

MAKING CONNECTIONS

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Note:

Throughout this pack we have referred to A level courses and these materials apply equally to AS and A2 levels.

We have also provided information on 21 A level subject areas. Please note that A level course titles may differ slightly, for example, Computing might be called IT.

Finally, please note that the information in this pack was correct at the time of going to press. However educational terminology and policy changes regularly and Highflyers Publishing Ltd cannot be held responsible where information is no longer correct. Please check the information before using it.
Thank you.

About this resource:

This pack has been designed to help students who are considering taking A level courses, or who are already studying them, to make the connections between:

1. the skills they develop whilst studying A level courses and how they might be useful in work
2. the A level courses they are studying and the career areas to which these might relate
3. the A level courses they are studying and the higher education courses to which these might relate.

Why do students need to make these connections?

In terms of skills, many young people struggle to see their A level studies as anything other than an academic exercise; they have little sense of the skills that they have to develop in order to study subjects successfully at this level. By making the skills explicit to students, they can consider their options from a different perspective. 'Will I enjoy doing this?' as well as 'Will I enjoy learning about this?'. It will also help them to sell themselves to employers should they choose to move directly into work at the end of their A level programme. In the current labour market, employers are demanding a wider repertoire of skills from young people than ever before. A level students need to be confident about describing the skills they have acquired from their studies.

In terms of careers and higher education, many students struggle to see the links between A level courses and future pathways. By considering these connections, questions such as 'What can you do with an A level course in ...' and 'If I go on and study this subject at university, what will I be able to do then?' can be answered more easily.

Who is this pack designed for?

It is designed to be used by sixth form tutors, lecturers, careers/personal advisers, anyone working with students (and their parents) who are considering or already taking A level courses.

What does the pack contain?

The pack is in two parts. The first part is a set of lesson plans, and associated teaching materials, designed to help students explore the connections between A level courses, skills developed, career and higher education pathways. These lesson plans make heavy use of the resources provided in the second part.

The second part is a set of 21 handouts which provides information on 21 of the main A level subject areas available to study. Each handout comprises 6 sides of A4 and covers:

An Introduction

This gives information about how many A level courses to study and how this particular subject might be combined with other subjects or programmes.

Skills

This section, which spreads over two sheets, outlines the skills which can be developed through studying this subject at A level. It provides examples of how these skills are developed within the subject area and also how these skills might be used in work.

Career Connections

This section identifies a range of occupations which relate well to the particular subject area and provides their connexions resource classification code so that they can be researched further.

Higher Education Information

This section identifies a range of degree programmes that relate well to this particular subject area. It also highlights graduate opportunities and recent trends in terms of graduate employment for those students who have studied this subject area at degree level.

Further Information and Useful Addresses

This section provides signposts for obtaining further information on the occupational areas related to this particular subject.

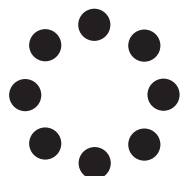
How can the pack be used?

The pack could be used in a variety of ways, for example:

1. As a resource within the Year 11 careers education programme to help students explore choosing A level courses as their post 16 option.
2. As a resource within the Y12/13 careers education programme to help students taking A level courses to explore choosing higher education courses or to identify their skills in order to sell themselves more effectively to employers.
3. The 21 handouts could be given out to parents and students at parents evenings or during guidance interviews or as part of an information session, to help them consider the connections between A level courses and the choices beyond.
4. The 21 handouts could be kept in the careers library as a reference source for students.

Faced with an increasingly competitive labour market and rising costs for higher education, students need to be able to make well informed and realistic decisions about their future career plans. This pack is designed to support students, considering or taking A level courses, with that process.

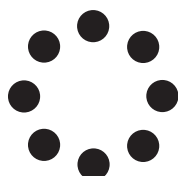
Contents



LESSON PLANS & RESOURCES

2	About this resource
6	Choosing A level courses with a career in mind
7	Tutor notes
8	Chris & Jenny worksheet
9	Irlen & Sanjit worksheet
10	Employers want ... I have got ...
11	Worksheet
12	Selling your skills to employers
13	Key skills Slide
14	Key skills Slide
15	Emily case study
16	Badrul case study
17	Sofia case study
18	Peter case study
19	Which degree?
20	Laura case study
21	Jamie case study
22	Sukbinder case study
23	Worksheet
24	If I did a degree in ...
25	Instructions Slide
26	Worksheet

Contents



SUBJECT PROFILES

Each **subject** has the following sections:

- Skills checklist
- Career connections
- 6 ways to check it out
- Thinking of doing a degree?
- Factfile: opportunities for graduates
- Useful Addresses and Publications

27	Art and Design
33	Business Studies
39	Biology
45	Chemistry
51	Computing / IT
57	Drama / Theatre Studies
63	Economics
69	English
75	Geography
81	History
87	History of Art
93	Law
99	Mathematics
105	Media Studies
111	Modern Languages
117	Music
123	Physics
129	Psychology
135	Religious Studies
141	Sociology
147	Sport / PE
153	Further Information and Resources
154	Publishers' addresses
156	Single Site licence agreement – Making Connections on CD

Choosing A level courses with a career in mind

Aim

By the end of this session participants will have:

1. identified the similarities and differences between certain Advanced level courses
2. considered possible combinations of A level courses to take if they have a specific career in mind
3. discussed the implications of these choices for future study and career plans

Time

30 minutes depending upon the amount of discussion and feedback.

