

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.

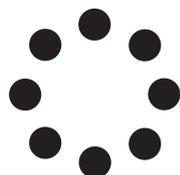
How can the pack be used?

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.

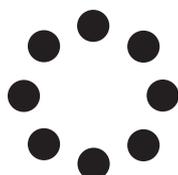
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SUBJECT PROFILES

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- Useful Addresses and Publications

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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. History and English would also allow him to showcase his written skills – useful if he decides to apply for a journalism degree. He could either go on to do a media or journalism degree, or he could do another degree e.g. English and study journalism as a post graduate. English A level would be useful for media, journalism or English degrees and History would also be useful for showcasing his written skills. He needs to look closely at the Computing and IT to see what he would cover – the ability to produce and edit online content can be useful for journalism which increasingly involves producing multi-platform content.”

JENNY

Jenny needs to carefully research the subjects required for law as many universities prefer candidates not to have studied A Level law. Many universities also prefer applications to have high grades in traditional subjects. Taking traditional subjects may also mean Jenny can then decide to apply for either law or sociology degrees. Both of these degree options also mean she could apply for the probation service’s graduate training route or she could do a CPE/GDL to convert to law.

HYWEL

Hywel should stick with Maths and the Sciences for medicine. If he does not do as well as he hopes he 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. Studying a language would help with his ambition to work abroad. He also needs to be aware that although a Business Studies A level would give him some understanding of business theory, relevant work experience would be crucial for getting into arts administration or gallery work. If he decides he is serious about being a designer and is good at practical art work, he may want to consider a BTEC National Diploma rather than A Levels to allow him to develop his design skills and be able to go straight onto an Art and Design (or specialist design) degree.

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

HYWEL

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

- > Maths (he 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 (he enjoys this and will get a high grade)
- > Biology (he finds this subject very easy and is predicted an A)
- > Computing / IT (he 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

Skills that employers want:

I have got ..

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

The ability to use technology to carry out online research, store, update and retrieve data and communicate information appropriately

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 memos, reports, presentational materials, notices and handouts
- writing newspaper articles, scripts, novels, blogging, 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 the administrator/receptionist, you will be confident, of smart appearance and have the ability to work using your own initiative. Ideally, this role would suit someone 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.

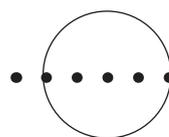
Please send your CV, to ...

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 Leisure Trust

Sports and Leisure Apprentice

Salary up to £13,000 (pay rise pending)
An exciting opportunity is now available for someone to join Medium Leisure Trust. 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 Trust'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 a working knowledge of 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. Also talk to them about checking the career destinations figures for different subjects and to see what help the department gives to help them gain contacts with employers.

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 using the computer, 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?

Which degree? ~ case study

Sukwinder

Sukwinder 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.

Pick 3 of the jobs.

3.

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

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.

<i>Art & Design 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"/> summarising that information either in writing or verbally <input type="checkbox"/> developing artistic ideas through research, visual observation and recording 	<ul style="list-style-type: none"> <input type="checkbox"/> looking for inspiration for art projects in magazines, papers, films, the natural environment, online, etc. <input type="checkbox"/> studying the work of other artists
<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"/> 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"/> producing subject-related online content or adding to online discussions via blogs or social media tools 	<ul style="list-style-type: none"> <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>	<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 <input type="checkbox"/> making value judgements and giving constructive criticism about your own and others work 	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> collecting and recording data estimating, measuring and calculating physical dimensions, proportions and timescales 	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> <input type="checkbox"/> learning about art and artistic methods and techniques and trying to develop your own artistic talents

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

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
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.

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

- 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"/>

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

- 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.

- 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:

- almost 66% entered employment within 6 months of graduating.
- 34.5% of art and design graduates who went straight into work entered jobs in Arts, Design, Culture and Sports Professional.
- areas of work entered by art and design graduates included freelance art, design and photography and commercial design.
- 12% continued with further studies or training.
- graduates from creative subjects such as art and design often spend time in non-creative jobs alongside creative activities (paid and unpaid) especially straight after graduation. However, a recent study found that most creative graduates were spending most of their time in paid creative work when they were surveyed a few years after graduation. For more information on the career paths of creative graduates see: www.employment-studies.co.uk/projects/creative/creative.php.

