

# INTRODUCTION TO EUROQUEST

*"The guide to career selection.  
The foundation to prepare for higher education."*

**Alex Harfieldsson**

Step One Ltd

The EuroQuest programme has been designed to help you to consider future career and course possibilities, and SL or HL level subject combinations which will meet likely subject requirements for higher education. Your responses were scored to produce the principal print-outs, which make up your report.



## Laying Foundations

The EuroQuest careers investigation programme helps you to become aware of a range of potential careers fields which are open to you, and for you to gain a stronger sense of direction in planning your future education or training. This is far better than leaving things to the last possible moment and then making hurried and ill-informed decisions. It should also give added purpose and urgency to your academic work.

Assessing your suitability for future careers involves three essential aspects of your make-up, ie your:

- Interests** - and how these can lead to 'interesting' and soundly based career or educational possibilities.
- Abilities** - and how these support careers or relevant courses.
- Overall Match** - further interests which are needed to support each of your main career interest areas and play a vital role in your career research and awareness.

The purpose of this report is to draw these three strands together as you research possible future career areas and select IB or equivalent subjects which will lay the foundations for potential future careers and courses of higher education.

# B YOUR INTEREST PROFILE

**Your Interest Profile**, shown opposite, is based on your responses to the questionnaire and displays your key **occupational and academic interests** in descending order of importance. If you can base your choices★ upon your stronger interests, you are more likely to gain satisfaction and enjoyment from your education and work.

The Profile represents the **present** state of your interests. Although these may still develop and evolve over the next few years, possibly as a result of periods of work experience or through careers talks or visits, many are still likely to appear high in your Profile even later in your life. Some, however, may disappear depending on your final International Baccalaureate choices.

## Interest Levels

Strong interests can make excellent 'building blocks' for future educational courses and for careers. They may be used individually or in combination with one another and can also provide the driving force for courses of higher education. They should also match your special skills, academic abilities and personal qualities.

Not all strong career interests are realistic or wise as career foundations. Some may be best kept as hobbies or pastimes. Others may be ruled out through lack of adequate ability in essential subjects; or by health factors; because they would not provided your required lifestyle; possibly due to severe competition for jobs/places or also a lack of relevant employment opportunities.

## Overall Match

In addition to your interest in a particular broad careers field, the computer checks your **Overall Match** for it. The interests used to calculate Overall Match are described on the Profile as 'Very High', 'High', 'Moderate' or 'Marginal' depending on how well they support each career field. The Overall Match is calculated by averaging the main interest score for each career area and five relevant supporting interest scores which are known to be important in meeting its main requirements. These appear in the bar graph display, on the top right-hand side of each set of worksheets.

The terms used to describe the levels of Interest and Overall Match, depend on their percentage scores, as follows:

INTEREST LEVEL or OVERALL MATCH	SCORES
'Very High'	90% - 100%
'High'	70% - 89%
'Moderate'	50% - 69%
'Marginal'	30% - 49%
'Low'	10% - 29%
'Very Low'	0% - 9%

Overall Match scores of 70% or above are probably acceptable in supporting most career fields - 80%, 90% and 100% matches are better still. Lower scores need to be looked at carefully, even if the main interest level score is high.

★ **Disclaimer:** The careers listed in this EuroQuest workbook are entirely dependent on the way you completed the questionnaire. The objective was to give you a broad range of career options in alignment with your stronger interests. It is essential that you thoroughly research the nature of any careers that you are drawn to, their entry requirements and the likely demands they would make on you personally and academically - before you make any firm decisions. Your final selection of career path must always be your own responsibility, and neither COA nor Step One can accept responsibility for any of your eventual choices.

## YOUR INTEREST PROFILE

This profile provides an overview of your interests, overall match and of useful subjects which support these. 44 occupational or academic interest areas are listed in descending order of interest. The top seven or so of these (highlighted in blue) have been used in the selection of the career areas for close study in Section C.

CAREER AND POTENTIAL HIGHER EDUCATION COURSE AREAS	INTEREST LEVEL %	OVERALL MATCH %	USEFUL SUBJECTS FOR CAREERS/COURSES ★
Art and Craft <b>I</b>	100 (Very High)	94 (Very High)	A/D.DT
Academic Art	100 (Very High)	90 (Very High)	E.H/HA.A.Lang
History Related	100 (Very High)	89 (High)	H.E.Lang
Geography Related	100 (Very High)	86 (High)	Gg.M.Sci
Politics Related	100 (Very High)	84 (High)	E.H.M.Ec.Most
Graphic Design	100 (Very High)	80 (High)	A/D.DT
Managerial	100 (Very High)	67 (Moderate)	E.M.Ec/BS
Publishing	95 (Very High)	78 (High)	E.H.Ec.Most
Languages Based	85 (High)	94 (Very High) <b>M</b>	E.Lang.H
Journalism/PR	85 (High)	91 (Very High) <b>M</b>	E.H.Most
Teaching/Advisory <b>I</b>	85 (High)	86 (High)	E.M.Most
Commercial <b>I</b>	85 (High)	79 (High)	E.M.Ec/BS.Lang
Information Management	85 (High)	75 (High)	M.Most
Surveying (General)	85 (High)	67 (Moderate)	M.Gg.Ec/BS.TS.DT.A/D
Commercial Art/Antiques	82 (High)	84 (High)	E.HA.A.M.Ec/BS
Landscape Design/Surveying	80 (High)	85 (High)	M.A/D.DT
Hotel/Catering	80 (High)	80 (High)	E.M.Ec/BS
Public Protection and Security	70 (High)	75 (High)	E.M.H.Gg.Most
Structural Design	70 (High)	58 (Moderate)	M.P.TS/DT
Law Related	65 (Moderate)	88 (High)	E.H.M.Most
Commercial Dealing	65 (Moderate)	70 (High)	E.M.Ec/BS
Administrative	65 (Moderate)	65 (Moderate)	E.M.Ec/BS.Most
Theatrical Support	45 (Marginal)	77 (High)	E.Dr.A/D.TS
Financial	45 (Marginal)	73 (High)	E.M.Ec/BS
Agricultural Marketing	40 (Marginal)	55 (Moderate)	M.B
Social Work	35 (Marginal)	75 (High)	E.H.M.RS
Industrial Production	35 (Marginal)	25 (Low)	M.P.Ec.DT.TS
Medical - General	25 (Low)	54 (Moderate)	B/C/Sci.Most
Drama Related	20 (Low)	70 (High)	E.Lit.H.Dr
Computing/IT	20 (Low)	35 (Marginal)	M.P.Co
Building and Construction	15 (Low)	70 (High)	M.P.DT.TS
Agricultural	15 (Low)	60 (Moderate)	B/Sci.Gg.M
Mathematics Based	15 (Low)	51 (Moderate)	M
Medical (Chemistry Based)	15 (Low)	14 (Low)	B.C.M/P
Agricultural Sciences	10 (Low)	6 (Very Low)	B.C.M/P
Music Related	0 (Very Low)	75 (High)	Mu.Most
Sport Based	0 (Very Low)	55 (Moderate)	E.M.B.Sp/PE
Civil and Structural Engineering	0 (Very Low)	44 (Marginal)	M.P.TS/DT
Mechanical Engineering	0 (Very Low)	32 (Marginal)	M.P.TS/DT
Electronic/Electrical Engineering	0 (Very Low)	31 (Marginal)	M.P
Chemistry Based	0 (Very Low)	21 (Low)	C.M.P.B
Chemical Technologies	0 (Very Low)	19 (Low)	C.M.P
Physics Based	0 (Very Low)	17 (Low)	M.P
Biology Based	0 (Very Low)	14 (Low)	B.C.M/P

**I** indicates an area you have already identified as a possible interest

**M** indicates an area lower down your Interest Profile with a strong Overall Match

**Useful Subjects** listed in the final column refer to International Baccalaureate HL, SL or equivalent subjects which may be important for entry to the career areas in question or corresponding degree courses. For a further analysis of your likely Standard and Higher level choices, see Section D - IB Subject Selection.

#### Symbols Used Above:

**A** = Art, **B** = Biology, **BS** = Business Studies, **C** = Chemistry, **CI** = Classics, **Co** = Computing, **D** = Design, **Dr** = Drama/Theatre Arts, **DT** = Design Technology, **E** = English, **Ec** = Economics, **Gg** = Geography, **H** = History Related, **HA** = History of Art, **IT** = Information Technology, **Lang** = Modern languages, **Lit** = Literary subjects, **M** = Mathematics, **Most** = Most subject combinations acceptable, **Mu** = Music, **P** = Physics, **PE** = Physical Education, **RS** = Religious Studies, **Sci** = Sciences, **Sp** = Sport, **ThS** = Theatre Studies, **TS** = Technical Subjects.

★ **Information Technology (IT)** has been mainly omitted but could have been included for most career areas.

# C CAREERS AND COURSES SELECTION WORKSHEETS

From 'Your Interest Profile' on the previous page, the most suitable career areas have been selected for closer investigation. These are illustrated in the bar graph below:

CAREER AND POTENTIAL HE COURSE AREAS		INTEREST BAR GRAPHS						TYPICAL CAREERS
		50	60	70	80	90	100	
Art and Craft	<b>I</b>	[Bar from 50 to 100]						Antique Restoration, Cabinet Making, Printing, Artist/Illustrator
Academic Art		[Bar from 50 to 100]						Art Journalism, Art Critic, Art Book Writer, Curator/Keeper
History Related		[Bar from 50 to 100]						Historical Researcher, Archivist, Genealogist, History Lecturer
Geography Related		[Bar from 50 to 100]						Geographer, Geologist, Surveyor, Cartographer, Meteorologist
Politics Related		[Bar from 50 to 100]						Member of Government, Political Researcher, Diplomat
Graphic Design		[Bar from 50 to 100]						Graphic Designer, Interior Designer, Fashion Designer
Managerial		[Bar from 50 to 100]						Business Management, Personnel Management, Retail Management
Languages Based	<b>M</b>	[Bar from 50 to 85]						Diplomatic Service, Interpreter, Translator, International Marketing
Journalism/PR	<b>M</b>	[Bar from 50 to 85]						Journalism, Advertising Copywriter, Public Relations
Teaching/Advisory	<b>I</b>	[Bar from 50 to 85]						Lecturer, Teacher, Educational Psychologist, Careers Advisory
Commercial	<b>I</b>	[Bar from 50 to 85]						Retail Sales, Advertising Agent, Auctioneer, Tourist Operator

**I** indicates an area you have already identified as a possible interest  
**M** indicates an area lower down your Interest Profile with a strong Overall Match

For each of these interest areas, worksheets have been printed out in Section C of this report, explaining the nature of the careers involved and how your results match up with them. IB Higher Level entry requirements of the careers are discussed and a brief description of each career is given. The Cautionary Notes have been provided to make you aware of any factors which may need to be considered carefully before entering such careers. Only those questions/answers that fail to fully support a particular career are used to initiate these notes, ie when you have answered 'No' to relevant questions.

One of the most important tasks you will have to face is to select suitable IB Higher or equivalent courses which will be suitable for your long-term education and careers needs. At this stage, you appear to be interested in the following subjects. (Interest levels are shown in brackets)

**English (100%)    Geography (100%)    History (100%)    Art (100%)    Art/Craft (100%)**  
**Economics/Business Studies (90%)    Languages (85%)**

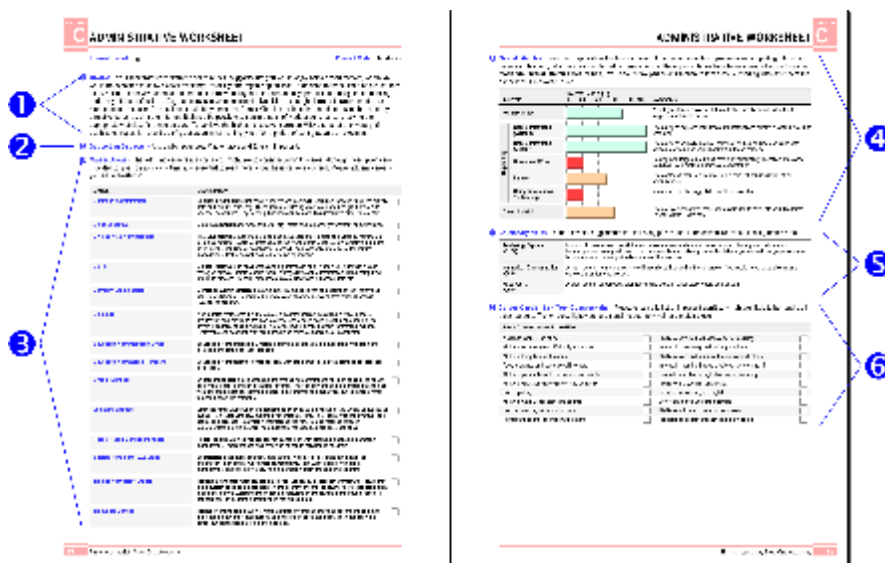
It is important to look at the full range of subjects available at your school and to ensure that you do not reject any subject which would be essential to you for the courses and careers you may eventually wish to follow. Section E has been produced to help you decide the best possible subject combinations which will be available next year.

## Higher Education

It is never too early to start thinking about universities and colleges. EuroQuest provides an ideal foundation for your thinking, preparation and research into higher education. This is by giving you focus and general direction into subject and course selection without being too specific at this stage.

# CAREERS AND COURSES SELECTION WORKSHEETS

The Careers and Courses Selection Worksheets, which follow, provide the basis for your career and higher education exploration. Each worksheet consists of two facing pages and is divided up as follows:



## 1 Review

This discusses general requirements of the careers listed on each of the worksheets. It spells out important International Baccalaureate HL or SL subject requirements and possible higher education pathways and should help you to appreciate that interest alone in a careers field is insufficient without the support of a number of other relevant subjects.

## 2 Supporting Subjects

This summarises important subjects needed for each group of careers. This information also appears in Section D in the IB Subject Selection Chart for all groups considered in the worksheets.

## 3 Career Areas and Brief Descriptions

This is the starting point for your research and investigation. Each of the Careers Selection Worksheets shows a representative list of careers together with their IB requirements. Each career is then briefly described.

## 4 Overall Match

This is intended to provide a broader indication of your suitability for a career or course area, than one based on the main career interest alone. These bar graphs assess the effect of specific supporting interests and skills likely to be important for each careers field. These are shown as percentages and then discussed in terms of its importance for the careers concerned. An average of the main interest and of these supporting interests or skills gives you your own personal **Overall Match** score. The bars follow the same colour coding as traffic lights; ■ green - a high score - go ahead; ■ amber - a moderate score - take care; ■ red - a low score - stop and investigate carefully.

## 5 Cautionary Notes

When any of your answers to the questionnaire raise important issues Cautionary Notes are printed where their significance is explained. These comments refer to the relevant questions to which you answered 'No' in the questionnaire. You should consider these points as you complete the Career Checks - and as you think through the comments in the Overall Match section.

## 6 Relevant Cambridge Profile Aptitude Test Scores

## 7 Career Check

These simple questionnaires provide you with a list of interests, skills and personal qualities which are likely to be needed for the careers listed on each worksheet. Please tick or cross these lightly with a pencil and see whether you feel you are generally suited to any given career area or not. (Again check any negative responses with these from Overall Match and the Look-up Notes.)

## ART AND CRAFT WORKSHEET

Interest Level: Very High **I**

Overall Match: Very High

- 1 Review** - Your very high Art and Craft score of 100% suggests that you enjoy using your practical artistic skills to create or design 'artistic' products. These are mainly careers for those who wish to work in small groups or as individuals in creating uniquely personal products or in art or antique restoration. Nearly all these careers involve working with your hands in creating original works of art. They depend on creating a following of collectors who recognise your artistic flair and the likely future demand for your works. These careers fields give you the opportunity to express and develop your creative powers and to gain eventual public recognition.

You are advised to read widely and discuss your skills carefully with your art teachers and career advisors to find whether you might fit into this very diverse careers field.