Resources required

- Copies of the *Choosing A level courses with a career in mind* worksheets, on pages 8 & 9, one per person.
- A copy of the *Choosing A level courses with a career in mind* tutors notes, on page 7.
- Copies of the A level courses resources sheets for the following subjects:

English	page 69 - 74
History	page 81 - 86
Modern Languages	page 111 - 116
Media Studies	page 105 - 110
Computing / IT	page 51 - 56
Psychology	page 129 - 134
Sociology	page 141 - 146
Law	page 93 - 98
Maths	page 99 - 104
Physics	page 123 - 128
Chemistry	page 45 - 50
Biology	page 39 - 44
Art and Design	page 27 - 32
Business Studies	page 33 - 38
History of Art	page 87 - 92

Method

1. Begin by explaining to the students that when choosing A level courses it is usual to choose to study 4 at AS level and then reduce this to 3 at A2 level. (You may want to modify this, and the case study worksheet, to reflect the usual number of choices made by your students).

2. Point out that the subjects that they choose to combine could have an impact on what is available to them beyond A level both in terms of higher education courses and careers. However, it is not true to say that there are perfect matches between A level choices and courses or careers, as there is always some flexibility as to what will be accepted by universities and employers.

3. Then ask them to work in groups of 3. Give everyone a copy of the *Choosing A level courses with a career in mind* worksheets.

4. Then give each group one set of A level resource sheets for a specific case study. (For example, group 1 begins with case study 1 and they are given a copy of the English, History, Modern Languages, Media Studies and Computing/IT A level courses resource sheets. Group 2 begins with case study 2 and so on.)

Ask them to read the case study and then look at the resource sheets. They have to decide which 4 main AS level courses the student in the case study should take.

5. Then swap the A level resource sheets around so that group 1 now works on case study 2 and so on.

6. When the class has had the chance to do all 4 case studies, take feedback to the front and discuss the choices they have made. You might want to refer to the tutor notes whilst doing this.

Note: Another way to do this is to get all the class working on one case study. Then take feedback to the front and discuss the choices with the whole group. Then move on and repeat with the other case studies.

Possible answers:

CHRIS

Chris could take any combination but would be advised to take some subjects that he knows he is good at and can get higher grades in. He could go on to do a media degree with any of these A levels but if he decided to go on to do an English degree he may find that he needs to have taken English at A level. He needs to look closely at the Computing course as this is not just designed to make people quick users of common software packages.

JENNY

Jenny could take any combination but needs to think carefully about taking all new subjects. Also some law schools still prefer students to offer traditional 'wordy' A level courses like English or History so she would need to check this out. She could go on to train as a probation officer with a law degree and if she did a social sciences degree she could then do a CPE/GDL to convert to law, so nothing is ruled out, but certain routes will take longer and might cost more.

IRLEN

Irlen should stick with Maths and the Sciences for medicine. If she does not do as well as she hopes she could apply for a computing degree without having a Computing / IT A level qualification.

SANJIT

Sanjit could combine any of these but should be aware that doing both Art and Design and History of Art might be seen as too narrow, so it might be better to keep his options more open at this stage.

Note: If you are uncertain about any of these answers discuss them with your Careers or Connexions Adviser first.

CHRIS

Chris wants to be a journalist. He can't decide which 4 AS level courses to take from:

- > English (which is his strongest subject at GCSE)
- > History (another strong one)
- > French (which he is good at and really enjoys)
- > Media Studies (which he thinks will give him a valuable insight into the media business)
- > Computing / IT (which he quite enjoys and feels would be extremely useful to have when trying to get into journalism).

Which 4 AS level courses should he choose and why?

Case study 1

JENNY

Jenny's first choice of career is to be a solicitor. If she cannot get into that she wants to be a probation officer. She has been advised to keep her options open until she has had more time to decide. She cannot decide between AS level courses in:

- > Law (new to her and will give her a taste of what a law degree might be like she thinks)
- > Psychology (new to her and a subject she has always wanted to study)
- > Sociology (new to her and goes well with Psychology she thinks)
- > English Literature (she is predicted an A grade at GCSE and she does enjoy this subject)
- > History (she also enjoys this subject and is predicted A/B at GCSE).

Which 4 AS level courses should she choose and why?

Case study 2

IRLEN

Irlen is a good all round student who wants to train to be a doctor. However, she knows how competitive it is to get into medical school and she is worried that she might not quite get high enough grades. Her other main interest is computing. She cannot decide between:

- > Maths (she is predicted an A but has to work hard in this subject)
- > Physics (again predicted a high grade but puts in a lot of effort)
- > Chemistry (she enjoys this and will get a high grade)
- > Biology (she finds this subject very easy and is predicted an A)
- > Computing / IT (she loves this subject and again is predicted an A)

Which 4 AS level courses should she choose and why?

Case study 3

SANJIT

Sanjit is not sure what job he wants to do. He loves Art and is also very good at languages. He has considered trying to get into some sort of design work or arts administration but would also like the chance to work abroad. He has narrowed down his choice of possible AS level courses to:

- > Art and Design (his favourite subject)
- > German (another favourite and he is very good at it)
- > English (because the literature might help him get into theatre administration he believes)
- > History of Art (because this might help him get into gallery or arts administration work he thinks)
- > Business Studies (a new subject to him but one that he thinks will help him get into administration if he cannot make it as a designer)

Which 4 AS level courses should he choose and why?

Case study 4

Employers want.. and I have got ..