...jobs *

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

- Marketing Assistant, a stage entertainment company;
- Event Planner and Sales Assistant; a bridal store
- Gallery Manager, Art Gallery;
- Office Auction Manager, an auctioneers
- Design Engineer, a design and manufacturing company
- Interior Designer, a commercial premises design company;
- Set Designer, a London theatre;
- Artist, self-employed;
- Assistant Editor, a publishing company;
- Product Designer, a homewares supplier
- Occupational Therapist, a hospital
- Supervisor, a book store

 need to find out more?

You might find these publications useful. Check to see if your Careers Library or local library have copies. You could also use an online store like Amazon to search for current titles by putting in the name of the subject and the word careers.

- > Getting into Art & Design Courses
published by Trotman
- > The Essential Guide to Business for Artists and Designers (Essential Guides)
published by A & C Black Publishers Ltd

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.architecture.com
- ▷ Royal Photographic Society
www.rps.org
- ▷ Your Creative Future
www.yourcreativefuture.org.uk

Thinking about choosing to study Business Studies 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 Business Studies 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 Business Studies 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.



* BUSINESS STUDIES

Studying any A level course will give you two main things, knowledge about the content of the subject (how to plan, organise and run businesses, buying, selling and distribution, 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 +

Business Studies can be taken with other complementary business and social science subjects to provide a vocational combination suitable for entry into business courses or careers. You need to check choices carefully if you are planning to take Economics or Accounting AS/A2 with Business Studies AS/A2 level as some universities may prefer you to have taken subjects that do not overlap so closely. Combining Business with Mathematics opens up a wide range of options for the study of Business and Management Sciences at degree level as well as for entry into business and finance jobs or training after A level. Taking Business with Modern Languages opens up careers and courses in European Business. Students taking Business Studies 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.

<i>Business Studies Skills</i>		* Ways in which you might learn these in the subject:
<i>Numerical skills:</i>	<input type="checkbox"/> collecting and recording data <input type="checkbox"/> estimating, measuring and calculating quantities, ratios and timescales <input type="checkbox"/> reading, analysing and presenting data in statistical tables, graphs and charts <input type="checkbox"/> calculating with fractions, percentages and formulae	<input type="checkbox"/> learning about supply and demand, costs, prices, profit margins, break even points, etc. <input type="checkbox"/> calculating stock values and depreciation <input type="checkbox"/> studying accounting and finance
<i>Research skills:</i>	<input type="checkbox"/> researching a topic by finding and choosing the most appropriate sources to use <input type="checkbox"/> analysing written and statistical information and drawing out from it the key pieces of information needed <input type="checkbox"/> summarising complex documents and reporting research findings and conclusions	<input type="checkbox"/> researching topics such as unemployment, inflation, economic growth, interest and exchange rates <input type="checkbox"/> learning about how businesses are structured, organised and managed
<i>Communication skills - written and visual:</i>	<input type="checkbox"/> putting across clear and relevant information <input type="checkbox"/> using visual materials to illustrate straightforward and complex matters <input type="checkbox"/> presenting text, graphics and numbers using templates, spreadsheets and databases <input type="checkbox"/> producing subject-related online content or adding to online discussions via blogs or social media tools	<input type="checkbox"/> writing essays, business reports, marketing plans, business plans, etc. <input type="checkbox"/> producing organisational charts, sales charts, accounts spreadsheets, 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"/> giving presentations, using images where appropriate	<input type="checkbox"/> discussing business issues <input type="checkbox"/> taking part in role plays, eg. selection interviews <input type="checkbox"/> presenting the results of projects and groupwork
<i>Commercial awareness:</i>	<input type="checkbox"/> demonstrating an awareness of micro and macro economics <input type="checkbox"/> analysing and predicting business performance <input type="checkbox"/> conducting investment appraisals	<input type="checkbox"/> learning about national and international factors affecting small & large businesses <input type="checkbox"/> understanding how these factors affect business performance