- 2 Supporting Subjects** - If you are considering taking a HL or equivalent in art or in a craft subject and wish to use your ability in a future career, you could consider a foundation course at an art college before proceeding to a degree or HND in a specialised area of art/design.
- 3 Career Areas** - The following careers are some you might like to consider within this area. Although descriptions are provided to give you a quick outline, it is essential to read more about these careers yourself. Please tick any careers you are interested in.

CAREER	DESCRIPTION	
Antique Restoration	<b>Antiques Restoration</b> is mainly concerned with the restoration of antique furniture and other antique objects. Craftspersons and cabinet makers with specialist knowledge are employed to renovate articles to look as authentic for their period and attractive to buyers as possible.	<input type="checkbox"/>
Art Restorer	<b>Art Restoration</b> involves the repair and renovation of damaged works of art. It requires a scientific knowledge of materials used in the past, the processes of their deterioration and of modern materials which will be compatible with the originals. Chemists can specialise in this field - usually by means of post-graduate courses.	<input type="checkbox"/>
Art Therapist	<b>Art Therapists</b> use a variety of artistic skills and media to encourage clients who may be experiencing physical, mental or emotional problems, to express their feelings and communicate ideas.	<input type="checkbox"/>
Artist	<b>Artists</b> use a range of techniques - painting, drawing, sculpture, photography, and printmaking - to create works of art for exhibition and sale.	<input type="checkbox"/>
Cabinet Maker	<b>Cabinet Makers</b> make fine furniture using modern as well as traditional production methods. Their work is of a very high quality of construction and assembly - usually employing high grade materials.	<input type="checkbox"/>
Ceramics and Glass Design and Production	<b>Ceramics and Glass</b> graduates can produce decorative objects using these materials either as freelance/studio based artists or within larger well established industries.	<input type="checkbox"/>
Craft-Based Design	<b>Craft-based Designers</b> create ceramics, china, glass, pottery, silver artefacts and other objects.	<input type="checkbox"/>
Goldsmith/Silversmith	<b>Goldsmiths and Silversmiths</b> design and produce a whole range of jewellery and of other items - eg gold commemorative plates and medallions, or silver spoons, cutlery, drinking cups, candlesticks etc. Courses can vary from degree to a range of vocational qualifications. Some of these could be correspondence courses, whilst others are full-time.	<input type="checkbox"/>
Jewellery Designer	<b>Jewellery designers</b> design and produce a wide variety of jewellery, some hand-made, and some mass-produced. They include traditional pieces using precious metals and gems, or cheaper costume jewellery using synthetic stones and less precious metals, and also fashion accessories made from other materials.	<input type="checkbox"/>
Modelmaker	<b>Modelmakers</b> produce scale models for architects, planners, interior designers, film set and product designers.	<input type="checkbox"/>
Museum/Art Conserver/Restorer	<b>Museum/Art Conservators</b> work within their organisations where they attempt to arrest the deterioration of artefacts from the past, while <b>Restorers</b> seek to return them to their original appearance.	<input type="checkbox"/>
Photography, Film, Video Work	<b>Photography, Film and Video Work</b> combines artistic talent with many other technical skills needed in composing pictures or films.	<input type="checkbox"/>
Printing	<b>Printers</b> produce such essential items as newspapers, magazines, catalogues, sales brochures, books, timetables, order forms - and even print on metal or plastic containers, flooring materials and fabrics. Management careers cover all aspects of the print industry.	<input type="checkbox"/>
Sculptor	An artist who carves images in solid materials, usually in stone or wood.	<input type="checkbox"/>

## ART AND CRAFT WORKSHEET

- ④ **Overall Match** - These bar graphs show the Interest Level of this career area, plus relevant supporting interests for careers in this field. These percentages have been averaged to produce your **very high Overall Match score of 94%**.

Interests	Interest Levels (%)						Comments	
	0	20	40	60	80	100		
<b>Art and Craft</b>							Your very high interest score for Art and Craft has been added to the five supporting interests below.	
<b>Supporting</b>	<b>Graphic Art</b>							Graphic Art is inevitably linked with these courses. It is important to develop your design skills for all areas of art.
	<b>Academic Art</b>							History of art provides a background understanding of the development of art over time.
	<b>Manual Activity Interest</b>							Most art and craft courses involve sustained physical and manual work.
	<b>Draftsmanship</b>							In most courses, time would be spent in designing products on a drawing board or computer system.
	<b>Practical/Mechan.</b>							Practical mechanical skills are important. Do you enjoy dealing with technical and practical mechanical problems?
<b>Overall Match</b>							The six interests above have been averaged to calculate your Very High Overall Match Score of 94.	

- ⑤ **Cautionary Notes** - Your questionnaire answers revealed no negative points that need looking into when considering these careers.

- ⑥ **Relevant Cambridge Profile Aptitude Test Scores** -

Test	Percentile					
	0	20	40	60	80	100
<b>Abstract Reasoning</b>						
<b>Arithmetic Calculation</b>						

Test	Percentile					
	0	20	40	60	80	100
<b>Spatial Reasoning</b>						

- ⑦ **Career Check - Self Test Questionnaire** - Please check this list of important qualities which are likely to be required in these careers. Tick or cross lightly using a pencil to see how well you match these.

FOR ART AND CRAFT CAREERS			
Enthusiasm for art and craft work	<input type="checkbox"/>	Practical and mechanical nature	<input type="checkbox"/>
Ability to draw, sketch and design	<input type="checkbox"/>	Enjoyment in using your hands continuously	<input type="checkbox"/>
Artistic imagination and creativity	<input type="checkbox"/>	Interest in the work of other artists and their methods	<input type="checkbox"/>
Ability to think of artistic objects in three dimensions	<input type="checkbox"/>	Wish to continue studying art at college	<input type="checkbox"/>
Enjoyment in shaping artistic objects	<input type="checkbox"/>	Physical endurance (art is hard work)	<input type="checkbox"/>
Good eyesight for detail and colour	<input type="checkbox"/>	Interest to read and write about art	<input type="checkbox"/>
Memory for artistic detail	<input type="checkbox"/>	Desire to solve technical problems in art/craft	<input type="checkbox"/>
Ability to take advice and criticism	<input type="checkbox"/>	Interest in the applications of science & technology in art	<input type="checkbox"/>
Interest in other people's tastes and needs	<input type="checkbox"/>	An analytical mind	<input type="checkbox"/>
Ability to think on both small and large scales	<input type="checkbox"/>	Ability to recognise the styles of individual artists	<input type="checkbox"/>

Abbreviations Used:

① - You have already expressed an existing interest

## ACADEMIC ART WORKSHEET

Interest Level: Very High

Overall Match: Very High

- ① **Review** - Your high score of 100% suggests that you have a very strongly developed appreciation of art and art history. Opportunities are strictly limited and competition is intense for curators/keepers in large municipal or national art galleries or museums. Excellent degree course and post-graduate qualifications are usually essential. These are not necessarily in an art history degree course, but could equally be based on an arts/humanities first degree, followed by an MA or DPhil qualification, eg from Harvard in the USA, the Courtauld Institute of Art in the UK or any other highly reputable university. Similar qualifications from top Dutch, French or Italian universities may be acceptable. Access to the other careers fields listed here are far less demanding than for major art galleries/museums.
- ② **Supporting Subjects** - HL or equivalent subjects in art/art history could be helpful but other arts or science subjects could be equally acceptable for entry to a relevant degree course. If you are serious enough to consider history of art as a possible degree course, strong literary powers, expressed in such subjects as languages or history, would prove to be a major asset. Direct entry with HL/equivalent subjects or at a lower level is also possible in some cases.
- ③ **Career Areas** - The following careers are some you might like to consider within this area. Although descriptions are provided to give you a quick outline, it is essential to read more about these careers yourself. Please tick any careers you are interested in.

CAREER	DESCRIPTION	
Art Book Publishing	<b>Book Publishing</b> in the art world requires both knowledge of the art involved and commercial flair to estimate the likely public demand for particular publications. Demand for such books has expanded - but job openings are few within a rather limited range of publishing companies.	<input type="checkbox"/>
Art Book Writer	<b>Art Book Writers</b> write about particular artists, styles of art or periods, which are usually illustrated with suitable photographs of paintings, drawings and artists.	<input type="checkbox"/>
Art Critic	<b>Art Critics</b> are journalists who visit art exhibitions and competitions, expressing personal opinions of the significance of the works of artists and publishing their views in the media.	<input type="checkbox"/>
Art Exhibition Work	<b>Art Exhibition Work</b> involves the expert display of art and the planning of suitable lighting, background and spacing, to present the exhibits in an informative and attractive way. Specialists design and construct exhibition stands for museums, public art galleries, commercial art galleries, and for use in commercial art exhibitions.	<input type="checkbox"/>
Art Gallery/Museum Assistant	<b>Art Gallery/Museum Assistants</b> work with and for Curators and Keepers in Museums and Art Galleries, on all aspects of the display, storage and administration of their collections.	<input type="checkbox"/>
Art History Teacher/Lecturer	<b>Art History Teachers/Lecturers</b> have come into much greater demand in recent years as courses in this subject have been in increasing demand. Most are graduates in History of Art or similar courses.	<input type="checkbox"/>
Art Journalism	<b>Art Journalists</b> keep the public informed about the world of art, artists, events such as exhibitions, sales and contemporary opinion. They visit exhibitions of all kinds and write articles which are later published in magazines and newspapers.	<input type="checkbox"/>
Curator/Keeper (Mus/Art Gall)	<b>Curators and Keepers in Museums and Art Galleries</b> look after the display and storage of art collections. They are the managers and administrators, with responsibility for acquiring new works of art, managing budgets and controlling staff. Most are graduates or post-graduates with relevant degrees.	<input type="checkbox"/>

## ACADEMIC ART WORKSHEET

- 4 **Overall Match** - These bar graphs show the Interest Level of this career area, plus relevant supporting interests for careers in this field. These percentages have been averaged to produce your **very high Overall Match score of 90%**.

Interests	Interest Levels (%)						Comments	
	0	20	40	60	80	100		
<b>Academic Art</b>							Your very high interest score for Academic Art has been added to the five supporting interests below.	
<b>Supporting</b>	<b>Literary</b>							These careers are literary in nature and will call for excellent essay writing, reading and interpretation.
	<b>Administrative</b>							You should be good at organising, planning your work and handling paperwork efficiently.
	<b>Verbal Communication</b>							The ability to express your thoughts in words and to explain your ideas clearly would be important.
	<b>Written Communication</b>							To communicate efficiently in writing and to keep others informed would be essential.
	<b>History</b>							To understand art within its historical, social, cultural, political and literary contexts would be important.
<b>Overall Match</b>							The six interests above have been averaged to calculate your Very High Overall Match Score of 90.	

- 5 **Cautionary Notes** - Your questionnaire answers revealed no negative points that need looking into when considering these careers.

- 6 **Relevant Cambridge Profile Aptitude Test Scores** -

Test	Percentile					
	0	20	40	60	80	100
<b>Abstract Reasoning</b>						
<b>Verbal Reasoning</b>						
<b>Verbal Reasoning (French)</b>						
<b>Spatial Reasoning</b>						

- 7 **Career Check - Self Test Questionnaire** - Please check this list of important qualities which are likely to be required in these careers. Tick or cross lightly using a pencil to see how well you match these.

FOR ACADEMIC ART CAREERS			
A keen interest in art history	<input type="checkbox"/>	An interest in history generally	<input type="checkbox"/>
Artistic awareness and curiosity	<input type="checkbox"/>	Interest in reading about art and artists	<input type="checkbox"/>
Ability to express your thoughts in essays	<input type="checkbox"/>	An orderly mind	<input type="checkbox"/>
Ability to recognise the individual styles of artists	<input type="checkbox"/>	Interest in visiting art galleries and exhibitions	<input type="checkbox"/>
Memory for artistic detail	<input type="checkbox"/>	Good eyesight for colour, fine print and detail	<input type="checkbox"/>
Ability to read for long periods of time	<input type="checkbox"/>	Memory for art history	<input type="checkbox"/>
Good vocabulary and memory for new words	<input type="checkbox"/>	Enjoy researching information for essays	<input type="checkbox"/>
Enjoyment in finding facts in books or websites	<input type="checkbox"/>	Determination to get a job done thoroughly	<input type="checkbox"/>
Prepared to study a field of art over several years	<input type="checkbox"/>	Prepared to take a degree/other course in art history	<input type="checkbox"/>
Enjoyment in discussing art with other people	<input type="checkbox"/>	Keen interest in films and talks on art	<input type="checkbox"/>

## HISTORY RELATED WORKSHEET

Interest Level: Very High

Overall Match: High

- 1 **Review** - Your strong score of 100% for interest in History Related may suggest this as a possible HL subject. An IB in history can provide a useful foundation for a wide range of careers fields. The study of history calls for a good memory, imagination, objectivity, the ability to perceive trends, and also encourages the development of analytical and communication skills. Fields in which such qualities would be required include law, politics, journalism, writing, archaeology, anthropology, sociology, etc.

History courses vary widely in their course contents, over many alternative time periods from ancient history, through classical Greek, medieval through the Renaissance and eventually to modern 20th century periods, and cover many geographical areas and countries.

Some history related career areas are discussed below. Teaching is probably the most reliable area for full-time employment of those who want to continue with the subject. However, recent statistics show that history graduates enter marketing, sales and advertising (6%), commercial, industrial and general management (11%); business and finance (7.5%); clerical and secretarial occupations (24%); educational areas (5.2%). These figures were based on a survey of around 8600 history graduates in the UK.

- 2 **Supporting Subjects** - History/miscellaneous arts/sciences/mathematics/statistics.
- 3 **Career Areas** - The following careers are some you might like to consider within this area. Although descriptions are provided to give you a quick outline, it is essential to read more about these careers yourself. Please tick any careers you are interested in.

CAREER	DESCRIPTION	
<b>Anthropologist</b>	<b>Anthropologists</b> study the development of mankind and the evolution of society and communities.	<input type="checkbox"/>
<b>Archaeological Surveyor</b>	<b>Archaeological Surveyors</b> are concerned with the specialised surveying of archaeological sites and with recording the layout of structures and artefacts unearthed during excavations.	<input type="checkbox"/>
<b>Archaeologist</b>	<b>Archaeologists</b> study past peoples and their civilizations through the examination of architectural, artistic, human, animal and other remains.	<input type="checkbox"/>
<b>Archivist</b>	An <b>Archivist's</b> work combines scholarly research with the selection, preservation, arrangement and description of documents or other artefacts of historical importance. Archivists work for museums, national libraries, public records offices, universities, the government, large industrial companies, churches etc.	<input type="checkbox"/>
<b>Genealogist</b>	<b>Genealogists</b> specialise in tracing family roots and histories, and use both traditional records and computer technologies to trace births, deaths, and marriages over the centuries.	<input type="checkbox"/>
<b>Historical Journalist</b>	<b>Historical Journalists</b> specialise in bringing matters of historical interest into newspapers or magazines, or provide interesting news items for radio, television etc.	<input type="checkbox"/>
<b>Historical Researcher</b>	<b>Historical Researchers</b> are concerned with exploring historical records, books and relevant documents in establishing facts and in confirming or challenging existing historical theories. Their work is usually university based.	<input type="checkbox"/>
<b>History Teacher/Lecturer</b>	<b>History Teachers/Lecturers</b> teach their subjects in schools, colleges and universities.	<input type="checkbox"/>
<b>Inspector of Ancient Monuments</b>	<b>Inspectors of Ancient Monuments</b> visit sites of historical interest, eg buildings and battlefield sites, evaluate their importance and advise on measures for research, protection and preservation.	<input type="checkbox"/>

# HISTORY RELATED WORKSHEET

- 4 **Overall Match** - These bar graphs show the Interest Level of this career area, plus relevant supporting interests for careers in this field. These percentages have been averaged to produce your **high Overall Match score of 89%**.