Aim

By the end of this session participants will be able to:

1. list the skills that employers are looking for in applicants
2. identify how those skills are developed in particular Advanced level courses

Time

30 minutes or more depending upon the amount of discussion.

Resources required

- Copies of the worksheet, *Employers want.. I have got ..*, one per student on page 11.
- Copies of the A level resource sheets. You may want to make lots of copies so that students can have one for each A level course they are studying or you may want to make a number of copies and then ask them to circulate them around the room as they finish with them.

Method

1. Begin by explaining that most employers, when they are looking to recruit employees, are looking for skills rather than subject knowledge. (This is not always the case. Students who have taken A level courses in Computing or a Language, for example, may find that their subject knowledge is important. Generally, however, it is skills employers want.) Through studying A level courses they have been developing skills. The purpose of this exercise is to help them match the skills employers usually want, with the skills they have been developing by studying at A level.

2. Give each student a copy of the worksheet *Employers want.. I have got..*. Talk the students through the first example on the worksheet.

3. Then give each student a copy of the A level resource sheets for the courses they are studying. (You may want to circulate copies to save on photocopying - see Resources needed).

4. Ask them to look at the list of skills wanted by employers on the worksheet and then identify, from the A level resource sheets, how they have already developed these.

5. When they have done this, take feedback to the front and ask them to share what they have come up with.

6. Finish by pointing out that many of the skills wanted by employers, they are developing now in their A level studies. If they apply for jobs they should make sure they point this out, both in their CVs and application forms and at interviews.

Employers want .. I have got ..

Skills that employers want:

Examples of how I am developing these skills in my A level courses

example: teamworking

working in a group to put on a production in drama

Team working

Being able to work well with others

Communication skills

Being able to put across your thoughts and ideas, to explain things and listen to others

Problem solving

Being able to work out solutions and find answers

Setting and achieving goals

Being able to sort out what needs to be done and work to deadlines

Using initiative

Being able to start things for yourself without being prompted by others

Literacy skills

Being able to present ideas and information in writing

Numeracy skills

Being able to work with numbers and calculations

ICT skills

Being able to use computers to carry out a variety of administrative tasks and to manipulate data and use email and the internet

Selling your skills to employers

Aim

By the end of this session participants will have:

1. identified the skills that employers are looking for in a number of specified vacancies
2. analysed the skills developed within a specified number of A level courses
3. matched the skills learnt in some A level courses with the skills required in some jobs

Time

30 minutes depending upon the amount of discussion and feedback.

Resources required

- Copies of the Skills slides on pages 13 & 14.
- Copies of the Emily, Badrul, Sofia and Peter case study worksheets, one per student, on pages 15 - 18.
- Copies of the A level courses resources sheets for each case study:

Emily	English	page 69 - 74
	B. Studies	page 33 - 38
	Drama	page 57 - 62
Badrul	Law	page 93 -98
	Computing/IT	page 51 - 56
Sofia	Biology	page 39 - 44
	Geography	page 75 - 80
	M. Lang	page 111 - 116
Peter	Sport/PE	page 147 - 152
	Sociology	page 141 -146
	Economics	page 63 - 68
- Whiteboard.

Method

1. Begin by explaining to students that although A level courses are quite academic and contain a significant amount of subject content, in order to study them successfully students have to develop a wide range of skills. Take English for example, put up the slide of the skills and how they are developed in the subject and talk them through it.
 2. Then explain that once they have developed these skills they can transfer them to work situations. Put up the slide of English skills and how they might be used in work and talk them through this. Explain that some of the examples are quite specific (like writing scripts) but others are more general.
 3. Emphasise that it is important that they understand this concept of TRANSFERABLE SKILLS because when they come to look for jobs employers will want to know about their skills, probably more than their knowledge of their A level subject (eg. Shakespeare, the rise of Fascism, etc.). This session is designed to get them to think about how they might sell their A level course SKILLS to employers.
 4. Ask them to work in groups of 3 and give them a copy of a Case study and the A level courses resource sheets that relate to that case. (For example, Emily needs the resource sheets for English, Business Studies and Drama). Then ask them to read the case study and decide which skills from their A levels each student could mention in order to support their applications.
 5. If time, circulate the case studies and the resource sheets so that students get to consider more than one.
 6. Then ask each group to report back on their answers and have a general discussion. Which skills did they identify and why? Did they find this easy or difficult to do? Can they now see how A level course skills can be used by students to help sell themselves to prospective employers?
- Incidentally you might like to point out that the vacancies were adapted from real jobs advertised in the newspapers.

