered Training Organisations (RTOs), for example TAFE and private providers.

There are other people apart from the Careers Advisor who you can use to assist you to make informed decisions. They could include:

• subject teachers
• parents
• friends
• advisors from TAFE and universities and training providers
• students who are currently studying the subjects you are interested in
• employers or people within an industry or organisation that interests you
• role models or successful people in the career area of your choice.
Choosing Subjects That Suit You

In Years 11 and 12 it is important to choose subjects that:

• enable you to work with your strengths
• challenge you to make the most of your capabilities
• provide you with the pathway to the qualification that you need to pursue your career and ambitions after you leave school
• interest you whilst studying them
• offer a range of study that is manageable (ie think about choosing a balance between theoretical and practical subjects)
• provide you with life and employability skills
• are your choice and not the choices of others.

My Career Goal

_______________________________________________________________________________________________
_______________________________________________________________________________________________
(You may like to refer to Career Voyage if unsure).

Post school courses to achieve this:  Pre-requisite subjects
(University or TAFE)            (if applicable)
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________

Current subjects and results

<table>
<thead>
<tr>
<th>Current Subject</th>
<th>Level</th>
<th>Teacher</th>
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<tbody>
<tr>
<td>Mathematics</td>
<td></td>
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<tr>
<td>English</td>
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<td>SOSE</td>
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<tr>
<td>Science</td>
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<tr>
<td>Optional subjects (Please list)</td>
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</table>
My Starting List for Year 11

Choose six subjects you would like to study next year and give three reasons why each subject is a wise choice. These choices are an initial start to help you decide on your Year 11 course. You will be submitting your actual subject selection early in Term 3.

For each subject, you will need to look up the Year 11/12 Handbook and review the full course details, so you understand what the course involves.

Reasons why this subject is a wise choice for me
On page 11 of the Handbook, check the Grade that is recommended for you to be successful in each subject you have chosen. If you have selected a Mathematics subject in your course, you need to check what Grade you need to achieve in Year 10 Mathematics to undertake that course in Year 11.

*Discuss your course choice with the Career Advisor, your Tute teacher and/or your House Head.*
Now you are going to think about your attitude to your current school subjects, and how well you are doing in them. This is very important to consider when choosing the subjects you will take in Upper School.

In which subjects do you generally do your best work?

__________________________________________  __________________________________________

__________________________________________  __________________________________________

List the reasons why these are the subjects you do best in (think carefully about this):

___________________________________________________________________________________

___________________________________________________________________________________

In which subjects are you doing least well?

__________________________________________  __________________________________________

__________________________________________  __________________________________________

List the reasons why you think you do less well in these subjects (again think carefully about this):

___________________________________________________________________________________

___________________________________________________________________________________

How many hours outside of school time do you spend per week on school work?

Less than 5 hours

5-10 hours

Greater than 10 hours

What type of work do you do?

Set Work    

Revision

Preparation

How many hours per week do you spend on extra curricular activities

Sport

Drama

Dance

Music

Part time work

Others (list)
Proposed Year 11 Subject Selections

Choose six subjects and one reserve subject.

<table>
<thead>
<tr>
<th>Subject 1</th>
<th>Subject 2</th>
<th>Subject 3</th>
<th>Subject 4</th>
<th>Subject 5</th>
<th>Reserve</th>
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If you are happy with your subject selection, please complete the Subject Selection form posted with the 2007 Year 11/12 Handbook – how to select your subjects.
Skills You Need To Get A Job

Employers are often most interested in what they describe as ‘employability skills’ when deciding who to employ and who to promote within their organisations. Employability skills are the generic skills that we need to function in a wide variety of daily life and work tasks. They are not the technical skills required by an occupation but are the skills that allow people to do their jobs well in all circumstances.

Employers consider these ‘employability skills’ and ‘personal attributes’ to be essential to successful workplace performance regardless of where people work or what work they do. Having these skills and attributes will help your teenager in their enjoyment and success in other areas of life.

<table>
<thead>
<tr>
<th>Employability skills</th>
<th>Personal attributes</th>
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<tbody>
<tr>
<td>Teamwork skills</td>
<td>Loyalty</td>
</tr>
<tr>
<td>Problem solving skills</td>
<td>Commitment</td>
</tr>
<tr>
<td>Initiative and enterprise skills</td>
<td>Honesty and integrity</td>
</tr>
<tr>
<td>Planing and organising skills</td>
<td>Enthusiasm</td>
</tr>
<tr>
<td>Self management skills</td>
<td>Reliability</td>
</tr>
<tr>
<td>Learning skills</td>
<td>Personal presentation</td>
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<tr>
<td>Technology skills</td>
<td>Commonsense</td>
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<tr>
<td>Communication skills</td>
<td>Positive self-esteem</td>
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<td></td>
<td>Sense of humour</td>
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<td>Balanced attitude to work and home life</td>
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<td>Ability to deal with pressure</td>
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<td>Motivation</td>
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<td>Adaptability</td>
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<table>
<thead>
<tr>
<th>Top 10 fastest growing occupations 25 years ago!</th>
<th>Top 10 fastest growing occupations today!</th>
<th>Top 10 fastest growing occupations projected for tomorrow (2010)!</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Medical Professionals and Dentists</td>
<td>1. Computing and Information and Communications Technology</td>
<td>1. Project and Programme Administrators</td>
</tr>
<tr>
<td>4. Teachers</td>
<td>4. Marketing and Sales</td>
<td>4. Youth and Disability Workers</td>
</tr>
<tr>
<td>5. Artists, Entertainers and Writers</td>
<td>5. Health, Fitness, Hair &amp; Beauty</td>
<td>5. Financial Dealers and Brokers</td>
</tr>
<tr>
<td>7. Architects and Engineers</td>
<td>7. Electrical &amp; Electronic Trades</td>
<td>7. Finance Advisers</td>
</tr>
<tr>
<td>10. Metal and Electrical Workers</td>
<td>10. Media, the Arts and Printing</td>
<td>10. Chefs / Accountants / Fitness Instructors</td>
</tr>
</tbody>
</table>
For More Information On Courses And Careers

Visit:

Year 10 Information Session on Wednesday 5 July 2006.
Combined Tertiary Expo at PLC, 31 July 2006, 5.00-7.30 pm.
Careers Choices Expo at Burswood Dome 4/5/6 August 2006
Career Counsellors Mr Frusher
Careers Resource Room (next to Mr Williams’ office)
Training Information Centre and Career Information Centre, 166 Murray Street, Perth (2nd Floor).

Check out these Websites

www.myfuture.edu.au
www.futurefinder.com.au
www.getaccess.wa.gov.au
www.jobsearch.gov.au
www.jobguide.dest.gov.au
www.jobjuice.gov.au
www.newapprenticeships.gov.au