Interests	Interest Levels (%)						Comments	
	0	20	40	60	80	100		
<b>History Related</b>							Your very high interest score for History Related has been added to the five supporting interests below.	
<b>Supporting</b>	<b>General Interest</b>							A keen interest in world news and following the key issues of the day, are important in these courses and careers.
	<b>Politics</b>							Politics has always influenced the historic relationships between countries, trade, banking, economics, wars and defence.
	<b>Literary</b>							The skills of literary analysis and essay construction would be valuable in coping with heavy reading loads and essay writing.
	<b>Written Communication</b>							The ability to explain your ideas and researches in writing would also be a considerable asset in these fields.
	<b>Problem Solving</b>							It would be important to develop a positive attitude to historical research, analysis and problem solving.
<b>Overall Match</b>							The six interests above have been averaged to calculate your High Overall Match Score of 89.	

- 5 **Cautionary Notes** - Your questionnaire answers revealed no negative points that need looking into when considering these careers.

- 6 **Relevant Cambridge Profile Aptitude Test Scores** -

Test	Percentile					
	0	20	40	60	80	100
<b>Abstract Reasoning</b>						
<b>Verbal Reasoning</b>						

Test	Percentile					
	0	20	40	60	80	100
<b>Verbal Reasoning (French)</b>						

- 7 **Career Check - Self Test Questionnaire** - Please check this list of important qualities which are likely to be required in these careers. Tick or cross lightly using a pencil to see how well you match these.

FOR HISTORY RELATED CAREERS			
A definite interest in historical analysis and research	<input type="checkbox"/>	Ability to take in information from many different sources	<input type="checkbox"/>
Broad interests in many periods of history	<input type="checkbox"/>	Interest in politics and government	<input type="checkbox"/>
Enjoyment of reading widely around this subject	<input type="checkbox"/>	Ability to find the relevant facts	<input type="checkbox"/>
A desire to fill in missing historical 'gaps'	<input type="checkbox"/>	Good at finding information in libraries and on websites	<input type="checkbox"/>
Enjoy discussing your research topics with others	<input type="checkbox"/>	Good English comprehension	<input type="checkbox"/>
Ability to read for long periods without tiring	<input type="checkbox"/>	Good memory for historical facts	<input type="checkbox"/>
Enjoy assembling and analysing historical evidence	<input type="checkbox"/>	Determination to take a relevant degree course	<input type="checkbox"/>
Good vocabulary and ability to assemble words quickly	<input type="checkbox"/>	Understand the rules of English grammar	<input type="checkbox"/>
Patience to find obscure information	<input type="checkbox"/>	Good memory for names and dates	<input type="checkbox"/>
Enjoy planning essays and research topics	<input type="checkbox"/>	Desire for a career related to historical interest	<input type="checkbox"/>

## GEOGRAPHY RELATED WORKSHEET

Interest Level: Very High

Overall Match: High

- ① **Review** - Your Geography Related interest score of 100% suggests a strong interest in the subject and that you may wish to consider it as an HL or equivalent subject. A knowledge and appreciation of geography brings a logical approach to the study of practical situations and would be valuable in a wide range of university courses. The subject provides a useful background for business, surveying, land based and many other careers.

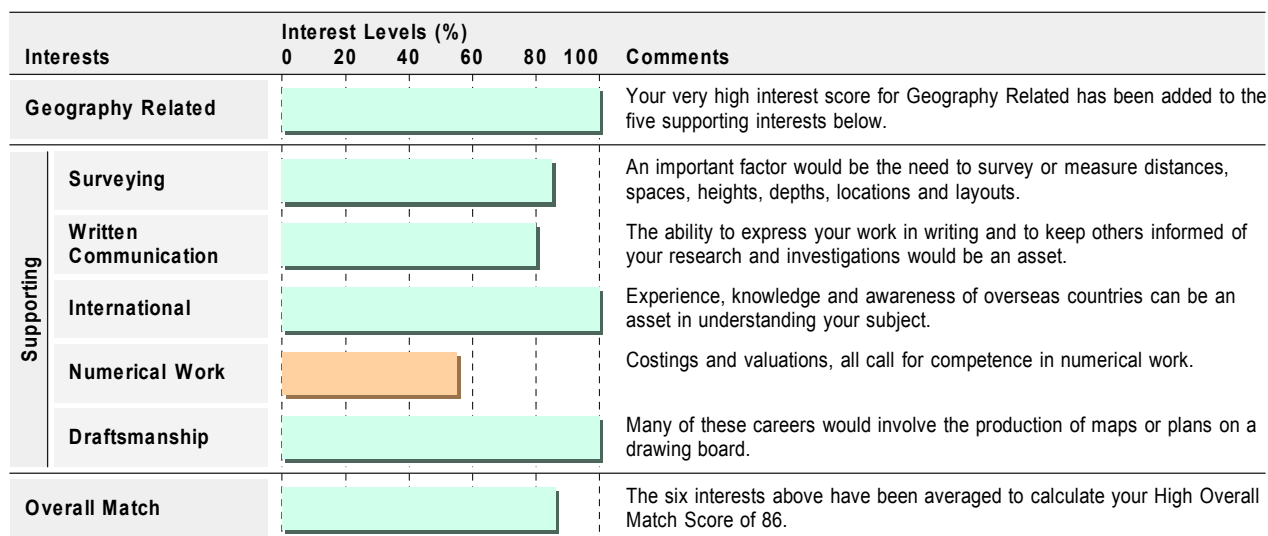
In most of these careers good mathematics, strong spatial reasoning (in both 2 and 3 dimensions), written communication, international awareness, interest in economics and environmental factors, surveying and map making play key roles. Most of these careers are land-based or marine-based in nature and offer opportunities for active, outdoor work, even for teachers and lecturers. Do use the website to expand your knowledge of the nature of the work in each case, and try to obtain work experience to confirm or challenge your choices.

- ② **Supporting Subjects** - Geography/arts/sciences and mathematics.
- ③ **Career Areas** - The following careers are some you might like to consider within this area. Although descriptions are provided to give you a quick outline, it is essential to read more about these careers yourself. Please tick any careers you are interested in.

CAREER	DESCRIPTION	
<b>Cartographer</b>	<b>Cartographers</b> are specialists in the design, drafting and reproduction of maps, and of the adaptation of existing maps to meet the demands of map publishers, governments, military/naval/airforce organisations, building companies, planning authorities etc.	<input type="checkbox"/>
<b>Development Economist</b>	<b>Development Economists</b> focus on methods of promoting economic growth, mainly in under developed countries.	<input type="checkbox"/>
<b>Geographer</b>	<b>Geographers</b> study and analyse the physical world, the environment and the interaction of these with society. The subject provides an insight into a variety of related occupations and academic subjects - most of which are listed in this section.	<input type="checkbox"/>
<b>Geography Teacher/Lecturer</b>	<b>Geography Teachers/Lecturers</b> teach geography to their students enabling them to analyse and understand the physical world, the environment and the interaction of these with people and their activities.	<input type="checkbox"/>
<b>Geologist</b>	<b>Geologists</b> study the materials that make up the earth's structure, their origins, locations, commercial potential and extraction eg of oil, gas, precious stones, metal ores, etc.	<input type="checkbox"/>
<b>Human Geographer</b>	<b>Human Geographers</b> examine issues such as the urban environment, the distribution of medical services and the impact of human activities on the environment.	<input type="checkbox"/>
<b>Meteorologist</b>	<b>Meteorologists</b> are concerned with the earth's atmosphere. This involves collecting, observing and recording data on the behaviour of the atmosphere and forecasting weather patterns.	<input type="checkbox"/>
<b>Oceanographer</b>	<b>Oceanographers</b> study the sea, the living organisms within it, its potential to produce food, the sea bed and its mineral deposits, pollution and erosion, underwater exploration, navigation, ocean currents, waves, tides and how the sea and atmosphere interact to affect the weather.	<input type="checkbox"/>
<b>Surveying Technician</b>	<b>Surveying Technicians</b> carry out much of the routine data-gathering upon which surveyors' plans, reports and decisions are based.	<input type="checkbox"/>
<b>Surveyor</b>	<b>Surveyors</b> are involved with valuation, investment, management and agency work, together with property development and liquidation. They deal with the sale of property of all types, land - farming or development - goods and chattels. <b>Real/Estate Agents, Auctioneers</b> and <b>Valuers</b> also fall into this category.	<input type="checkbox"/>
<b>Town/Urban, Country &amp; Regional Planner</b>	<b>Town/Urban, Country and Regional Planners</b> usually work for or with local or central government, to reconcile large and small scale shopping, transport, housing, building, industrial, pleasure and other development demands, with protecting and conserving the environment and heritage in towns, cities or within larger regional areas.	<input type="checkbox"/>

# GEOGRAPHY RELATED WORKSHEET

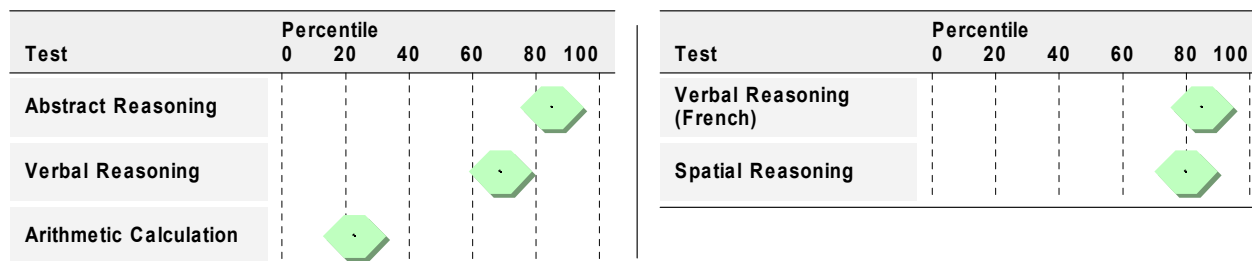
- 4 **Overall Match** - These bar graphs show the Interest Level of this career area, plus relevant supporting interests for careers in this field. These percentages have been averaged to produce your **high Overall Match score of 86%**.



- 5 **Cautionary Notes** - Your answers suggest that the following points should be considered when looking at this area:

<b>Databases</b> (Q141)	In very many careers fields, the maintenance of and exploration for information on databases is now an everyday activity which has accelerated research and knowledge. Would you have difficulty in this type of work?
<b>Reports/Articles</b> (Q164)	In these careers you would have to write reports informing other people of your actions and progress on a regular daily, weekly, or possibly monthly basis. Could you do this?

- 6 **Relevant Cambridge Profile Aptitude Test Scores** -



- 7 **Career Check - Self Test Questionnaire** - Please check this list of important qualities which are likely to be required in these careers. Tick or cross lightly using a pencil to see how well you match these.

FOR GEOGRAPHY RELATED CAREERS			
Geography - a favourite subject	<input type="checkbox"/>	Interest in surveying and mapping	<input type="checkbox"/>
Ability to write detailed accounts of research projects	<input type="checkbox"/>	Wide international interest and curiosity	<input type="checkbox"/>
Ability to use mathematics/computers to analyse data	<input type="checkbox"/>	Desire to visit overseas countries to extend your knowledge	<input type="checkbox"/>
Enjoyment of outdoor project work	<input type="checkbox"/>	Ability to produce accurate maps or plans	<input type="checkbox"/>
Ability to interpret plans, maps and diagrams	<input type="checkbox"/>	Interest in learning about overseas countries	<input type="checkbox"/>
Interest in improving transport systems in towns	<input type="checkbox"/>	Interest in town planning	<input type="checkbox"/>
Interest in land and sea freight	<input type="checkbox"/>	Interest in city and countryside economics	<input type="checkbox"/>
Interest in weather, rainfall, oceanography	<input type="checkbox"/>	Possess practical, problem-solving skills	<input type="checkbox"/>
Ability to think in three-dimensional terms	<input type="checkbox"/>	Environmental interest, greenhouse effect, etc	<input type="checkbox"/>
Interest in geology	<input type="checkbox"/>	Understand both physical and human geography	<input type="checkbox"/>

# POLITICS RELATED WORKSHEET

Interest Level: Very High

Overall Match: High

- ① **Review** - Your score of 100% suggests a very strong interest in Politics Related. A knowledge and appreciation of politics could be valuable as a useful background for studies in law, business studies, economics, history, sociology, government, administration, international trade, etc. Degree courses in politics, law, history, economics, finance, business, international relations, etc. could be considered, either on their own or in conjunction with other subjects.

This is an incredibly competitive field and cannot be accessed on the basis of a degree in politics alone. Very high-level qualifications would be expected for the Diplomatic Service and for political research work. It would be wise to seek relevant experience, eg in internships, work shadowing, canvassing for a political party, visits to government departments, helping in sending out leaflets – even sticking stamps on envelopes or making the tea. You would need to be supported by politicians in finding other ways to gain experience and knowledge, and it could be sensible to specialise in an area which appeals. Of course opportunities will vary from country to country. A degree in politics could help, but so could one in business, economics or history.

- ② **Supporting Subjects** - No specific HL subjects are required - but history and economics could be helpful.
- ③ **Career Areas** - The following careers are some you might like to consider within this area. Although descriptions are provided to give you a quick outline, it is essential to read more about these careers yourself. Please tick any careers you are interested in.

CAREER	DESCRIPTION	
<b>Diplomat</b>	A <b>Diplomat</b> represents the interests of a country abroad, providing a wide range of information and advice to the host country, assisting in trade negotiations and political communications, explaining his or her own government's policies, promoting exports. Diplomatic and consular staff are based in overseas embassies or consulates.	<input type="checkbox"/>
<b>Member of Government</b>	<b>Members of Government</b> represent their constituents in government, ensuring that their interests are kept in mind. They spend much of their time consulting their constituents, dealing with their problems and in debating issues both in their constituencies and in government. Much time is also spent considering legislation in committee.	<input type="checkbox"/>
<b>Political Agent</b>	<b>Political Agents</b> are responsible for the local organisation of their constituencies and checking electoral rolls, recruiting for party membership, fundraising and for organising meetings and representative's visits.	<input type="checkbox"/>
<b>Political Journalism</b>	<b>Political Journalists</b> report on the activities of government both at home and abroad, in newspapers, on radio or television. Their intense activities are to be seen on TV news broadcasts, in interviews with politicians and also in the columns of newspapers.	<input type="checkbox"/>
<b>Political Researcher</b>	<b>Political Researchers</b> may work for a political party, 'think tanks', industrial organisations or unions attempting to discover factual material of benefit to their organisation.	<input type="checkbox"/>

# POLITICS RELATED WORKSHEET

- ④ **Overall Match** - These bar graphs show the Interest Level of this career area, plus relevant supporting interests for careers in this field. These percentages have been averaged to produce your **high Overall Match score of 84%**. Pay particular attention to those low supporting interests where the bar graphs are coloured in red.

Interests	Interest Levels (%)						Comments	
	0	20	40	60	80	100		
<b>Politics Related</b>							Your very high interest score for Politics Related has been added to the five supporting interests below.	
<b>Supporting</b>	<b>Social Concern</b>							Politics is to a great extent about representing the needs, feelings and views of your constituents.
	<b>Economics</b>							Economics is central to politics and economic policy directly affects the financial performance of a country.
	<b>Public Speaking</b>							It would be helpful to train in public speaking and debating if you are to take these careers seriously.
	<b>Written Communication</b>							The ability to express your ideas in writing would be a considerable asset in political work.
	<b>Persuading</b>							Politicians influence and persuade governments to act on behalf of their constituents.
<b>Overall Match</b>							The six interests above have been averaged to calculate your High Overall Match Score of 84.	

- ⑤ **Cautionary Notes** - Your answers suggest that the following points should be considered when looking at this area:

<b>Reports/Articles</b> (Q164)	In these careers you would have to write reports informing other people of your actions and progress on a regular daily, weekly, or possibly monthly basis. Could you do this?
<b>Using IT</b> (Q175)	In all of these activities the use of computers to store, process and retrieve information is likely to be an established and essential procedure. It may be wise to learn more about the uses of information technology.

- ⑥ **Relevant Cambridge Profile Aptitude Test Scores** -

Test	Percentile					
	0	20	40	60	80	100
<b>Abstract Reasoning</b>						
<b>Numerical Reasoning</b>						
<b>Verbal Reasoning</b>						

Test	Percentile					
	0	20	40	60	80	100
<b>Arithmetic Calculation</b>						
<b>Verbal Reasoning (French)</b>						

- ⑦ **Career Check - Self Test Questionnaire** - Please check this list of important qualities which are likely to be required in these careers. Tick or cross lightly using a pencil to see how well you match these.