<i>English Skills</i>		⊗Ways in which you might learn these in the subject:
<i>Research skills:</i>	<ul style="list-style-type: none"> <input type="checkbox"/> researching a topic by finding and choosing the most useful materials to use <input type="checkbox"/> analysing written information and drawing out from it the key pieces of information needed <input type="checkbox"/> summarising that information either in writing or verbally 	<ul style="list-style-type: none"> <input type="checkbox"/> reading and analysing plays, poems and novels as well as other written pieces <input type="checkbox"/> making notes on key scenes, characters and language <input type="checkbox"/> recognising propaganda
<i>Communication skills - written and visual:</i>	<ul style="list-style-type: none"> <input type="checkbox"/> putting across clear and relevant information when writing about a subject <input type="checkbox"/> writing pieces where the text is legible with correct spelling, punctuation and grammar <input type="checkbox"/> adjusting the style of writing to suit the audience or task 	<ul style="list-style-type: none"> <input type="checkbox"/> writing notes, records, criticisms and essays <input type="checkbox"/> producing written pieces aimed at different target audiences <input type="checkbox"/> using drawings, photographs and other images to illustrate essays or presentations
<i>Communication skills - verbal:</i>	<ul style="list-style-type: none"> <input type="checkbox"/> taking part in discussions and making relevant contributions <input type="checkbox"/> listening and responding to others and encouraging them to speak <input type="checkbox"/> giving presentations, using images where appropriate 	<ul style="list-style-type: none"> <input type="checkbox"/> discussing poems, plays, styles of writing, etc. <input type="checkbox"/> giving presentations <input type="checkbox"/> debating topics and arguing for cases from particular standpoints
<i>Creative skills:</i>	<ul style="list-style-type: none"> <input type="checkbox"/> reading and writing with sensitivity and perception <input type="checkbox"/> assessing the relationship between literature and real life <input type="checkbox"/> demonstrating an awareness of intellectual, emotional and spiritual needs and the role of literature in meeting those needs 	<ul style="list-style-type: none"> <input type="checkbox"/> reading and studying literature and trying to develop your own creative writing skills

⊗ Ways in which you might use these in a job:

Research skills:

- dealing with email and enquiries
- researching and preparing reports
- proofreading and editing

Communication skills - written and visual:

- producing letters, memos, reports, presentational materials, notices and handouts
- writing newspaper articles, scripts, novels, etc.
- translating jargon and rewriting materials for different audiences

Communication skills - verbal:

- working as part of a team
- managing or supervising other people
- explaining or interpreting literature for students and others
- giving presentations or speeches

Creative skills:

- thinking creatively and using your imagination when dealing with problems and looking for solutions
- presenting original views or interpretations on various topics

Emily

Emily is doing A level courses in English, Business Studies and Drama. She also has a GCSE in ICT and can touch type. She wants to get a job when she finishes her A levels rather than go on to university. She is interested in this vacancy. In her CV, which skills from her A level courses could she mention to support her application?

List the skills below and say, briefly, how they have been developed in the A level course.

Joining our team will provide you with a permanent position in this leading National Recruitment Consultancy.

RECEPTIONIST/ADMINISTRATOR
Big City Centre

As a result of continued expansion, we are seeking a bright individual who will be the first point of contact greeting candidates, clients and providing clerical support for our busy consultants. As part of the administration team, you will be confident, of smart appearance and have the ability to work using your own initiative. Ideally, this role would suit college leavers eager to utilise their administration and office skills within a professional environment.

We offer a competitive salary, 20 days holiday and full training, along with an excellent working environment. Interviews will be held locally.

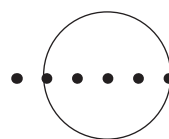
Please send your CV, to ...

Subject	Skills developed	How developed/evidence
English		
Business Studies		
Drama		

Badrul

Badrul is doing A level courses in Law and Computing. He also has 5 GCSEs including Business Studies and English. He wants to get a job when he finishes his A level courses rather than go on to university. He is interested in this vacancy. In his CV, which skills from his A level courses could he mention to support his application?

List the skills below and say, briefly, how they have been developed in the A level course.



THE COURT SERVICE
IS LOOKING FOR
ADMINISTRATIVE OFFICERS
FOR THE CITY COMBINED
COURT CENTRE

Applicants must be UK Nationals, as the vacancies are reserved posts.

The following educational qualifications are required: a minimum of 5 GCSE grades A - C (one of which must be English Language), or equivalent.

Duties will include a variety of administrative duties; issue/reissue of process; accounting for fees/payments; inputting/extracting data from computer systems; allocating hearing dates; preparing files for court; sitting in court and supporting the judiciary; preparing/despaching documents and orders; dealing with enquiries by telephone, public counter and correspondence. Relevant training will be given.

Hours of work are 37 hours, Monday to Friday, attracting a starting salary rate of £12,715 per annum, the band maximum is currently £15,770. Annual leave entitlement is 22 days p.a. rising to 25 days after one year, plus 10 1/2 days' public holiday.

Application forms are available from:

Subject	Skills developed	How developed/evidence
Law		
Computing		

Sofia

Sofia is doing A level courses in Biology, Geography and French. She also has a full driving licence and recently passed her driving test. She wants to get a job when she finishes her A level courses rather than go on to university. She is interested in this vacancy. In her CV, which skills from her A level courses could she mention to support her application?

List the skills below and say, briefly, how they have been developed in the A level course.

The Hydro Water Company requires a

SAMPLING TECHNICIAN

You will ensure that samples of discharges made to the sewer are routinely sampled for analysis according to the predetermined programme of work. Involves visiting industrial premises and other key monitoring sites. A company vehicle is provided.

You will be self motivated and able to react to changing situations. Previous experience is not essential as full training will be given, but you must be educated to at least A level standard in a science subject. A driving licence is essential.

Making Water Work

Subject	Skills developed	How developed/evidence
Biology		
Geography		
French		

Peter

Peter is doing A level courses in Sports Studies, Sociology and Economics. He has a grade C in GCSE English and Maths and he also has a driving licence and use of a family car. He wants to get a job when he finishes his A level courses rather than go on to university. He is interested in this vacancy. In his CV, which skills from his A level courses could he mention to support his application?

List the skills below and say, briefly, how they have been developed in the A level course.

Medium District Council

Sports and Leisure Trainee

Salary up to £11,281 (pay rise pending)

An exciting opportunity is now available for someone to join the Leisure Services team at Medium District Council.