<p>* Ways in which you might use these in a job:</p> <ul style="list-style-type: none"> <input type="checkbox"/> dealing with accounts, budgets, financial statements, etc. <input type="checkbox"/> determining prices and profit margins <input type="checkbox"/> forecasting growth and assessing risk and financial stability
<ul style="list-style-type: none"> <input type="checkbox"/> interpreting complex financial and banking terminology <input type="checkbox"/> researching consumer needs and demands for a product <input type="checkbox"/> reading business journals, company accounts, annual reports, etc.
<ul style="list-style-type: none"> <input type="checkbox"/> producing newsletters, reports and online content <input type="checkbox"/> preparing tax returns and financial reports
<ul style="list-style-type: none"> <input type="checkbox"/> working as part of a team <input type="checkbox"/> managing or supervising other people <input type="checkbox"/> dealing with personnel or customers <input type="checkbox"/> giving presentations to other staff or clients
<ul style="list-style-type: none"> <input type="checkbox"/> running a business <input type="checkbox"/> advising on a wide range of business issues, tax advantages, investment portfolios, etc.

business studies

* other skills

- In addition to the specific skills you will develop whilst studying Business Studies 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 reports, presentations and essays
- using social media to learn about business-related issues or conduct research

Business Studies

C A R E E R c-o-n-n-e-c-t-i-o-n-s

There are a number of careers where having an A level qualification in Business Studies, and all the skills that you develop through studying it, will be very useful. As Business Studies is a generic title covering a wide range of business and financial subjects, related jobs tend to cover a broad spectrum, not just in business and management. 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
I	General information on careers related to Financial Services
AA	Human Resources Management
AC	Local Government Work
AB	Civil Service
AD	Administrative Finance
IF	Economics
IA	Accountancy
IE	Banking
IE	Building Society Work
IH	Insurance Work
IF	Stock Exchange Work
IF	Pensions Work
O	Marketing
S	Retail Work
WC	Buyer/Purchasing
AA	Management Services

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.

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

- 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"/>

- Look at the Career Connections section which lists careers related to Business Studies. Do any of these appeal to you? Why?

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

- So what do you think? Are you interested in studying Business Studies 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?

Degree level programmes normally require a minimum of 2 A2 level passes, or the equivalent, plus supporting GCSE passes. Business Studies courses remain very popular with large numbers of applicants for limited places. Some degree programmes with different titles may have similar content but have less applicants.

Degree programmes in Business Studies

A wide range of courses exist in universities and colleges.

The content and emphasis of each course varies between universities. For example, some courses (mostly those at the older universities) tend to focus on Management Sciences and have a high mathematics content (A level Maths may be required for entry) whilst other courses cover the full range of business subjects. A large number of courses in the latter category are sandwich programmes which usually provide at least a year of work experience.

Business Studies related courses include:

- # Accountancy
- # Agricultural Business Management
- # Arts Management
- # Banking
- # Business Administration
- # Business Information Technology
- # Land and Property Management
- # Countryside Recreation Tourism
- # Horticultural Business Management
- # European Business Studies
- # International Business Studies
- # American Business Studies
- # Applied Statistics for Business
- # Entrepreneurship
- # Public Policy, Government & Management
- # Health Services Management & Administration
- # Hospitality Business Management
- # Human Resource Management
- # Strategic Management
- # International Relations
- # Investment & Financial Risk Management
- # Business Law
- # Management Science/Studies
- # Marketing
- # Supply Management
- # Organisational Behaviour
- # International Development
- # Retail Management
- # Transport Management

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 Business Studies may not be of direct relevance but will be useful, however, so you need not be restricted by this list.

Business Studies FACTFILE

Opportunities for Graduates

.....