FOR POLITICS RELATED CAREERS			
A strong interest in politics	<input type="checkbox"/>	A concern for the problems of constituents	<input type="checkbox"/>
An interest in UK/European and world economics	<input type="checkbox"/>	Ability to deal with letters or emails promptly	<input type="checkbox"/>
Enjoy influencing and persuading people	<input type="checkbox"/>	Ability to speak well in debates	<input type="checkbox"/>
Well organised and methodical	<input type="checkbox"/>	Good team working skills	<input type="checkbox"/>
Physical endurance - ability to keep going	<input type="checkbox"/>	Desire to consult others and discuss issues	<input type="checkbox"/>
A very tolerant nature with difficult people	<input type="checkbox"/>	Ability to remember people's names	<input type="checkbox"/>
Excellent comprehension of English language	<input type="checkbox"/>	Ability to read for long periods	<input type="checkbox"/>
Ability to pick out relevant information from a mass of data	<input type="checkbox"/>	Prepared to work long and unsocial hours	<input type="checkbox"/>
Very good hearing - an advantage (but not vital)	<input type="checkbox"/>	Interest in economic, financial and city news	<input type="checkbox"/>
Interest in legislation - the creation of new laws	<input type="checkbox"/>	Ability to write concise and thorough reports	<input type="checkbox"/>

# GRAPHIC DESIGN WORKSHEET

**Interest Level:** Very High

**Overall Match:** High

- ① **Review** - On the basis of your Graphic Design score of 100% you have a very strong interest in drawing or designing and may well consider art based courses leading to one of the careers below. Entry to most will require a portfolio of your work and knowledge of your chosen field gained from reading and your own experience. Some careful research at this stage should encourage you to begin to build up both.








Do complete the Career Check, bottom right, and then investigate the Internet for relevant information. You will need to be artistically creative/innovative and be able to produce designs which exactly meet the demands of your clients, whilst being able to improve on these and capture the attention and approval of end-users. A good grasp of IT drafting can enormously enhance your output and ability to modify designs and colour schemes.

- ② **Supporting Subjects** - Art (and mathematics).
- ③ **Career Areas** - The following careers are some you might like to consider within this area. Although descriptions are provided to give you a quick outline, it is essential to read more about these careers yourself. Please tick any careers you are interested in.

CAREER	DESCRIPTION	
Advertising Art Director	<b>Advertising Art Directors</b> lead the visual art departments of advertising agencies - presenting to clients and discussing with them the visual images needed to sell products via advertisements, brochures, catalogues, press, radio or television.	<input type="checkbox"/>
Fashion Designer	<b>Fashion Designers</b> create designs for clothing of all kinds. They produce sketches which are converted into working patterns, then made up in bulk for sale, if they meet sufficient demand from buyers during exhibitions.	<input type="checkbox"/>
Graphic Designer	<b>Graphic Designers</b> produce the artistic layouts for books, book covers, advertisements, sales brochures, corporate logos, packaging materials, fabrics, containers etc. They use computer software packages to speed up change and adjustment - and to produce accurate 4-colour film separations for printers.	<input type="checkbox"/>
Illustrator	<b>Illustrators</b> produce artistic designs for publishers of books, magazines or newspapers, for advertisements, for graphic display, lettering, sales brochures, packaging, fashion/textiles, interior design etc. They frequently use computer design technology in presenting this work in digital format for printing purposes, and to allow for rapid change of layouts, sizes, lettering and colours.	<input type="checkbox"/>
Industrial/Product Designer	<b>Industrial/Product Designers</b> attempt to produce goods that are practical and attractive, usually in close co-operation with engineers and production specialists.	<input type="checkbox"/>
Interior Designer	<b>Interior Designers</b> design and plan the interiors of buildings, specifying colour schemes, carpets, wall and ceiling decoration, furniture, electrical and lighting devices. They work in close association with architects and builders - on the layouts of hotels, offices, stores, and airport lounges etc.	<input type="checkbox"/>
Multimedia Designer	<b>Multimedia Design</b> involves the bringing together of three or more media types, usually using computer control techniques. Computer games, virtual reality concepts, PowerPoint, animated film production use these techniques for example.	<input type="checkbox"/>
Scientific Illustrator	<b>Scientific Illustrators</b> specialise in drawing and painting for scientific and medical books and journals, also for engineering and other technological publications.	<input type="checkbox"/>
Textile Designer	<b>Textile Designers</b> produce attractive fabrics for clothing and other uses. They are frequently self-employed and may work through agents who show their designs to fashion houses and fabric manufacturers, or with long-term clients whom they serve on a regular basis.	<input type="checkbox"/>
Theatrical Costume Designer	<b>Theatrical Costume Designers</b> design costumes for actors and actresses and other performers to suit the roles being played and the interpretation of the production. They may simply buy in existing costumes or design all the costumes for a particular period play for example.	<input type="checkbox"/>
Visual Effects Designer	<b>Visual Effects Designers</b> design and create special visual effects for theatrical, film or video productions.	<input type="checkbox"/>
Website Designer	<b>Website Designers</b> work with a team of computer/IT specialists in producing attractive websites for clients.	<input type="checkbox"/>





# GRAPHIC DESIGN WORKSHEET

- ④ **Overall Match** - These bar graphs show the Interest Level of this career area, plus relevant supporting interests for careers in this field. These percentages have been averaged to produce your **high Overall Match score of 80%**.

Interests	Interest Levels (%)						Comments	
	0	20	40	60	80	100		
<b>Graphic Design</b>							Your very high interest score for Graphic Design has been added to the five supporting interests below.	
<b>Supporting</b>	<b>Draftsmanship</b>							Drafting is essential in obtaining client approval for your ideas and for checking that your design work has been correctly carried out.
	<b>Manual Activity Interest</b>							Would you be happy to use your hands to produce drawings on paper or on a computer?
	<b>Using Information Technology</b>							The use of graphic design software packages is now essential in all design careers.
	<b>Numerical Work</b>							Designers need to measure lengths and dimensions, shapes, volumes and quantities, and to be good at numerical work.
	<b>Commercial</b>							Designers need to develop commercial awareness of the motivation of the public to buy.
<b>Overall Match</b>							The six interests above have been averaged to calculate your High Overall Match Score of 80.	

- ⑤ **Cautionary Notes** - Your questionnaire answers revealed no negative points that need looking into when considering these careers.

- ⑥ **Relevant Cambridge Profile Aptitude Test Scores** -

Test	Percentile					
	0	20	40	60	80	100
<b>Abstract Reasoning</b>						
<b>Numerical Reasoning</b>						
<b>Arithmetic Calculation</b>						
<b>Spatial Reasoning</b>						

- ⑦ **Career Check - Self Test Questionnaire** - Please check this list of important qualities which are likely to be required in these careers. Tick or cross lightly using a pencil to see how well you match these.

FOR GRAPHIC DESIGN CAREERS			
A real interest in creative design	<input type="checkbox"/>	Ability to make accurate drawings and designs	<input type="checkbox"/>
Ability to interpret other people's working plans	<input type="checkbox"/>	Numerical ability/good arithmetic	<input type="checkbox"/>
Ability to use IT/computer-aided design techniques	<input type="checkbox"/>	Ability to recognise the styles of artists	<input type="checkbox"/>
A good eye for fine detail	<input type="checkbox"/>	Interest or desire to study art/design at an IB HL in	<input type="checkbox"/>
Interest in learning more about artistic techniques	<input type="checkbox"/>	Ability to work for hours on a drawing board or computer	<input type="checkbox"/>
Ability to understand the basis of design	<input type="checkbox"/>	Interest in other people's ideas and suggestions	<input type="checkbox"/>
Awareness of trends in design and fashion	<input type="checkbox"/>	Ability to convey ideas through your art	<input type="checkbox"/>
Ability to spot design flaws in your own work	<input type="checkbox"/>	Ability to accept criticism and learn from it	<input type="checkbox"/>
An analytical, problem solving mind	<input type="checkbox"/>	Ability to provide clear written instructions	<input type="checkbox"/>
Ability to get jobs done quickly and efficiently	<input type="checkbox"/>	Physical endurance and good health	<input type="checkbox"/>

# MANAGERIAL WORKSHEET

**Interest Level:** Very High

**Overall Match:** Moderate

- ① **Review** - Your very high Managerial score of 100% suggests that you may well enjoy a career with an eventual managerial role. Business and management first degree courses are now widely available and provide a foundation for a range of careers where a knowledge of business techniques would be expected - although managers can come from a wide range of arts, science or technical backgrounds.

In today's highly competitive world, it would be essential to perform your work in a highly professional and competent way and to keep-up with business developments internationally. Controlling and reducing costs, improving quality and durability of products and the motivation and training of staff are highly important functions of management. Management consultants can help in achieving these objectives, especially where specialist knowledge and experience are vital. After several years of business experience, an MBA course could be considered ideally at a university with a strong reputation nationally and also internationally. A good MBA should greatly increase your chances of a top executive job and could also lead into management consultancy in your own or more general areas of expertise.

- ② **Supporting Subjects** - Arts/sciences/mathematics, business studies, economics, etc.
- ③ **Career Areas** - The following careers are some you might like to consider within this area. Although descriptions are provided to give you a quick outline, it is essential to read more about these careers yourself. Please tick any careers you are interested in.

CAREER	DESCRIPTION	
<b>Business Executive</b>	<b>Business Executives</b> are responsible for carrying out key functions in a business, eg marketing, advertising, sales, purchasing etc. They may be very senior directors or middle managers. Their role does not necessarily include managing other people's work - but they are seen as people who 'get things done' efficiently and are able to cut through red tape and other barriers.	<input type="checkbox"/>
<b>Business Management</b>	<b>Business Managers</b> oversee and direct the work of others under them. As such they need to be competent and reliable, to communicate clear aims, objectives and priorities, to be sensitive to human needs, to be capable of motivating others and of recognising and rewarding good work.	<input type="checkbox"/>
<b>Logistics Manager</b>	<b>Logistics and Distribution Management</b> involves co-ordination of the whole sequence of events, from supplying raw materials for products, through to delivery to the eventual end users. This process is as vital in maintaining the flow in food retailing through supermarkets, as it is in ensuring equipment reaches soldiers on a battlefield.	<input type="checkbox"/>
<b>Management Consultant</b>	<b>Management Consultants</b> are employed on short-term contracts to analyse the structures and operations of businesses. They offer advice in areas where they have greater expertise than is available within a company, pinpointing the need for change and the best methods of achieving it. Some important areas covered include production control, marketing/sales, finance, budgetary control, company reorganisation, computerisation and IT, management information systems, management structures and staffing levels.	<input type="checkbox"/>
<b>Manager (General)</b>	A <b>Manager</b> can manage almost any department of an organisation and must understand the nature of the business and of different requirements. Managers need to control the work of other people, plan their working schedules, take care of their personal welfare and maintain a happy atmosphere.	<input type="checkbox"/>
<b>Office Manager</b>	<b>Office Management</b> lies at the core of a successful business and is the efficient and systematic organisation of its administrative centre. It involves control of a group of office workers, ensuring they keep accurate records, calculate prices correctly, issue invoices and other documents on time.	<input type="checkbox"/>
<b>Personnel/Human Resource Manager</b>	<b>Human Resource Managers</b> (previously called personnel managers) work for large organisations where they deal with recruiting and selecting staff, training, salaries and conditions of employment, industrial relations and staff welfare.	<input type="checkbox"/>
<b>Retail Manager</b>	<b>Retail Managers</b> take charge of a store, or part of a store, are responsible for its staff, products, supplies, sales, profitability and for carrying out the policy of the senior management. Graduates can undergo special training with large retail groups, with promotional prospects to senior management.	<input type="checkbox"/>

# MANAGERIAL WORKSHEET

- 4 **Overall Match** - These bar graphs show the Interest Level of this career area, plus relevant supporting interests for careers in this field. These percentages have been averaged to produce your **moderate Overall Match score of 67%**.

Interests	Interest Levels (%)						Comments	
	0	20	40	60	80	100		
<b>Managerial</b>							Your very high interest score for Managerial has been added to the five supporting interests below.	
<b>Supporting</b>	<b>Administrative</b>							You should be good at organising activities and planning events, handling paperwork efficiently and solving everyday problems.
	<b>Numerical Work</b>							Numerical work would involve measuring output and performance, costings, assessing profit margins etc.
	<b>Financial</b>							An understanding of and interest in the financial aspects of management are vital if you are to remain profitable.
	<b>Commercial</b>							These career areas also have a commercial aspect and in most cases involve sales and marketing, assessing trading risks etc
	<b>Problem Solving</b>							It is important to develop a positive attitude to solving problems since this would be one of your main functions as a manager.
<b>Overall Match</b>							The six interests above have been averaged to calculate your Moderate Overall Match Score of 67.	

- 5 **Cautionary Notes** - Your answers suggest that the following points should be considered when looking at this area:

<b>Reports/Articles</b> (Q164)	In these careers you would have to write reports informing other people of your actions and progress on a regular daily, weekly, or possibly monthly basis. Could you do this?
<b>Team Membership</b> (Q194)	These careers call for people who are able to work well in teams. There is little room for 'solo operators'.
<b>Using IT</b> (Q175)	In all of these activities the use of computers to store, process and retrieve information is likely to be an established and essential procedure. It may be wise to learn more about the uses of information technology.

- 6 **Relevant Cambridge Profile Aptitude Test Scores** -

Test	Percentile					
	0	20	40	60	80	100
<b>Numerical Reasoning</b>						
<b>Verbal Reasoning</b>						
<b>Arithmetic Calculation</b>						

Test	Percentile					
	0	20	40	60	80	100
<b>Verbal Reasoning (French)</b>						
<b>Working Quickly and Accurately</b>						

- 7 **Career Check - Self Test Questionnaire** - Please check this list of important qualities which are likely to be required in these careers. Tick or cross lightly using a pencil to see how well you match these.

FOR MANAGERIAL CAREERS			
The confidence and desire to manage people	<input type="checkbox"/>	The ability to deserve the confidence of your team	<input type="checkbox"/>
Ability to handle paperwork efficiently	<input type="checkbox"/>	Tolerant, courteous and considerate of others	<input type="checkbox"/>
Ability to see another person's point of view	<input type="checkbox"/>	Clear objectives and priorities	<input type="checkbox"/>
Ability to persuade and convince others	<input type="checkbox"/>	Ability to analyse numerical data	<input type="checkbox"/>
Ability to write clear instructions	<input type="checkbox"/>	Interest in improving teamwork in your workforce	<input type="checkbox"/>
Interest in improving the productivity of a business	<input type="checkbox"/>	Monitor the quality of your products or services	<input type="checkbox"/>
Prepared to learn how to calculate costs	<input type="checkbox"/>	Prepared to listen to new ideas and suggestions	<input type="checkbox"/>
Flexibility in accepting new technology and methods	<input type="checkbox"/>	Interest in using IT in controlling an operation	<input type="checkbox"/>
Desire to study management and business	<input type="checkbox"/>	Physical and mental energy	<input type="checkbox"/>
Ability to accept the blame for subordinates' errors	<input type="checkbox"/>	Ability to sift relevant information from irrelevant data	<input type="checkbox"/>

# LANGUAGES BASED WORKSHEET

Interest Level: High

Overall Match: Very High M

- ① **Review** - Your high Languages Based interest score of 85% suggests that you could consider taking a language at HL. If your languages are strong enough, you could carry them on at degree level - either on their own or combined with other subjects, eg languages with business studies, languages with International marketing, languages with law, etc.

The rapidly expanding world economy calls for much greater communication between business and countries throughout the world as closer and closer cooperation is needed in ensuring the right spare parts or goods are despatched and delivery is not delayed by language errors. Increasingly information is available on the Internet but where necessary it is helpful if it is translated into other languages to avoid misunderstandings and errors in translation, eg from a western to an Asiatic language. Business executives with good language abilities get overseas assignments more frequently.








Translators are similarly in demand in creating sales literature and catalogues for their clients – and this sort of work can be carried out from a translator's home and emailed with minimum delay. Interpreters are often taken on overseas visits by business people and may even take part in court cases where language barriers would otherwise prevent competent answers to questions.

