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Note:

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

About this resource:

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

1. the skills they develop whilst studying Advanced level courses and how they might be useful in work
2. the Advanced level courses they are studying and the career areas to which these might relate
3. the Advanced 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 Advanced 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 Advanced level programme. In the current labour market, employers are demanding a wider repertoire of skills from young people than ever before. Advanced 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 Advanced level courses and future pathways. By considering these connections, questions such as 'What can you do with an Advanced 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 advisers, anyone working with students (and their parents) who are considering or already taking Advanced 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 Advanced 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 Advanced level courses available to study. Each handout comprises 6 sides of A4 and covers:

An Introduction

This gives information about how many Advanced 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 Advanced 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 careers library 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 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.

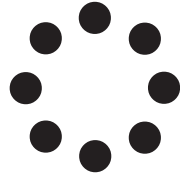
How can the pack be used?

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 Advanced level courses as their post 16 option.
2. As a resource within the Y12/13 careers education programme to help students taking Advanced 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 Advanced 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 those students, considering or taking Advanced level courses, with that process.

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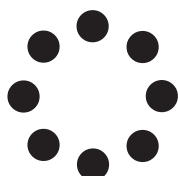
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Choosing Advanced level courses with a career in mind

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 Advanced 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 Advanced level courses with a career in mind* worksheets, on pages 8 & 9, one per person.
- A copy of the *Choosing Advanced level courses with a career in mind* tutors notes, on page 7.
- Copies of the Advanced 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	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 Advanced 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 Advanced level both in terms of higher education courses and careers. However, it is not true to say that there are perfect matches between Advanced 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 Advanced level courses with a career in mind* worksheets.
 4. Then give each group one set of Advanced 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 Advanced 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 Advanced 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 Advanced 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' Advanced 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 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 Advanced 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 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 (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 (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 Advanced level resource sheets. You may want to make lots of copies so that students can have one for each Advanced 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 Advanced 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 Advanced 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 advanced 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 Advanced 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 Advanced 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 Advanced 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:

example: teamworking

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

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

Computer skills

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

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 Advanced level courses
3. matched the skills learnt in some Advanced 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 OHTs 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 Advanced 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	page 51 - 56
Sofia	Biology	page 39 - 44
	Geog	page 75 - 80
	M. Lang	page 111 - 116
Peter	Sports St.	page 147 - 152
	Sociology	page 141 - 146
	Economics	page 63 - 68
- OHP and screen.

Method

1. Begin by explaining to students that although Advanced 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 OHT 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 in to work situations. Put up the OHT 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 Advanced level subject (eg. Shakespeare, the rise of Fascism, etc.). This session is designed to get them to think about how they might sell their Advanced 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 Advanced 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 Advanced 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 Advanced 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>	<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	<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>	<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	<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>	<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	<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>	<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	<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 incoming mail and written requests
- 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 Advanced level courses in English, Business Studies and Drama. She also has a GCSE in Information Technology and can touch type. She wants to get a job when she finishes her Advanced levels rather than go on to university. She is interested in this vacancy. In her CV, which skills from her Advanced level courses could she mention to support her application?

List the skills below and say, briefly, how they have been developed in the Advanced 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 typing 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.

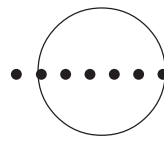
Please send your CV, to ...

Subject	Skills developed	How developed/evidence
English		
Business Studies		
Drama		

Badrul

Badrul is doing Advanced 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 Advanced level courses rather than go on to university. He is interested in this vacancy. In his CV, which skills from his Advanced level courses could he mention to support his application?

List the skills below and say, briefly, how they have been developed in the Advanced 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 clerical 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 £10,210 per annum, the band maximum is currently £15,590. 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 Advanced 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 Advanced level courses rather than go on to university. She is interested in this vacancy. In her CV, which skills from her Advanced level courses could she mention to support her application?

List the skills below and say, briefly, how they have been developed in the Advanced 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 Advanced 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 Advanced 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 Advanced level courses rather than go on to university. He is interested in this vacancy. In his CV, which skills from his Advanced level courses could he mention to support his application?

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

Medium District Council

Sports and Leisure Trainee

Salary up to £8,982 (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 Modern 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		