Initially the post holder will assist with the promotion, organisation, coaching and administration of our extensive summer holiday programme and proceed to assist with the development of leisure information services and conduct research into specific leisure issues. The post is for a fixed term and a training package will be designed for the post through the Council's Apprenticeship scheme.

The ideal candidate must have:

- a strong interest in leisure
- the ability to demonstrate good interpersonal skills in the workplace
- numeracy and literacy skills (with grade C in GCSE English and Maths)
- a current and valid driving licence and access to a car

It would be beneficial to have:

- a leisure qualification
- experience of working with young people
- information technology experience and knowledge (particularly Microsoft Office)
- coaching qualifications across a range of disciplines
- experience in sports development

Subject	Skills developed	How developed/evidence
Sports Studies		
Sociology		
Economics		

Which degree?

Aim

By the end of this session participants will have:

1. considered the similarities and differences between a number of related degree courses
2. discussed links between Advanced level study, personal interests and degree choice
3. identified 3 degrees which might be suitable for them

Time

30 minutes depending upon the amount of discussion and feedback.

Resources required

- Copies of the Laura, Jamie, Sukbinder case studies on pages 20 to 22, one per student.
- Copies of the *Which degree ... for me* worksheet, one per student, on page 23.
- Copies of prospectuses so that students can search for courses that might be of interest to them. These can either be a random selection or multiple copies from universities willing to provide them (try your local universities for extra copies).

Method

1. Ask the class to work in pairs or small groups. Then either give everyone a copy of all three case study sheets or ask groups to consider one at a time.
2. Talk them through a case study. Point out that the skills described for each person are taken from the A level resource sheet - Skills section.
3. Point out that the descriptions of the degrees are for specific courses, so not all Business Studies courses will be like the one described here. Different institutions include different topics or have a different emphasis so they should not assume that all degrees with this name are the same.
4. Ask them to discuss each case and decide which degree might be the most suitable for the person.
5. Once they have decided which degree would be most suitable for each case get them to feedback to the front and discuss. There is no right or wrong answer, however, certain degrees can be justified more easily than others.
6. Then give out copies of the *Which degree for me* worksheet and ask the students to fill in the left hand side by writing themselves up as a case study, picking out things they enjoy about their A level courses.
7. Then give out copies of university prospectuses (either a random selection or all from your local universities). Ask them to look through and find 3 degrees which might be of interest. Stress that these are only examples.
8. Finish by pointing out how important it is to look carefully at degrees and check out what they cover. Don't assume anything about the content on the basis of what the degree is called. Also think carefully about what you really enjoy about a subject. There are so many degrees available at university there may be one which concentrates on one aspect of a subject that you really enjoy, or one that picks up new areas that also appeal to you.

Laura

Laura is taking A level courses in Computer Science, Art and Design and Mathematics.

- In Computer Science she enjoys:
 - > tailoring software packages to meet specific project briefs
 - > becoming a competent user of a range of computer equipment and software applications
- In Art and Design she enjoys:
 - > producing art pieces in a range of media
 - > looking for inspiration for art projects in magazines, papers, films, the natural environment, etc..

She really loves art but is worried about her job prospects if she does a degree in this area. She has been told to go for computing as there are lots of jobs for graduates but she finds word processing, databases and spreadsheets really boring. Recently, however, she thoroughly enjoyed creating her own web pages and found this gave her a real opportunity to mix her artistic skills with her computing abilities. She has found 3 degrees which might be of interest to her.

WHICH DEGREE?

1. BSc COMPUTING SCIENCE provides for the study of the structure and behaviour of computer systems at a detailed level. You will obtain the technical background and knowledge to design, organise and support a variety of computer systems through following modules in general software and application system development.

2. BSc MULTIMEDIA COMPUTING combines software engineering skills with information systems development in the context of building interactive multimedia applications. It concentrates on the technical rather than the design issues. You will be equipped with a broad knowledge of all aspects of multimedia systems architecture, from presentation design to complex implementation.

3. BA INTERACTIVE MULTIMEDIA Interactive multimedia systems are used in many different environments. The successful design of such systems requires visualisation, documentation and graphic skills. You may have either a design or science background as long as you can show visual design ability. Technically inclined students with interests and some ability in visual media are ideal candidates.



Which degree do you think would be most suitable?

Why?

Jamie

Jamie is taking A level courses in Mathematics, Business Studies and English.

- In Mathematics he enjoys:
 - > setting up mathematical models to solve a problem such as finding a least cost option in a financial scenario
 - > gathering and analysing data such as reports from financial institutions to compare and predict growth and rates of capital gains, etc.

- In Business Studies he enjoys:
 - > learning about supply and demand, costs, prices, profit margins, break even points, etc.
 - > studying accounting and finance

Jamie's strongest subject is Mathematics but he really enjoys Business Studies so he has been thinking about taking a degree in this. However, he recently got a new computer at home and he has become interested and skilled in using it. He is now wondering whether he can combine his interests in such a way that he can exploit all three areas. He has found 3 degrees which interest him.

WHICH DEGREE?

1. BSc ACCOUNTING & COMPUTING

This programme is designed to develop skills and expertise in both accounting and computing, with the aim of maximising your employment opportunities in a competitive job market. It will be of interest to students who want to pursue a career within the accountancy profession, industry or commerce. It would also be of interest to those seeking to develop and use computing skills within these areas of business. The course will develop the skills necessary to become a financially astute professional, to make real changes, and to create new systems, whether as an accountant or as an IT professional within the finance sector. The course will provide access to industry standard software such as Sage Accounting, Microsoft Server and SAP.