- ② **Supporting Subjects** - Languages/arts/sciences.
- ③ **Career Areas** - The following careers are some you might like to consider within this area. Although descriptions are provided to give you a quick outline, it is essential to read more about these careers yourself. Please tick any careers you are interested in.

CAREER	DESCRIPTION	
Diplomat	A <b>Diplomat</b> represents the interests of a country abroad, providing a wide range of information and advice to the host country, assisting in trade negotiations and political communications, explaining his or her own government's policies, promoting exports. Diplomatic and consular staff are based in overseas embassies or consulates.	<input type="checkbox"/>
Hotel Receptionist/Booking Staff	<b>Hotel Receptionists/Booking Staff</b> work in large hotels with overseas clients and need to be able to arrange accommodation for people who do not speak the language of a country. They are employed for this purpose and need to be able to speak the main world languages.	<input type="checkbox"/>
International Marketing	<b>International Marketing</b> involves marketing within an international context and can be enhanced by knowledge of 'economic' languages, eg English, German, Japanese, Spanish, and Russian etc. Linguists can play an important role in marketing teams in their ability to speak and write to overseas contacts or agents, and to be able to deal with them in contract negotiations and overseas visits.	<input type="checkbox"/>
International Sales Executive	It is important for an <b>International Sales Executive</b> to deal with important overseas clients and be able to speak their language and competently translate, record and pass on vital information. English is an enormous help but it is important to build confidence in an organisation and its ability to understand clients and to be able to negotiate sales deals and contracts.	<input type="checkbox"/>
Interpreter	<b>Interpreters</b> translate speech either simultaneously or after it has been made on behalf of a wide range of clients, eg within the U.N. for travelling exporters, government officials etc.	<input type="checkbox"/>
Languages Teacher	<b>Language Teachers</b> teach within secondary schools, colleges and universities.	<input type="checkbox"/>
Secretary Linguist	<b>Secretary Linguists</b> provide secretarial services to employers using two or more languages.	<input type="checkbox"/>
TEFL	<b>Teaching English as a Foreign Language</b> jobs are available in most world capital cities for English speaking people who can teach English to people from other language areas, and who need to speak English for educational purposes or for commercial work in England.	<input type="checkbox"/>
Translator	<b>Translators</b> translate scripts from one language to another. Frequently self-employed, they translate books for publishers, sales brochures, advertisements, instruction manuals, business letters and legal documents. They may specialise in certain technical areas where the terminology requires prior knowledge, eg in scientific translation.	<input type="checkbox"/>

# LANGUAGES BASED WORKSHEET



- 4 **Overall Match** - These bar graphs show the Interest Level of this career area, plus relevant supporting interests for careers in this field. These percentages have been averaged to produce your **very high Overall Match score of 94%**.


Interests	Interest Levels (%)						Comments	
	0	20	40	60	80	100		
<b>Languages Based</b>							Your high interest score for Languages Based has been added to the five supporting interests below.	
<b>Supporting</b>	<b>Literary</b>							Literary skills gained ideally in reading, analysis and essay construction, would be a great asset.
	<b>Written Communication</b>							The ability to express your thoughts in writing would be a considerable asset in these language based careers fields.
	<b>Verbal Communication</b>							Good verbal communication would be very important and would be enhanced by these courses.
	<b>International</b>							Travelling and learning about the customs and attitudes of people abroad can be a valuable type of career experience.
	<b>History</b>							It is helpful to integrate the history of a country into your background understanding of the language and its people.
<b>Overall Match</b>							The six interests above have been averaged to calculate your Very High Overall Match Score of 94.	

- 5 **Cautionary Notes** - Your questionnaire answers suggest that the following point is worth considering:

<b>Spelling</b> (Q189)	Accurate spelling would be an asset in these careers. If you have very serious spelling difficulties, take advice on any likely problems this may cause.
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- 6 **Relevant Cambridge Profile Aptitude Test Scores** -

Test	Percentile					
	0	20	40	60	80	100
<b>Verbal Reasoning</b>						
<b>Verbal Reasoning (French)</b>						

Test	Percentile					
	0	20	40	60	80	100
<b>Working Quickly and Accurately</b>						

- 7 **Career Check - Self Test Questionnaire** - Please check this list of important qualities which are likely to be required in these careers. Tick or cross lightly using a pencil to see how well you match these.

FOR LANGUAGES BASED CAREERS			
A flair for learning languages	<input type="checkbox"/>	A strong interest in literature	<input type="checkbox"/>
Ability to write and speak clearly	<input type="checkbox"/>	A wide interest in international affairs	<input type="checkbox"/>
Administrative ability	<input type="checkbox"/>	Rapidly able to learn the words of another language	<input type="checkbox"/>
Very good memory for word meanings	<input type="checkbox"/>	Ability to hold a fluent conversation in a foreign language	<input type="checkbox"/>
Ability to read a great deal without fatigue	<input type="checkbox"/>	Ability to spell accurately	<input type="checkbox"/>
Ability to translate fairly fluently	<input type="checkbox"/>	Ability to find the right words when translating a language	<input type="checkbox"/>
Understanding books written in another language	<input type="checkbox"/>	Good grasp of the rules of grammar in other languages	<input type="checkbox"/>
Ability to interpret comprehension passages	<input type="checkbox"/>	An agile and logical mind	<input type="checkbox"/>
Interest in the cultures of overseas countries	<input type="checkbox"/>	Ability to concentrate for long periods without tiring	<input type="checkbox"/>
Ability to work accurately to short deadlines	<input type="checkbox"/>	Excellent hearing	<input type="checkbox"/>

Abbreviations Used:

 - You have a relatively low Interest Level but a strong Overall Match

Interest Level: High

Overall Match: Very High M

- ① **Review** - Your score of 85% suggests a keen interest in communicating your thoughts and ideas in writing, which could be valuable in most careers, but especially in journalism, advertising or public relations. HL subjects can be sciences as well as arts, and most degree course subjects would be acceptable. A few specialised courses in journalism are available. Direct entry to a reporting/newspaper job is also possible before or after taking a degree course.

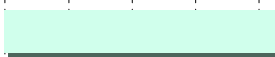






Journalists provide news items for the news media, ie for newspapers, magazines, television and broadcasting programs, covering overseas news, political developments worldwide, economic/financial news, sport, crime, often interviewing those involved and getting their views on causes, effects and solutions, and frequently testing national opinion. Competition for jobs is fierce and so the more work shadowing/experience you can list in your CV, the better. Experience in producing articles for your school newspaper or for a local newspaper the better. News on a school play or concert, art competition, or the winning by fellow students of national awards will show your writing skills and give interviewers an energetic impression of your ability and determination.

- ② **Supporting Subjects** - Your first language and arts/sciences.
- ③ **Career Areas** - The following careers are some you might like to consider within this area. Although descriptions are provided to give you a quick outline, it is essential to read more about these careers yourself. Please tick any careers you are interested in.

CAREER	DESCRIPTION	
<b>Advertising Copywriter</b>	<b>Advertising Copywriters</b> work in advertising agencies, providing the scripts that are used in advertisements. They need a creative skill with words.	<input type="checkbox"/>
<b>Broadcast Journalist</b>	<b>Broadcast Journalists/Presenters</b> work for local or national radio and television. They research and write scripts, make live and recorded interviews with people in the public spotlight, and read the news.	<input type="checkbox"/>
<b>Educational Publishing</b>	<b>Educational Publishing</b> involves the production of text books needed for schools, colleges and universities.	<input type="checkbox"/>
<b>Journalist/Reporter</b>	<b>Journalists</b> write articles for national and regional newspapers, magazines, news agencies, radio and television. Journalists cover every kind of event from local court cases, to government and overseas news. They analyse information, interviewing people in the news and later writing up their materials for publication and maximum impact on their readers. Much of this time is spent out of the office, and information is sent back by phone, fax or email.	<input type="checkbox"/>
<b>Magazine Journalist</b>	<b>Magazine Journalism</b> covers business and trade publications as well as consumer periodicals. Magazines are usually specialised and may appear weekly, monthly etc. The feature editors write the main copy, whilst editorial assistants reshape other people's articles. Layout and production are always computer based - and work is carried out to very short deadlines. Advertising within magazines plays a key role - and enables prices to be affordable to the public.	<input type="checkbox"/>
<b>Public Relations Officer</b>	<b>Public Relations</b> staff ensure that information about an organisation, its activities or products, is made known to the right people in order to achieve awareness, sympathy and support and to avoid unnecessary antagonism by the public or others. The work is closely linked to advertising and journalism. Press releases are passed to newspapers and magazines. Reports are published about companies. Talks and films, exhibitions and sponsoring of events can all play a part.	<input type="checkbox"/>
<b>Technical Publisher</b>	<b>Technical Publishers</b> work in specialised fields using personal expertise in the technologies and sciences involved, eg for computer, scientific or technical magazines.	<input type="checkbox"/>

# JOURNALISM/PR WORKSHEET



- 4 **Overall Match** - These bar graphs show the Interest Level of this career area, plus relevant supporting interests for careers in this field. These percentages have been averaged to produce your **very high Overall Match score of 91%**.


Interests	Interest Levels (%)						Comments	
	0	20	40	60	80	100		
<b>Journalism/PR</b>							Your high interest score for Journalism/PR has been added to the five supporting interests below.	
<b>Supporting</b>	<b>Verbal Communication</b>							Strong verbal communication is vital in expressing your ideas clearly and fluently.
	<b>Persuading</b>							Journalism is all about the ability to express your ideas, and persuading your readers to accept your opinions.
	<b>General Interest</b>							Taking an interest in world news and following the key issues of the day are important in these careers.
	<b>Literary</b>							The skills of reading selectively, literary analysis and essay construction would be essential.
	<b>Administrative</b>							You should be good at organising interviews, fixing dates and handling paperwork efficiently.
<b>Overall Match</b>							The six interests above have been averaged to calculate your Very High Overall Match Score of 91.	

- 5 **Cautionary Notes** - Your answers suggest that the following points should be considered when looking at this area:

<b>Spelling</b> (Q189)	Accurate spelling would be an asset in these careers. If you have very serious spelling difficulties, take advice on any likely problems this may cause.
<b>Using IT</b> (Q175)	In all of these activities the use of computers to store, process and retrieve information is likely to be an established and essential procedure. It may be wise to learn more about the uses of information technology.

- 6 **Relevant Cambridge Profile Aptitude Test Scores** -

Test	Percentile					
	0	20	40	60	80	100
<b>Verbal Reasoning</b>						
<b>Verbal Reasoning (French)</b>						

Test	Percentile					
	0	20	40	60	80	100
<b>Working Quickly and Accurately</b>						

- 7 **Career Check - Self Test Questionnaire** - Please check this list of important qualities which are likely to be required in these careers. Tick or cross lightly using a pencil to see how well you match these.

FOR JOURNALISM/PR CAREERS			
A desire to write for a living	<input type="checkbox"/>	An ability to express your ideas concisely in writing	<input type="checkbox"/>
A keen instinct in finding interesting news items	<input type="checkbox"/>	Determination to find the facts/truth	<input type="checkbox"/>
Skills especially in essay analysis and construction	<input type="checkbox"/>	Excellent organisation and planning	<input type="checkbox"/>
Having a pleasant, reassuring manner	<input type="checkbox"/>	Powers of unbiased observation	<input type="checkbox"/>
Ability to sift the relevant from the irrelevant	<input type="checkbox"/>	Research skills - tapping existing information	<input type="checkbox"/>
Word processing and keyboard skills	<input type="checkbox"/>	Existing experience of writing articles for publication	<input type="checkbox"/>
Tact, courtesy and tolerance with people	<input type="checkbox"/>	Physical and mental endurance	<input type="checkbox"/>
Prepared to accept work at unsocial hours	<input type="checkbox"/>	Willingness to travel	<input type="checkbox"/>
Ability to read and absorb information rapidly	<input type="checkbox"/>	Spelling ability	<input type="checkbox"/>
A sense of urgency	<input type="checkbox"/>	Interest in reading newspapers widely	<input type="checkbox"/>

Abbreviations Used:

 - You have a relatively low Interest Level but a strong Overall Match

Interest Level: High **I**

Overall Match: High

- 1 Review** - Your score here was a high 85% and suggests that you may be attracted by a teaching career. The choices are either (A) to read a degree course subject which can be taught later on in a school and then to take a one-year post-graduate qualification for teaching in primary or secondary education, or (B) to read for a BEd degree, which would include a teaching subject of your choice but would not require a post-graduate course. Teaching at college level in further or higher education is also a possibility. Mathematics and science teachers are in demand. Entry to educational psychology is usually via a degree in psychology, followed by an appropriate professional qualification which must include teaching experience. Entry to careers advisory work is usually via a post-graduate diploma course leading to a diploma in careers guidance.

Ideally teachers need to have a strong vocational desire to work with young people, to interact with them easily, to understand their problems, create confidence, respect, to inspire and motivate them towards worthwhile lifelong goals. They should be able to interest pupils/students in their own specialist subjects and to develop their special strengths and skills, whilst at the same time meeting the curricular demands of the syllabus.



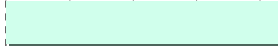


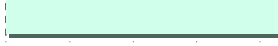

Teachers need to be good planners and administrators, who can be relieved upon to meet deadlines, to mark class work without delay, to assess their students accurately and to retain their respect. Although teachers working conditions can be stressful and it is difficult to teach the disinterested and unambitious, the good teacher can usually achieve harmony and cooperation. Pay and holiday conditions are far from bad. Teaching can be one of the most satisfactory careers for those who have the determination to succeed against the problems of discipline and funding.

- 2 Supporting Subjects** - Arts/sciences.
- 3 Career Areas** - The following careers are some you might like to consider within this area. Although descriptions are provided to give you a quick outline, it is essential to read more about these careers yourself. Please tick any careers you are interested in.

CAREER	DESCRIPTION	
Adult Education Teacher	<b>Adult Education Teachers</b> work with adults often on literacy or numeracy improvement programmes. They can also offer specialised educational programmes.	<input type="checkbox"/>
Career Consultant or Counsellor	<b>Careers Consultants</b> or <b>Counsellors</b> work with adults and young people at schools/colleges/universities to help them choose suitable opportunities in further or higher education, in training and employment. They can work for careers companies or with private consultancies.	<input type="checkbox"/>
Careers Writer	<b>Careers Writers</b> produce books and articles on Careers and Higher Education topics. They need to have a thorough insight into careers matters generally and with the rapid development of educational qualifications.	<input type="checkbox"/>
Educational Counsellor	<b>Education Counsellors</b> work with individual students. They counsel on personal problems as well as providing guidance on educational choices.	<input type="checkbox"/>
Educational Psychologist	<b>Educational Psychologists</b> are trained to help students with learning, emotional or other difficulties. They assess their special educational needs and report these to the local authorities or schools - who will try to make provision for them. They can also work as private consultants.	<input type="checkbox"/>
Lecturer or Professor	<b>Lecturers</b> or <b>Professors</b> in continuing education will be employed by one of the many universities and colleges offering degree and other post-graduate or qualifying courses. They are likely to be involved in tutorial work in addition to lecturing and supervising the practical work of students. In universities they frequently undertake research in their own subject areas.	<input type="checkbox"/>
Teacher	<b>Teachers</b> specialise in teaching an age group eg primary, or in a school subject area in which they hold a degree. Teaching calls for empathy with young people, the motivation to achieve good results, leadership and an ability to stimulate their interest.	<input type="checkbox"/>
TEFL	<b>Teaching English as a Foreign Language</b> jobs are available in most world capital cities for English speaking people who can teach English to people from other language areas, and who need to speak English for educational purposes or for commercial work in England.	<input type="checkbox"/>

## TEACHING/ADVISORY WORKSHEET




- 4 **Overall Match** - These bar graphs show the Interest Level of this career area, plus relevant supporting interests for careers in this field. These percentages have been averaged to produce your **high Overall Match score of 86%**.