Recent statistics show the following trends for graduates from Business degrees:

- nearly 67% entered employment.
- graduates entered a wide range of occupations with significant numbers taking up posts relevant to their degree including marketing, human resources, retail management, finance and accountancy.
- in 2012, 22% of business graduates entered, commercial, industrial and public sector management, 20% progressed into professional business and finance-related roles and 14% entered professional roles within marketing sales and advertising.
- around 15% of graduates went onto further study or training.
- 8% of graduates combined work and further study.

...jobs



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

- Marketing Assistant, a heating firm;
- Project Analyst, a logistics company
- Secondary School Teacher, Teach First;
- Accountant, PWC;
- Policy Associate, NGO;
- Sales and Retail Consultant, Arcadia Group;
- Private Security Operator, a security company;
- Personal Assistant, an airline;
- Manager, Zizzi
- Graduate Trainee, BAE Systems;
- Recruitment Consultant, Hays;
- Junior Buyer, SAKS Fifth Avenue



need to find out more?

Useful websites:

- ▷ Institute of Chartered Accountants in England and Wales
www.icaew.com
- ▷ Institute of Financial Accountants
www.ifa.org.uk
- ▷ Chartered Institute of Management
www.cimaglobal.com
- ▷ Chartered Institute of Personnel and Development
www.cipd.co.uk
- ▷ Chartered Institute of Public Finance and Accountancy
www.cipfa.org.uk
- ▷ Chartered Insurance Institute
www.cii.co.uk
- ▷ Institute of Financial Services
www.ifslearning.ac.uk
- ▷ ACCA (The Association of Chartered Certified Accountants)
www.accaglobal.com

Thinking about choosing to study Biology 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 Biology 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). Biology would come under Science on this route. The other subjects you choose to combine with Biology 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.



* BIOLOGY

Studying any A level course will give you two main things, knowledge about the content of the subject (the study of the processes of life in human, plant, animal form, 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 +

Biology is normally taken with Chemistry to provide a solid foundation for entry into scientific careers. If Physics and/or Mathematics is taken a wider range of careers and courses is possible. Students taking Biology as the only science at A level may still choose complementary subjects such as Geography, which may provide entry to some Environmental Studies courses, or Sociology and Psychology which could be useful for entry to Nursing and other health professions such as Occupational Therapy. It can also be studied with a wide range of arts and humanities subjects to provide a contrast to the scientific approach. Students taking Science 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.

Biology Skills		* Ways in which you might learn these in the subject:
<i>Numerical skills:</i>	<input type="checkbox"/> collecting and recording data <input type="checkbox"/> reading, understanding and interpreting diagrams, data and charts <input type="checkbox"/> calculating with fractions, percentages, ratios and formulas <input type="checkbox"/> converting units of measurements using scales and tables	<input type="checkbox"/> measuring the physical dimensions of specimens <input type="checkbox"/> calculating and measuring the effect of temperatures and light intensity on photosynthesis or enzyme activity
<i>Problem solving:</i>	<input type="checkbox"/> investigating and clarifying problems by developing hypotheses <input type="checkbox"/> selecting suitable techniques to test hypotheses and investigate biological processes <input type="checkbox"/> carrying out practical investigations and experiments	<input type="checkbox"/> carrying out experiments on biological specimens, such as small animals and plants, using scientific equipment including microscopes and dissecting tools <input type="checkbox"/> paying strict attention to detail to produce accurate results
<i>Communication skills - written and visual:</i>	<input type="checkbox"/> putting across clear, coherent and relevant information <input type="checkbox"/> presenting observations and conclusions in reports <input type="checkbox"/> presenting text, graphics and numbers using templates, spreadsheets and databases <input type="checkbox"/> producing online content or contributing to online discussions via blogs or social networks	<input type="checkbox"/> writing essays and reports on experiments, field work and individual projects and studies <input type="checkbox"/> illustrating written materials with microscopy drawings, diagrams and drawings of whole specimens
<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"/> discussing such topics as food biotechnology, genetic engineering and fertility control
<i>Research skills:</i>	<input type="checkbox"/> selecting and analysing relevant information from a range of sources <input type="checkbox"/> extracting key pieces of information <input type="checkbox"/> summarising complex documents and reporting on research findings	<input type="checkbox"/> reading scientific journals, case studies, experiment reports <input type="checkbox"/> analysing the inter-relationship of organisms or systems or the effect of one variable on another