2. BA HONS BUSINESS STUDIES

This is a general all round business course, designed to provide the necessary knowledge, information and experience, and facilitate the development of appropriate skills to enable you to make an effective and immediate contribution to an employing organisation. Modules offered include: Marketing, Advertising and Public Relations, Sales Management, Business Forecasting, Cost and Management Accounting, People in Organisations and Business Ethics.

3. BSc BUSINESS COMPUTING (4 YEAR SANDWICH)

promotes a thorough knowledge of how business processes work, how they are developed and how they may be used to the best advantage of a company. You will also gain invaluable experience of teamwork, communication and presentation skills and the ability to understand users' requirements and provide possible solutions at all levels of business. There is a 48 week placement in business in the third year.

Which degree do you think would be most suitable?
Why?

Sukbinder

Sukbinder is taking A level courses in Geography, Sociology and Economics.

- In Geography she really enjoys:
 - > developing an appreciation of the environment and the strategies which can be used to protect and develop it in an environmentally friendly way
 - > keeping up to date with current world affairs
- In Economics she really enjoys:
 - > discussing ways to solve economic problems
 - > learning about the inter-relationship between the UK and other economies

She still has family connections with India and has spent time there on long holidays. Once she has done her degree she wants to work for organisations which are involved in providing support to third world countries, either by getting involved in projects in those countries or by putting pressure on first world governments to adopt policies and practices which are in the interest of developing countries. She has found details on 3 degree courses at universities where she is keen to study.

WHICH DEGREE?

1. BA HONS GEOGRAPHY

This degree places emphasis on human aspects of geography; how people, in a variety of economic, social and cultural contexts, interact with each other and their surroundings. Thematic areas which are prominent throughout the course are social, cultural and historical geography; development studies; economic geography and planning; environmental and resource issues and recreation, leisure and tourism.

2. BA HONS INTERNATIONAL DEVELOPMENT

This award draws from the subjects of development studies, geography, international relations and politics to provide a cohesive understanding of politics around the world. There is emphasis on the developing or 'third' world; how it has evolved this century and how it interacts with the rest of the world. Consideration is given to explanations of, and solutions for, underdevelopment.

3. BSc ENVIRONMENTAL SCIENCE

This flexible degree allows you to emphasise geosciences, biology or chemistry, with the aim of giving a thorough grounding in biology (eg. biological monitoring or an understanding of ecosystems) and of environmental chemistry (eg analysis of materials or appreciation of the nature of agrochemicals). In addition the aim is to develop your appreciation of geographical resources issues as well as your skills in decision making and in the formulation and implementation of environmental policies.

Which degree do you think would be most suitable?

Why?

Which **DEGREE** for me

Name:

I am taking A level courses in

-
-
-

DEGREES I MIGHT CONSIDER

→ In I enjoy:
>
>

1.

→ In I enjoy:
>
>

2.

→ In I enjoy:
>
>

3.

If I did a degree in ..

Aim

By the end of this session participants will have:

1. explored the skills needed in certain graduate jobs
2. identified how those skills are developed in certain A level courses

Time

30 minutes or more depending upon the amount of discussion.

Resources required

- Copies of the worksheet *If I did a degree in*, one per student, on page 26.
- Copies of the A level course resource sheets. You may want to make lots of copies so that students can have one each for the Advanced level courses they are focussing on or you may want to make a more limited number of copies and then ask them to share them.
- Copy of the Slide *If I did a degree in ..* on page 25.

Method

1. Ask the students to work in pairs. Try to put them into pairs according to which A level courses they are doing so that each pair is doing a similar set of A levels. Don't worry if this is not possible.
2. Give each pair copies of the A level course resource sheet for the subjects they are focussing on. Ask them to imagine they have gone on and taken a degree related to each subject. At this point you may want to get them to look at the section *Thinking of doing a degree?* to briefly consider the types of degree that might follow on from this subject.
3. Then give each student a copy of the worksheet *If I did a degree in ..*
4. Then get them to look at the *Factfile: Opportunities for Graduates* section in the A level course resource sheet. Ask them to choose 3 jobs that graduates in this area have gone into, from the *jobs* list and write these on to the worksheet. They can choose any 3 which appeal to them.
5. Then ask them to turn to the *Skills* section on the A level course resource sheet and look at the examples of how these skills might be used in work. Ask them to identify 3 skills which each job might use and then record this on their worksheets. They may want to discuss this with their partner.
6. Once they have done this, ask them to repeat the process with another of their A level courses. Do this until they have covered all of their courses.
7. Once they have filled in the worksheets take feedback at the front and share what people have come up with.
8. Finish by pointing out that many of the skills required in graduate jobs, they will begin to develop during A level studies.

1. Pick an A level subject to focus on.

Using the A level course resource sheet, look at the jobs section. This lists jobs that graduates from this subject area have gone into.

3. Pick 3 of the jobs.

4. Turn to the Skills section on the resource sheet and look at the examples of how these skills might be used in work.

5. Identify 3 skills which each job might use

Example:

Subject ~ Art and Design Job: Graphic Designer

3 skills:

- developing creative ideas for advertising campaigns
- working as part of a team
- presenting original views or interpretations on various topics

If I did a
DEGREE in ...

Subject:

Jobs gone into by graduates

Skills they might use in that job

1.