Interests	Interest Levels (%)						Comments	
	0	20	40	60	80	100		
<b>Teaching/Advisory</b>							Your high interest score for Teaching/Advisory has been added to the five supporting interests below.	
<b>Supporting</b>	<b>Social Concern For Teaching</b>							Showing genuine concern for the feelings and needs of other people is essential in these careers.
	<b>Audience Control</b>							Maintaining the interest and concentration of classes would be essential.
	<b>Written Communication</b>							The ability to keep parents, students and staff informed of your intentions or plans in writing would be an asset for a teacher.
	<b>Managerial</b>							Guiding and encouraging students in the performance of their work, calls for advanced management skills.
	<b>Persuading</b>							You would need to develop persuasive skills to teach effectively.
<b>Overall Match</b>							The six interests above have been averaged to calculate your High Overall Match Score of 86.	

- 5 **Cautionary Notes** - Your answers suggest that the following points should be considered when looking at this area:

<b>Reports/Articles</b> (Q164)	In these careers you would have to write reports informing other people of your actions and progress on a regular daily, weekly, or possibly monthly basis. Could you do this?
<b>Team Membership</b> (Q194)	These careers call for people who are able to work well in teams. There is little room for 'solo operators'.

- 6 **Relevant Cambridge Profile Aptitude Test Scores** -

Test	Percentile					
	0	20	40	60	80	100
<b>Abstract Reasoning</b>						
<b>Verbal Reasoning</b>						
<b>Arithmetic Calculation</b>						

Test	Percentile					
	0	20	40	60	80	100
<b>Verbal Reasoning (French)</b>						
<b>Working Quickly and Accurately</b>						

- 7 **Career Check - Self Test Questionnaire** - Please check this list of important qualities which are likely to be required in these careers. Tick or cross lightly using a pencil to see how well you match these.

FOR TEACHING/ADVISORY CAREERS			
Want to teach and work in education	<input type="checkbox"/>	Concern for and care of young people	<input type="checkbox"/>
Enjoy speaking to groups of people	<input type="checkbox"/>	Ability to create interest and enthusiasm	<input type="checkbox"/>
Prepared to work very hard to get good results	<input type="checkbox"/>	Ability to encourage and guide young people	<input type="checkbox"/>
Ability to speak clearly and fluently	<input type="checkbox"/>	Keen interest in your subject	<input type="checkbox"/>
Patience, tolerance and understanding	<input type="checkbox"/>	Good hearing	<input type="checkbox"/>
Good organising ability and methodical approach	<input type="checkbox"/>	Desire to help young people develop their skills	<input type="checkbox"/>
A good sense of humour	<input type="checkbox"/>	A sense of fairness and consistency	<input type="checkbox"/>
Optimism that young people will do well	<input type="checkbox"/>	Ability to work well in a team of other teaching staff	<input type="checkbox"/>
Ability to fit in quickly with changes in arrangements	<input type="checkbox"/>	Strong interests outside of your teaching subject	<input type="checkbox"/>
Determination to complete your marking on time	<input type="checkbox"/>	Ability to assess the efforts and abilities of students	<input type="checkbox"/>

Abbreviations Used:

 - You have already expressed an existing interest

# COMMERCIAL WORKSHEET

Interest Level: High **I**

Overall Match: High

- 1 Review** - Your high Commercial interest score of 85% suggests that you may enjoy work involving 'buying and selling'. The art of selling effectively calls for an in-depth understanding of your products, of their strengths and advantages, and the ability to create confidence in them. It also needs good planning, communication, costing, marketing, reliability and the determination to find the best products for your clients in the long-term. Do you have any evidence that you can sell professionally? A spell of work shadowing in one of these careers fields could help you decide.

Although most of the careers listed can be entered on the basis of lower qualifications, there is no doubt that the career prospects are generally better for graduates. For those graduates who have business experience, MBA qualifications, at universities with a reputation for excellence, which cover not only these commercial areas, but go beyond these into the full range of management at the highest management/chief executive levels.

- 2 Supporting Subjects** - Arts/sciences, mathematics and English or other first languages.
- 3 Career Areas** - The following careers are some you might like to consider within this area. Although descriptions are provided to give you a quick outline, it is essential to read more about these careers yourself. Please tick any careers you are interested in.

CAREER	DESCRIPTION	
Advertising Executive	<b>Advertising Executives</b> are concerned with promoting goods and services and developing commercial and other opportunities for clients, usually by means of advertisements, sales brochures, broadcasts, television, direct mailing, telesales etc.	<input type="checkbox"/>
Auctioneer	<b>Auctioneers</b> organise and conduct sales of property, possessions of all kinds and livestock by the auction technique in which potential buyers bid against one another until only one final bid remains. Auctioneers are usually qualified as surveyors.	<input type="checkbox"/>
Export Marketing	<b>The Export Marketing</b> of industrial and consumer goods and financial services is vital to the economy and calls for people who can 'market' products successfully, ie produce sales brochures, instruction manuals, assess foreign markets, advertise in overseas languages, package goods suitably, arrange transport and storage, estimate costs including duties and clearing charges, decide on prices, agent's commissions, estimate likely profit margins etc.	<input type="checkbox"/>
Logistics Manager	<b>Logistics and Distribution Management</b> involves co-ordination of the whole sequence of events, from supplying raw materials for products, through to delivery to the eventual end users. This process is as vital in maintaining the flow in food retailing through supermarkets, as it is in ensuring equipment reaches soldiers on a battlefield.	<input type="checkbox"/>
Marketing Manager	A person who is responsible for creating demand for the products or services of an organisation. The manager often prepares sales literature, conducts advertising and direct mailing campaigns, arranges exhibitions, conducts market research to discover consumer demand or reaction.	<input type="checkbox"/>
Purchasing & Supply Officer	<b>Purchasing and Supply</b> personnel are responsible for ensuring regular supplies of anything the departments in a company may require to function efficiently, eg materials, tools, components and equipment. They must keep up to date computerised records of stocks, rates of usage, competitive prices, stock values, alternative suppliers etc.	<input type="checkbox"/>
Real/Estate Agent	<b>Real/Estate Agents</b> act as negotiators between sellers and purchasers of residential, industrial and commercial property or land.	<input type="checkbox"/>
Retail Sales Manager	<b>Sales Managers</b> usually manage and co-ordinate the activities of their sales staff and will meet important customers, bargain or negotiate prices or contracts, discuss the pros and cons of products or services, attend exhibitions to display products, maintain good relations with clients and an efficient customer service.	<input type="checkbox"/>
Sales Executive	<b>Sales Executives</b> are employed and trained by a company to promote and arrange sales to retail, industrial and other outlets at home and abroad.	<input type="checkbox"/>
Technical Sales Manager	<b>Technical Sales</b> involves science-based or technical products and therefore, the provision of a service in which technical factors are discussed and alternative products, advantages or disadvantages considered. Managers will ideally have a specialist knowledge of their product field, eg electronics, computers, chemicals, medical drugs etc.	<input type="checkbox"/>
Tour Operator	<b>Tour Operators</b> arrange and market holidays at home and abroad, ensuring that transport facilities are available, that accommodation is of suitable quality, and that food and room services are satisfactory.	<input type="checkbox"/>
Travel Agent	<b>Travel Agents</b> sell overseas and other holidays, rail tickets and air flights that tour organisations have arranged, planned and marketed. They operate in shops in the high street - offering the services of many different tour operators, airlines etc.	<input type="checkbox"/>

# COMMERCIAL WORKSHEET

- 4 **Overall Match** - These bar graphs show the Interest Level of this career area, plus relevant supporting interests for careers in this field. These percentages have been averaged to produce your **high Overall Match score of 79%**.

Interests	Interest Levels (%)						Comments	
	0	20	40	60	80	100		
<b>Commercial</b>							Your high interest score for Commercial has been added to the five supporting interests below.	
<b>Supporting</b>	<b>Numerical Work</b>							Prices must be agreed, supplies ordered, goods despatched and sales figures analysed. These all depend on numerical skills
	<b>Written Communication</b>							You would have to write letters to customers and send regular reports to your own management.
	<b>Persuading</b>							Could you persuade customers that your products or services meet their needs and are competitively priced?
	<b>Administrative</b>							Administration skills are needed in office-based work and in the market place, if confusion and costly delays are to be avoided.
	<b>Economics</b>							Economics could be helpful. It would pay to be aware of the effects of supply and demand on prices, costs, future sales etc.
<b>Overall Match</b>							The six interests above have been averaged to calculate your High Overall Match Score of 79.	

- 5 **Cautionary Notes** - Your answers suggest that the following points should be considered when looking at this area:

<b>Reports/Articles</b> (Q164)	In these careers you would have to write reports informing other people of your actions and progress on a regular daily, weekly, or possibly monthly basis. Could you do this?
<b>Using IT</b> (Q175)	In all of these activities the use of computers to store, process and retrieve information is likely to be an established and essential procedure. It may be wise to learn more about the uses of information technology.

- 6 **Relevant Cambridge Profile Aptitude Test Scores** -

Test	Percentile					
	0	20	40	60	80	100
<b>Numerical Reasoning</b>						
<b>Verbal Reasoning</b>						
<b>Arithmetic Calculation</b>						
<b>Verbal Reasoning (French)</b>						

- 7 **Career Check - Self Test Questionnaire** - Please check this list of important qualities which are likely to be required in these careers. Tick or cross lightly using a pencil to see how well you match these.

FOR COMMERCIAL CAREERS	
Enjoy selling and bargaining over prices	<input type="checkbox"/>
Ability to speak convincingly	<input type="checkbox"/>
Wish to meet the needs of clients	<input type="checkbox"/>
Wish to establish good relationships with clients	<input type="checkbox"/>
Interest in the views, interests, and backgrounds of clients	<input type="checkbox"/>
Having a good memory for prices	<input type="checkbox"/>
Being tolerant and tactful with difficult people	<input type="checkbox"/>
Interest in modern IT systems	<input type="checkbox"/>
Interest in international trade and export	<input type="checkbox"/>
Desire to find new outlets for your products/services	<input type="checkbox"/>
Ability to think clearly in mental arithmetic	<input type="checkbox"/>
Possess an analytical, problem-solving mind	<input type="checkbox"/>
Ability to explain your products or services clearly	<input type="checkbox"/>
Willingness to travel and be away from home	<input type="checkbox"/>
Ability to accept criticism or rebuffs without stress	<input type="checkbox"/>
Skill at writing reports regularly	<input type="checkbox"/>
Having a good memory for names	<input type="checkbox"/>
Interest in estimating costs of products or services	<input type="checkbox"/>
Enthusiasm for your product or service	<input type="checkbox"/>
Observe and react to competition and market trends	<input type="checkbox"/>

Abbreviations Used:

- You have already expressed an existing interest

# D SUBJECT SELECTION CHART

This chart is designed to help you choose the IB or equivalent subject combinations, that are most appropriate for your potential future careers or higher educational courses.

The most traditional route to follow is a two year IB course in three HL and three SL subjects. These are shown on the opposite page.

Your choice of subjects should reflect:

- your stronger subject interests
- the subjects in which you think you can achieve the best results
- subjects required for particular courses and careers, eg mathematics for engineering
- the importance of keeping open the widest range of future career and course options

The left hand column of the subject selection chart below lists the top interest areas that appear in your Profile in Section B. The symbols used are explained at the top left hand corner of the chart. Familiarise yourself with these. Priority should be given whenever possible to subjects marked with a circle.

## Subject Groups Available

Symbols used on the chart have the following significance:

- Required for admission to most university courses
- Frequently listed by universities
- ◻ Valuable but not absolutely essential at this stage
- ◇ Subjects which can enhance overall educational base

CAREERS AREAS	INTEREST %	SUBJECT GROUPS													
		1 First Language	2 Foreign Languages	3 History/Philosophy/Psychology	Information Technology	Economics/Business	Geography	Miscellaneous Arts/Humanities	4 Chemistry	Biology	Physics	5 Mathematics	Computing/IT	6 Theatre Arts/Dance/Film/Music	Art & Design
Art and Craft	100	◻	◇	◇	◻	◻	◇	◇	◇	◻	◇	◻	◻	◇	●
Academic Art	100	◻	◻	●	◇	◇	◇	◻	◻	◇	◇	◇	◇	◇	○
History Related	100	○	◻	●	◻	◇	◻	◻	◇	◇	◻	◻	◻	◻	◇
Geography Related	100	◻	◻	◇	◻	◻	●	◇	◇	◻	◻	◻	◻	◇	◻
Politics Related	100	○	◻	○	◻	◻	◻	◻	◻	◻	○	◻	◻	◇	◻
Graphic Design	100	◻	◇	◇	◻	◻	◇	◇	◻	◻	◻	◻	◻	◇	●
Managerial	100	◻	◻	◇	◻	◻	◻	◻	◇	◇	◻	◻	◻	◇	◇
Languages Based	85	○	●	◻	◻	◻	◻	◻	◇	◇	◇	◇	◻	◇	◇
Journalism/PR	85	○	○	○	◻	◻	◇	◻	◇	◻	◻	◻	◻	◇	◻
Teaching/Advisory	85	◻	◻	◻	◻	◻	◻	◻	◻	◻	◻	◻	◻	◻	◻
Commercial	85	◻	◻	◇	◻	○	◻	◻	◇	◇	◻	◻	◻	◇	◻
Please list your choices or alternative choices in these boxes. Enter HL or SL. Under languages enter A2, B or ai - see the notes below		1.													
		2.													
		3.													

The three rows of empty boxes on the bottom of this chart can be used by you to select up to three different combinations of subjects which suit your career requirements. Please bear in mind the following restrictions when choosing your subjects:

- Select six subjects; three higher (HL) and three standard (SL).
- Select at least one subject from each of the Groups 1 - 5. The sixth IB subject can be chosen either from Group 6 or from any of the other Groups 1 - 5.
- Your subject Group 2 language level(s) may be specified ie **A2**, **B** or **ai** (ab initio) in the three spaces provided below column 2. If you are uncertain of these levels, put a ? after each.



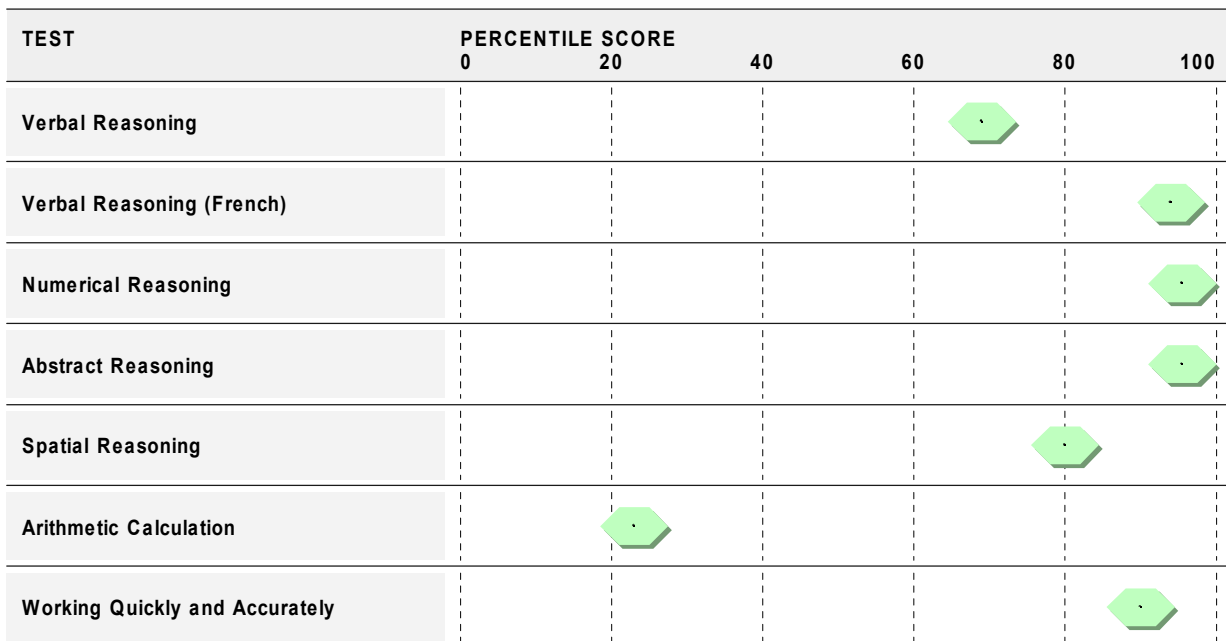
# CAMBRIDGE PROFILE

Aptitude tests, of this type, are increasingly used by both potential employers and careers advisors, who find that they provide valuable insight into a person's potential and likely performance within a career.

Aptitudes tested include; **Verbal, Numerical and Abstract Reasoning, Two- and Three-dimensional Spatial Reasoning, Spelling, Arithmetic Calculation**, and also **Working Quickly and Accurately** - a test of clerical speed and competence. The results are statistically based **percentile scores** which show how you compare in each test with other people of your own age and educational background. Typical scores have the following significance:

TYPICAL SCORE	SIGNIFICANCE
99 percentile	You are in the top 1% of your group.
90 percentile	Your score places you in the top 10% of your group.
50 percentile	You were average (ie at the half-way point).
30 percentile	You are in the lower 30% of the group for this skill.

The programme analyses your scores and provides a review of them for you on the following pages. The results are also displayed in bar graph form for ease of interpretation. The table below shows the relative strengths of your aptitudes compared to one another.



This information should be valuable to you in several important ways:

- It will help you to become aware of your stronger aptitudes and of occupations in which these could prove especially valuable.
- It can provide warning notes where any of your scores are low and where problems may arise in relevant future occupations.
- In almost every career, one or more of these scores may throw light on your suitability. Such information can bring you a greater sense of objectivity and realism.

In the pages that follow, each of the test scores is presented, with the percentile scores again shown, together with speed and accuracy bar graphs. The speed and accuracy scores can be helpful in understanding any of your lower percentile scores. If you have been too slow to complete the questions in time you should practice this sort of test to gain fluency and confidence. If your accuracy is very high this is always encouraging and you would still need to increase your speed.

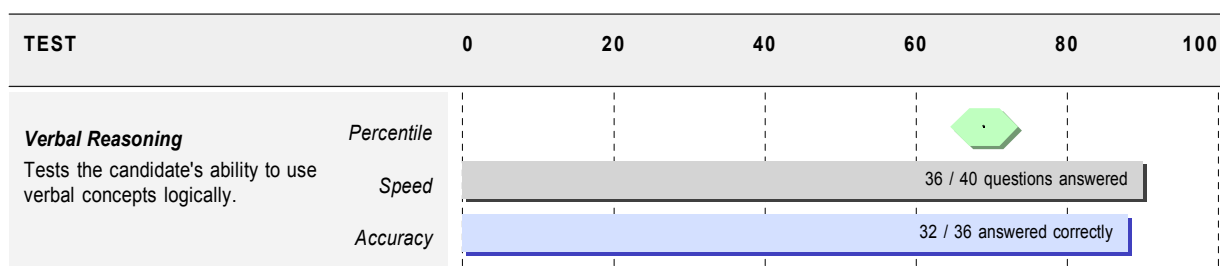
## CAMBRIDGE PROFILE

Your **Cambridge Profile** test results indicate your performance in each test compared with other people of your own age group and background. They also show how your own abilities compare with one another. The middle 'speed bar graph' indicates the percentage of questions you attempted and is therefore a measure of your speed in completing the questions. The lower 'accuracy bar graph' shows the percentage of correct answers you achieved in the questions you attempted.

The following paragraphs review your **Cambridge Profile** scores in each of the tests. If any of your scores are low you should consider whether these could affect your suitability for any of the careers which you are seriously considering. Where they are strong they will provide additional encouragement.

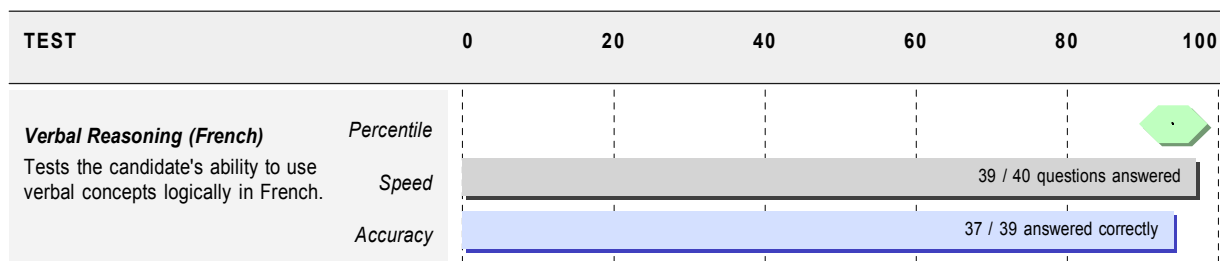
### Verbal Reasoning (VR)

The Verbal Reasoning test assesses your ability to discern the relationships between sets of words in common usage within the **English** language. It provides a measure of your aptitude for general academic work of all kinds and of comprehension of verbal concepts in particular. Your score indicates an above average ability to deal with word-related concepts.



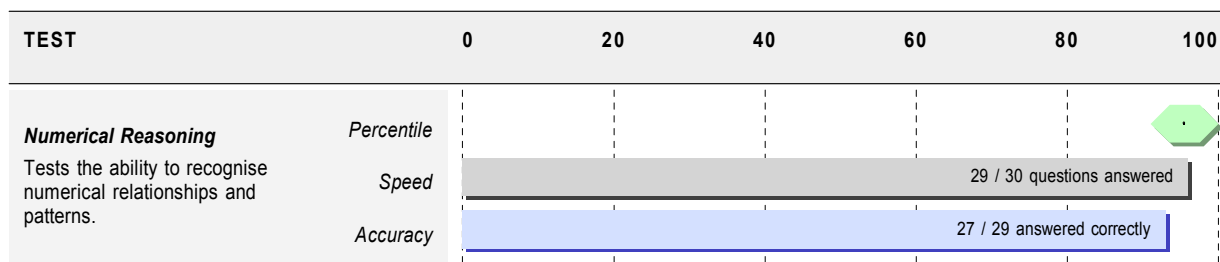
### Verbal Reasoning - French (FVR)

The Verbal Reasoning test in **French** assesses your ability to discern the relationships between sets of words in common usage. It provides a measure of your aptitude for general academic work of all kinds and of comprehension of verbal concepts in particular. Your percentile score indicates a very high level of academic potential and excellent verbal reasoning.



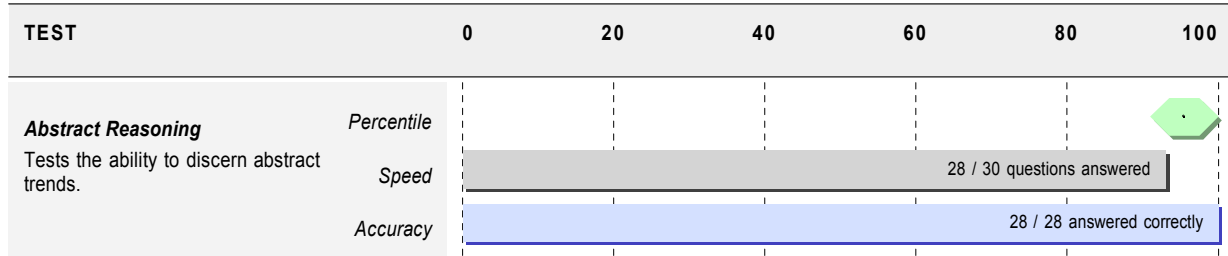
### Numerical Reasoning (NR)

This test has been designed to assess your ability to discern the relationships between sets of related numbers. It assesses your numerical logic and ability to handle numbers creatively. This could be very important in the analysis of numerical and statistical data, in scientific and engineering work, in economics, finance, accountancy, actuarial work and management consultancy. Your score suggests you should cope well with numerical work at a very high academic level.

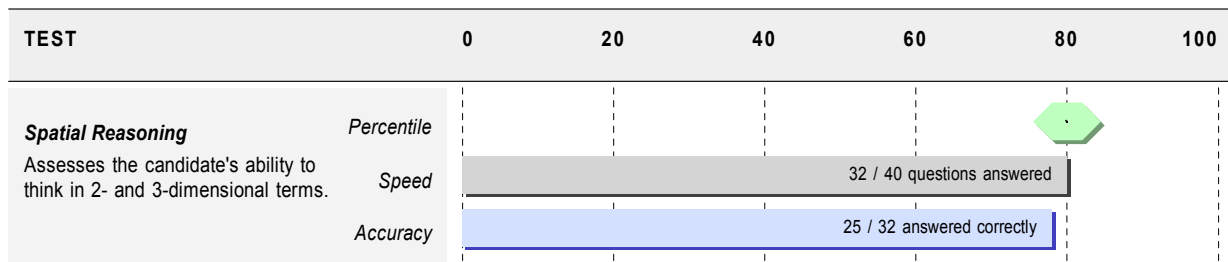


**Abstract Reasoning (AR)**

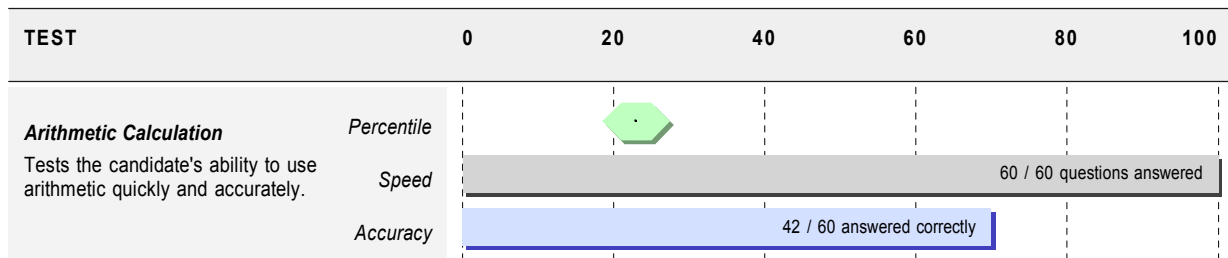
This test measures your ability to discern trends in the patterns, shapes, angles and positions of sets of progressive designs, and to predict or extrapolate the likely layout of the next item in a series. It uses non-verbal and non-numerical concepts of a type especially valuable in the sciences, technical/scientific research, engineering, computer programming, technical design etc. Your score provides evidence of a very high level of academic potential, and strong support for the above types of careers.

**Spatial Reasoning (SR)**

These tests measure your ability to think in two- and three-dimensional terms and to envisage the rotation or re-orientation of plans, diagrams, structures or solid objects without confusion. Your combined spatial score places you in a very high ability band for this skill and could provide encouragement in careers such as architecture, surveying, graphics, art/design, town planning, civil and mechanical engineering, medicine (eg in anatomy), dentistry, biological sciences, chemistry, physics etc.

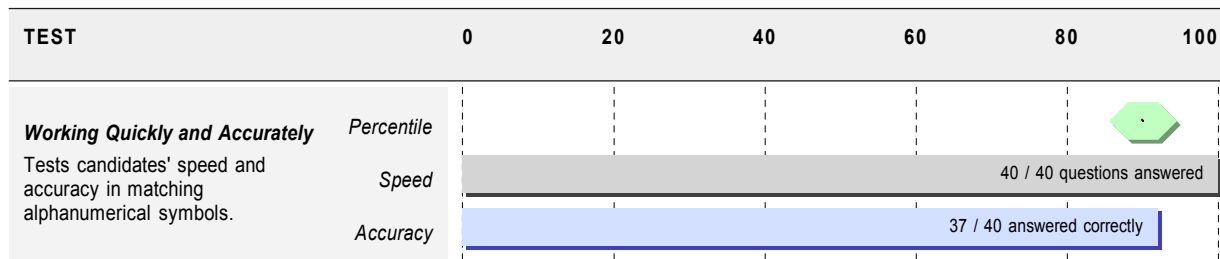
**Arithmetic Calculation (AC)**

Your result places you in a somewhat below average ability range for this test, which has been designed to assess your competence in arithmetic calculation (simple addition, subtraction, multiplication, division and use of decimals). Careers involving administration, finance, banking, commercial work, computing/IT, science, technology and engineering call for numeracy of this kind. Your result raises the question of whether you could cope with a great deal of simple arithmetic at speed. In the computer age many such calculations can be automated, but it would be sensible to try to improve your performance if possible.

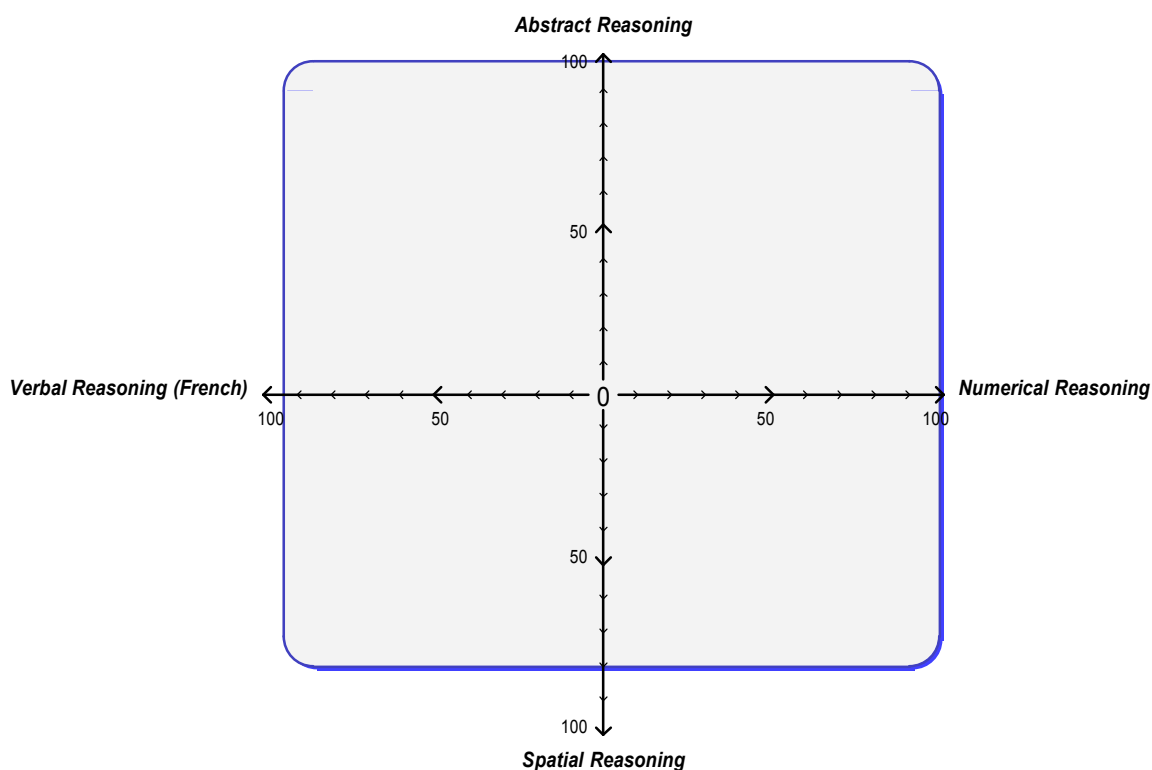


**Working Quickly and Accurately (WQA)**

Your very high score places you in the top level for your age group in the ability to transfer detailed information accurately and quickly. It suggests that you are very efficient in recognising patterns in letters, numbers and symbols. You should find this skill an asset when considering office-based, financial, computing/IT and administrative work where the accurate handling of data could be required.

**Thinking and Learning Styles**

The diagram shows the relative strengths of your Verbal, Abstract, Numerical and Spatial Reasoning scores in the aptitude tests. You should decide which of these can be used in learning and understanding your academic work. Build on your strengths and abilities, but remember - do not neglect to develop any weaker abilities.



It is becoming increasingly important for you to be aware of your thinking and learning styles for higher education course choice. This is to enable you to have more information about yourself when researching university courses so that you can find out the best course teaching style to suit your personal preferences and approaches. Many universities are becoming interested in their applicants' learning style.

# FIVE-POINT PERSONAL PROFILE

The chart below shows five groups of personal factors based on your answers to the questionnaire. These responses may be helpful in encouraging you towards developing some of the important qualities needed in the careers you are considering. They should also make good debating points with your advisors.