1.
2.
3.

2.

1.
2.
3.

3.

1.
2.
3.

Subject:

Jobs gone into by graduates

Skills they might use in that job

1.

1.
2.
3.

2.

1.
2.
3.

3.

1.
2.
3.

Subject:

Jobs gone into by graduates

Skills they might use in that job

1.

1.
2.
3.

2.

1.
2.
3.

3.

1.
2.
3.

Thinking about choosing to study Art & Design at A level?

..... **or** *Already studying it and wondering what your next step might be?*

This worksheet has been designed to help you consider how you can use what you learn from an A level course in Art & Design in your future career planning.

+ What to study it with?

When choosing to study A level courses full time it is usual to study four subjects at AS level in the first year then three at A2 level in the second year. It is also possible to study some subjects via the vocationally related route (Applied A level double awards and BTEC Diplomas). The other subjects you choose to combine with Art & Design may have an influence upon what you can choose beyond A level, so check out your choice. Although some A level subjects require a good grade at GCSE as a foundation for study at the A level, others can be studied from scratch. It's a good idea to check this out before finalising your A level course choices.



* ART & DESIGN

Studying any A level course will give you two main things, knowledge about the content of the subject (using different media, materials and techniques to express ideas through evocative images, etc.) and skills in how to deal with that content. Although you may not need to remember the content for very much longer than your course, the skills you develop can be built on and used throughout the rest of your life.

MIX & MATCH +

Art & Design AS/A2 courses are often taken alongside, and to contrast with, subjects that have a greater written component. It is usually an essential subject for entry to careers in Art and Design. Students wishing to pursue a career in the arts may take other complementary AS/A2 levels such as History, English, Media Studies, Drama/Theatre Studies and Modern Languages. Mathematics, Sciences and Craft Design and Technology may also be combined with Art to provide a useful combination for entry to fields such as Architecture, Engineering and Product Design. Students taking Art and Design via the vocationally related route will often focus on this area in greater depth and choose only one other subject at AS/A2 level to study alongside it.

The higher education and employment scenes are continually changing due to social, economic and political pressures. This worksheet, therefore, is not a definitive guide to your future career but is more of a prompt to get you thinking about making connections between your choice of A level courses and higher education and career opportunities.

Art & Design Skills		* Ways in which you might learn these in the subject:
<i>Research skills:</i>	<input type="checkbox"/> researching a topic by finding and choosing the most useful materials to use <input type="checkbox"/> summarising that information either in writing or verbally <input type="checkbox"/> developing artistic ideas through research, visual observation and recording	<input type="checkbox"/> looking for inspiration for art projects in magazines, papers, films, the natural environment, etc. <input type="checkbox"/> studying the work of other artists
<i>Communication skills - written and visual:</i>	<input type="checkbox"/> putting across clear and relevant information when writing about a subject <input type="checkbox"/> using visual materials and images to convey design ideas <input type="checkbox"/> producing artifacts in 2 and 3 dimensional form in response to design briefs	<input type="checkbox"/> writing about your own and others work in essays and note books <input type="checkbox"/> producing art pieces in a range of media, eg. painting, sculpture, photography, drawings, collage, etc.
<i>Communication skills - verbal:</i>	<input type="checkbox"/> taking part in discussions and making relevant contributions <input type="checkbox"/> listening and responding to others <input type="checkbox"/> making value judgements and giving constructive criticism about your own and others work	<input type="checkbox"/> discussing art works following individual research, lectures, visits to galleries and exhibitions <input type="checkbox"/> assessing and commenting on your own and others' work
<i>Numerical skills:</i>	<input type="checkbox"/> collecting and recording data <input type="checkbox"/> estimating, measuring and calculating physical dimensions, proportions and timescales	<input type="checkbox"/> gathering together information and materials to use in art projects <input type="checkbox"/> working out how much paint, paper, plaster of paris, photographic fixer, etc. to use
<i>Creative skills:</i>	<input type="checkbox"/> assessing the relationship between art and real life <input type="checkbox"/> visualising possible design solutions <input type="checkbox"/> selecting materials and techniques to develop design ideas	<input type="checkbox"/> learning about art and artistic methods and techniques and trying to develop your own artistic talents

* Ways in which you might use these in a job:

- developing creative ideas for advertising campaigns, fashion and interior designs, product and packaging design, in fact any kind of design
- producing visually stimulating materials such as newsletters, handouts, posters, etc.
- writing newspaper articles, catalogue inserts, public notices, leaflets, etc.
- creating works of art
- working as part of a team
- giving guided tours and presentations
- dealing with customers
- calculating the quantities of materials needed for projects
- finding new and different uses for materials and products
- thinking creatively and using your imagination when dealing with problems and looking for solutions
- presenting original views or interpretations on various topics

art & design

* other skills

In addition to the specific skills you will develop whilst studying Art & Design at A level, you may also develop a number of other skills which will be extremely important, whether you go on to higher education or into employment.