PERSONAL FACTORS		YES	?	NO
		(POSSIBLY/PERHAPS/NOT SURE)		
Group Interaction	Teamwork			
	Leadership			
	Managing			
	Organising Others			
	In Charge			
Social Interaction	Helping People			
	Safety of Others			
	Advising Others			
	Organising Others			
	Persuading Others			
Making Progress	Determination			
	Persuasion			
	Questioning			
	Reading			
	Analysis of Information			
Working Environment	Outdoor Work			
	Dangerous Work			
	Unsocial Hours			
	Obeying Orders			
	Office Work			
Physical Factors	General Health			
	Eyesight			
	Hearing			
	Manual			

## Academic Profile

Subject	Level	Forecast Grade	Subject	Level	Forecast Grade
Business	GCSE		Geography	GCSE	
Economics	GCSE		History of Art/Design	GCSE	
English Language/Literature	GCSE		Visual Arts	GCSE	
French	GCSE				
Biology/Human Biology	IB SL		French	IB HL	
Mathematical Studies	IB SL		History of Art/Design	IB HL	
English Language/Literature	IB HL		Visual Arts	IB HL	

IB Subjects being considered by the candidate, which are frequently required/preferred in University & College Entrance (relevant interest scores are shown in brackets)

English (100%) Geography (100%) History (100%) Art (100%) Art/Craft (100%)  
Economics/Business Studies (90%) Languages (85%)

## Cambridge Profile Test Percentile/Speed/Accuracy Scores

VR:English : 69/90/88 | VR:French : 94/97/94 | Numerical : 99/96/93 | Abstract : 98/93/100  
Spatial : 80/80/78 | Arithmetic : 23/100/70 | WQA : 90/100/92  
General 1 (Best of VR, NR and AR) : 99 | General 2 (Average of NR and AR) : 98

Estimated Academic Level: I - based on the General 2 assessment.

(This rough guide should take second place to the school's own forecast (SAF))

## Special Skills

Mental Arith : Yes | Add/Subtract : Pos | Public Speaking : Yes | Map Reading : Yes  
Word Meanings : Yes | Analysing Figs : Yes | Using IT : No | Spelling : No

## Personal Qualities

Leadership : Yes | Persuasiveness : Yes | Team Work : No | Competitiveness : No  
Determination : Yes | Caring : Pos

## Health/Personal Factors (Self Assessed By Student)

Hearing : Good | Eyesight : Good | Manual Coord : Good | Gen. Health : Good  
Specific health/personal factors : None indicated

## Work Attitudes

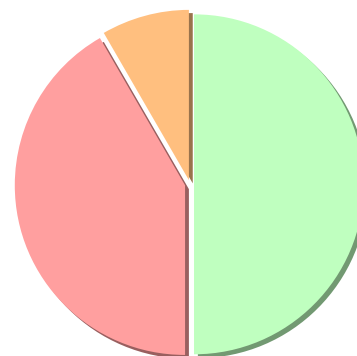
Office Work : Yes | Unsocial Hours : Yes | With Children : No | Safety of Others : Yes  
Planning : Yes | Advising : Yes | Obey Orders : Yes | Outdoor Work : Yes  
Dangerous Work : Pos | Smart Appearance : Yes | Physical Activity : Pos

## Analysis Of Questionnaire Responses

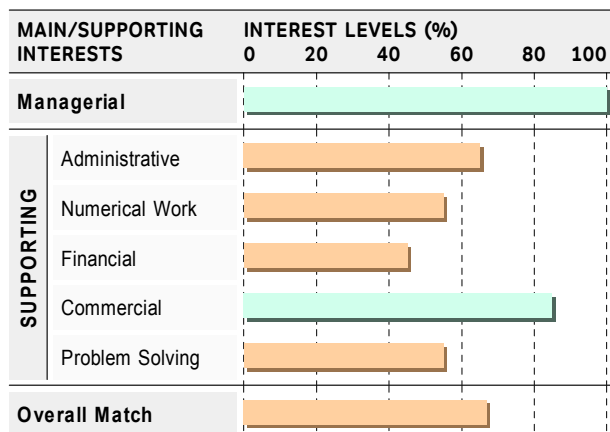
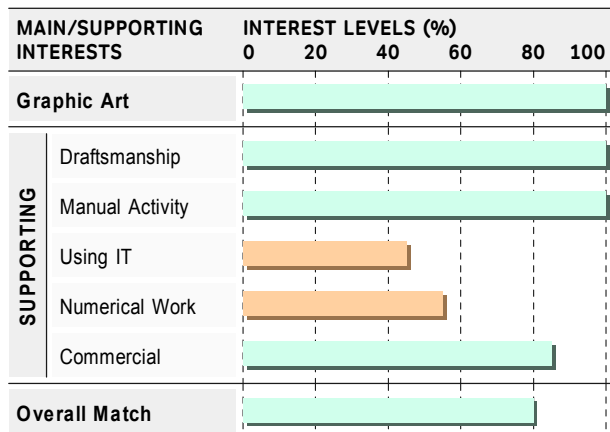
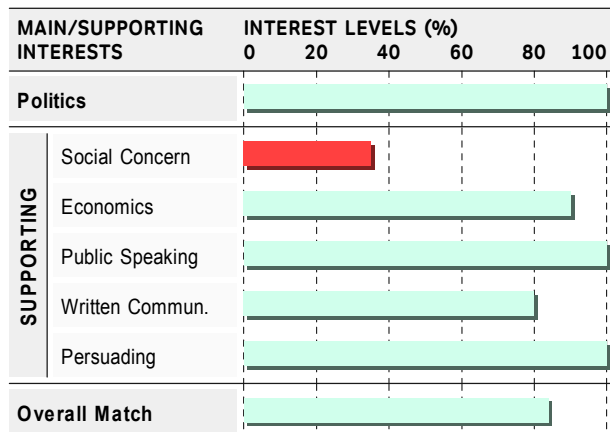
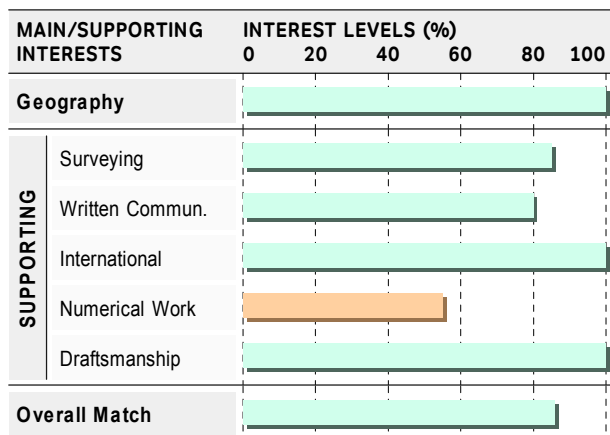
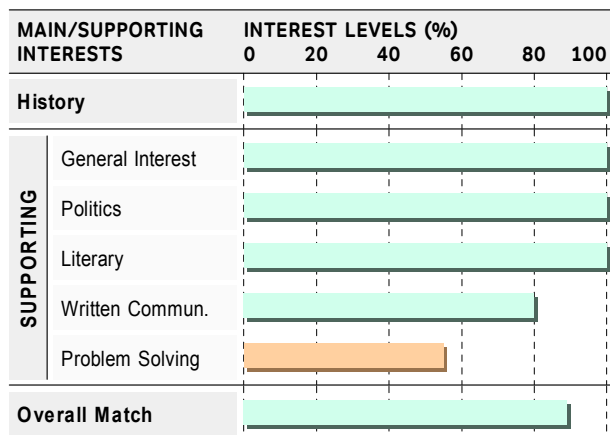
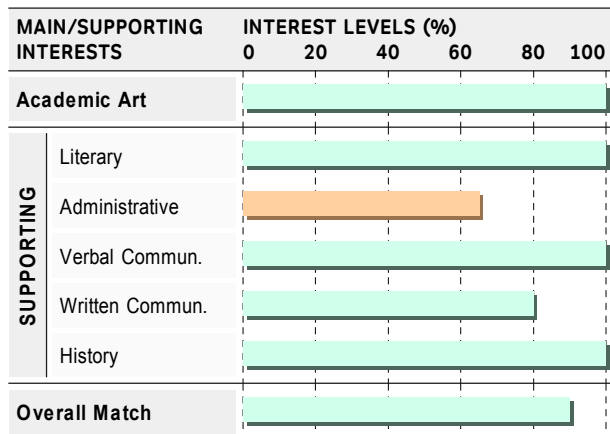
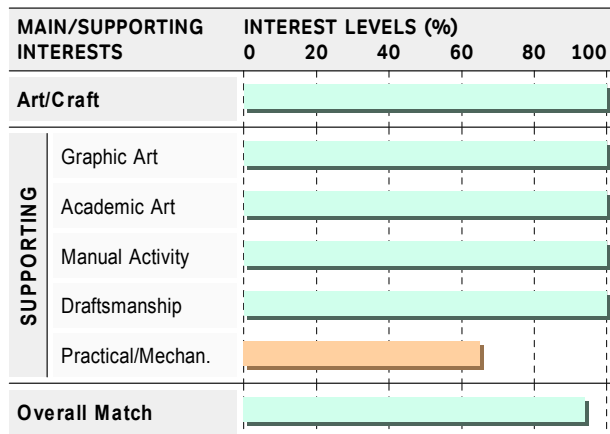
Yes (50%)  
All other answers were Yes

Possibly (8%)  
5 18 23 29 48 60 71 83 92 93 95 115 133 146 153 188 199

No (42%)  
9 11 12 14 15 16 19 24 25 27 31 32 33 34 38 39 41 42 43 44  
45 46 47 50 51 53 55 67 70 73 75 80 88 89 94 98 99 100 101 104  
106 107 108 109 112 114 116 119 122 125 129 132 135 136 137 138 139 140 141 150  
154 158 160 161 162 163 164 165 167 169 170 174 175 176 177 181 185 186 189 194  
195 197 200



The **Overall Match** is calculated as the average of the **Main Interest** score plus five other important **Supporting Interests**. The bar graphs below show the Supporting Interests for each of the top interests on the student's Profile.



This profile provides a full overview of this student's interests, academic abilities and important subjects which underpin these. You will see that 44 Occupational or Academic Interest Areas are shown below, though only the top seven of these have been used in the selection of the career areas in Section C.

CAREER AND POTENTIAL HIGHER EDUCATION COURSE AREAS	INTEREST LEVEL %	OVERALL MATCH %	USEFUL SUBJECTS FOR CAREERS/COURSES ★
<b>Art and Craft</b> ⓘ	100 (Very High)	94 (Very High)	A/D.DT
Academic Art	100 (Very High)	90 (Very High)	E.H/HA.A.Lang
History Related	100 (Very High)	89 (High)	H.E.Lang
Geography Related	100 (Very High)	86 (High)	Gg.M.Sci
Politics Related	100 (Very High)	84 (High)	E.H.M.Ec.Most
Graphic Design	100 (Very High)	80 (High)	A/D.DT
Managerial	100 (Very High)	67 (Moderate)	E.M.Ec/BS
Publishing	95 (Very High)	78 (High)	E.H.Ec.Most
<b>Languages Based</b>	85 (High)	94 (Very High) ⓘ	E.Lang.H
Journalism/PR	85 (High)	91 (Very High) ⓘ	E.H.Most
<b>Teaching/Advisory</b> ⓘ	85 (High)	86 (High)	E.M.Most
<b>Commercial</b> ⓘ	85 (High)	79 (High)	E.M.Ec/BS.Lang
Information Management	85 (High)	75 (High)	M.Most
Surveying (General)	85 (High)	67 (Moderate)	M.Gg.Ec/BS.TS.DT.A/D
Commercial Art/Antiques	82 (High)	84 (High)	E.HA.A.M.Ec/BS
Landscape Design/Surveying	80 (High)	85 (High)	M.A/D.DT
Hotel/Catering	80 (High)	80 (High)	E.M.Ec/BS
Public Protection and Security	70 (High)	75 (High)	E.M.H.Gg.Most
Structural Design	70 (High)	58 (Moderate)	M.P.TS/DT
Law Related	65 (Moderate)	88 (High)	E.H.M.Most
Commercial Dealing	65 (Moderate)	70 (High)	E.M.Ec/BS
Administrative	65 (Moderate)	65 (Moderate)	E.M.Ec/BS.Most
Theatrical Support	45 (Marginal)	77 (High)	E.Dr.A/D.TS
Financial	45 (Marginal)	73 (High)	E.M.Ec/BS
Agricultural Marketing	40 (Marginal)	55 (Moderate)	M.B
Social Work	35 (Marginal)	75 (High)	E.H.M.RS
Industrial Production	35 (Marginal)	25 (Low)	M.P.Ec.DT.TS
Medical - General	25 (Low)	54 (Moderate)	B/C/Sci.Most
Drama Related	20 (Low)	70 (High)	E.Lit.H.Dr
Computing/IT	20 (Low)	35 (Marginal)	M.P.Co
Building and Construction	15 (Low)	70 (High)	M.P.DT.TS
Agricultural	15 (Low)	60 (Moderate)	B/Sci.Gg.M
Mathematics Based	15 (Low)	51 (Moderate)	M
Medical (Chemistry Based)	15 (Low)	14 (Low)	B.C.M/P
Agricultural Sciences	10 (Low)	6 (Very Low)	B.C.M/P
Music Related	0 (Very Low)	75 (High)	Mu.Most
Sport Based	0 (Very Low)	55 (Moderate)	E.M.B.Sp/PE
Civil and Structural Engineering	0 (Very Low)	44 (Marginal)	M.P.TS/DT
Mechanical Engineering	0 (Very Low)	32 (Marginal)	M.P.TS/DT
Electronic/Electrical Engineering	0 (Very Low)	31 (Marginal)	M.P
Chemistry Based	0 (Very Low)	21 (Low)	C.M.P.B
Chemical Technologies	0 (Very Low)	19 (Low)	C.M.P
Physics Based	0 (Very Low)	17 (Low)	M.P
Biology Based	0 (Very Low)	14 (Low)	B.C.M/P

ⓘ indicates an area lower down your Interest Profile with a strong Overall Match

ⓘ - Student's own career selections (prior to EuroQuest):  
**Advertising**      **Art/Craft**      **Education/Teaching**

#### Symbols Used Above:

**A** = Art, **B** = Biology, **BS** = Business Studies, **C** = Chemistry, **CI** = Classics, **Co** = Computing, **D** = Design, **Dr** = Drama/Theatre Arts, **DT** = Design Technology, **E** = English, **Ec** = Economics, **Gg** = Geography, **H** = History Related, **HA** = History of Art, **IT** = Information Technology, **Lang** = Modern languages, **Lit** = Literary subjects, **M** = Mathematics, **Most** = Most subject combinations acceptable, **Mu** = Music, **P** = Physics, **PE** = Physical Education, **RS** = Religious Studies, **Sci** = Sciences, **Sp** = Sport, **ThS** = Theatre Studies, **TS** = Technical Subjects.

★ **Information Technology (IT)** has been mainly omitted but could have been included for most career areas.

The chart below shows five groups of personal factors based on the student's answers to the questionnaire.

PERSONAL FACTORS		YES	?	NO
		(POSSIBLY/PERHAPS/NOT SURE)		
Group Interaction	Teamwork (Q194)			
	Leadership (Q145)			
	Managing (Q148)			
	Organising Others (Q6)			
	In Charge (Q7)			
Social Interaction	Helping People (Q5)			
	Safety of Others (Q190)			
	Advising Others (Q56)			
	Organising Others (Q6)			
	Persuading Others (Q123)			
Making Progress	Determination (Q126)			
	Persuasion (Q123)			
	Questioning (Q22)			
	Reading (Q182)			
	Analysis of Information (Q127)			
Working Environment	Outdoor Work (Q1)			
	Dangerous Work (Q188)			
	Unsocial Hours (Q193)			
	Obeying Orders (Q187)			
	Office Work (Q49)			
Physical Factors	General Health (Q198)			
	Eyesight (health factor)			
	Hearing (health factor)			
	Manual (Q26)			