Improving own learning and performance:

- dealing with complex subjects
- checking understanding of work set and seeking clarification if unsure
- agreeing and setting targets and planning action
- following a plan to meet targets and making revisions to the plan as necessary
- checking progress with an appropriate person
- identifying any support needed and using it effectively

Working with others:

- planning activities with others
- identifying and agreeing targets with others and checking understanding
- identifying and confirming responsibilities within the group
- agreeing working arrangements with those involved

Using ICT:

- selecting appropriate and reliable sources when doing web-based research
- use of appropriate packages to produce publications, artwork and essays
- using social media to share and discuss art works after research, lectures and visits

Art & Design

CAREER c-o-n-n-e-c-t-i-o-n-s

There are a number of careers where having an A level qualification in Art & Design, and all the skills that you develop through studying it, will be very useful. An A level qualification in Art is usually required for entry into careers in Art & Design. Most of the career areas come under the general heading of 'Design' as the majority of people who enter careers connected to Art tend to be a designer of one sort or another. You can find out more about these careers by looking up information in your careers library under the Connexions Resources Classification Index (CRCI) codes listed here.

CRCI code	: Title
<hr/>	
E	: General information on careers related to Art & Design
E	: Fine Art
E	: Graphic Design
E	: Fashion Design
E	: Textile/Surface Design
E	: Interior Design
E	: Exhibition Design
E	: Product Design
PC	: Photography

Other occupations where Art may be required or useful:

BA	: Architecture
HB	: Landscape Architecture
O	: Advertising Copywriter
JF	: Art Therapist
BC	: Town Planning
K	: Museum Curator
Q	: Make Up Artist
RC	: Beauty Therapist

Although it is possible to enter some of these jobs after A level studies, many of these areas recruit people with higher qualifications so you may need to seriously consider going on to higher education.

6 ways to check it out

Look at the 2 Skills pages.

- ① Put a cross against those skills you already have.
- ② Tick those skills you would like to gain or develop further.

- ③ Could you see yourself studying this subject at:

	Yes	No
A level	<input type="radio"/>	<input type="radio"/>
Degree level	<input type="radio"/>	<input type="radio"/>

- ④ Look at the Career Connections section which lists careers related to Art & Design. Do any of these appeal to you? Why?

- ⑤ Look at the 'Thinking of doing a degree' section which lists degree programmes that are popular with Art and Design students. Tick those that appeal to you. Pick out your top 3 and explain why.

- ⑥ So what do you think?
Are you interested in studying Art and Design further? Give 3 reasons for your answer:

1

2

3

Remember: A level course grades can be converted into UCAS points which count towards admission to university so it is important to choose subjects which reflect your interests and abilities.

A = 120 points
B = 100 points
C = 80 points
D = 60 points
E = 40 points

Thinking of * doing a degree?

Entry into Art & Design careers may not be as clear cut as in some other occupations. There are a wide range of degrees in the broad spectrum of design disciplines. The criterion for selection to these degrees is not only A level qualifications, but also the quality of the portfolio, usually developed over 1 or 2 years on a pre-degree foundation course. Although it is possible to gain direct entry to degree or Foundation degree studies from A level courses, many students choose to take a Foundation course in order to identify which area of art and design they wish to specialise in.

Degree programmes in Art & Design

There are two main sectors in higher education that offer courses related to Art. These are firstly Colleges & Institutes of Art & Design and secondly Universities and Colleges of Higher Education. A vast number of courses exist at degree and Foundation degree level. These include:

- # Fine Art
- # Visual Arts
- # Fine Art Conservation
- # Painting
- # Multi-disciplinary Design
- # Graphic Design
- # Printing Design
- # Illustration
- # Visual Communication
- # Typography
- # Furniture Design
- # Fashion & Textile Design
- # Advertising Design
- # Industrial/Product Design
- # Interactive Media Design
- # Glass Design
- # Ceramic Design
- # Surface Pattern Design
- # Interior Design
- # Theatre Design
- # Jewellery Design
- # Design & Technology
- # Display Design
- # Photography
- # Film & Photographic Art
- # Animation
- # Film & Television production
- # Multimedia Design
- # Sculpture

Details of all the degrees available in these areas, and more, can be found on the UCAS website at www.ucas.com

There are many degrees where having an A level qualification in Art & Design may not be of direct relevance but will be useful, however, so you need not be restricted by this list.

Art & Design FACTFILE

Opportunities for Graduates

Statistics from a recent survey show the following trends can be identified for Art & Design graduates:

- around 64% entered employment within 6 months of graduating.
- jobs entered by art and design graduates included artist (fine arts), art officers, producers and directors, commercial artists and graphic artists and designers.
- 19% continued with further studies or training.

...jobs *

These are some of the jobs that Arts graduates have gone into in recent years ...

- Design Assistant
- Gardener
- Buyer
- Graphic Designer
- Illustrator
- Photographer
- Voluntary Art Studio Assistant
- Artist
- Sales Assistant
- Marketing Manager
- Teacher
- Admin Assistant, Crown Court



need to find out more?

You might find these publications useful. Check to see if your Careers Library or local library have copies.

- > The Art & Design Directory (Annual)
published by Inspiring Futures Foundation
- > Questions and Answers - Studying Art & Design
published by Trotman
- > Getting into Art & Design Courses
published by Trotman
- > Trotman's Green Guide - Art & Design and Performing Arts Courses
published by Trotman
- > Careers in Architecture
published by Kogan Page

Useful websites:

- ▷ Arts Council England
www.artscouncil.org.uk
- ▷ Association of Illustrators
www.theaoi.com
- ▷ Crafts Council
www.craftscouncil.org.uk
- ▷ Design Council
www.designcouncil.org.uk
- ▷ National Society for Education in Art & Design
www.nsead.org
- ▷ Royal Institute of British Architects (RIBA)
www.riba.org
- ▷ Royal Photographic Society
www.rps.org
- ▷ Your Creative Future
www.yourcreativefuture.org.uk