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

- dealing with accounts, budgets, financial statements, etc.
- carrying out scientific research and biological surveys
- costing and evaluating different food production methods

- investigating and developing new products such as pharmaceutical drugs
- improving production processes for food, natural resources and biological products

- producing written and illustrated results from experiments
- writing scientific reports and technical information
- preparing biological specimens for study or display

- working as part of a team
- dealing with customers or patients
- giving talks or presentations

- using a knowledge of life sciences to analyse and solve problems in industry, agriculture, forestry, medicine or space exploration
- predicting the effect on life forms of such factors as pollution and radiation
- working on projects to increase public interest and engagement with science

biology

* other skills

- In addition to the specific skills you will develop whilst studying Biology 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 graphs, charts, presentations and essays
- using technology to keep in touch with other group members during group projects

Biology

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 Biology, and all the skills that you develop through studying it, will be very useful. The opportunities that are available are varied and include training programmes that can be entered after A level, even without other sciences, such as Nursing. You can find out more about these careers by looking up information in your careers library under the Connexions Resources Classification Index (CRCI) code listed here.

CRCI code	Title
TD	General information on careers related to Biology
TD	Biochemistry
TD	Microbiology
TD	Marine Biology
TD	Biotechnology
TD	Botany
TD	Zoology
TD	Genetics
TA	Food Science
HB	Nature Conservation
HA	Careers in the Water Industry
HA	Fish Farming
HA	Agriculture/Horticulture
HB	Forestry/Arboriculture
TD	Laboratory Work
JE	Medical Science
TD	Forensic Science
TD	Environmental Science
AC	Environmental Health
F	Teaching
J	Health and Medical Careers
JH	Nursing
JA	Alternative Medicine

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 Biology. 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 Biology students. Tick those that appeal to you. Pick out your top 3 and explain why.

So what do you think?

Are you interested in studying Biology 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?

Degree level programmes normally require a minimum of 2 A2 levels, or the equivalent, plus supporting GCSE passes. There are a wide variety of courses where A level Biology will be of direct relevance.

Degree programmes in Biology

A wide range of courses exist in universities and colleges of higher education. Many courses will require other sciences, particularly Chemistry, at A level.

Although it is possible to take a specialist degree such as Biotechnology, many general Biological Science degrees offer the opportunity to specialise in the second or third year of study.

Biology related courses include

- # Biology
- # Neuroscience
- # Biological Sciences
- # Molecular and Cellular Biology
- # Applied Human Biology
- # Behavioural Biology
- # Environmental Biology
- # Biological Anthropology
- # Environmental Sciences
- # Marine Biology
- # Botany
- # Forensic Biology
- # Biotechnology
- # Plant pathology
- # Wildlife Biology
- # Zoology
- # Zoo Management
- # Aquatic Zoology
- # Evolution
- # Pest Science
- # Parasitology
- # Genetics
- # Microbiology
- # Population Biology
- # Molecular Biology
- # Biophysics
- # Biochemistry
- # Biological Chemistry
- # Metabolic Biochemistry
- # Nutritional Biochemistry
- # Brewing and Distilling
- # Immunology
- # Veterinary Science
- # Sports Science
- # Life Sciences

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

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

Biology FACTFILE

Opportunities for Graduates

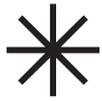
Recent statistics show the following trends for graduates from Biology degrees:

- over 44% entered employment.
- 8% of these entered scientific and related work.
- graduates entered a very wide range of occupations including marketing and sales, business and finance and the public sector.
- 22% went into administration, retail and catering.
- around 36% continued with some kind of further education or training, the majority of these entering higher degrees many at doctorate level.

...jobs *

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

- Pharmacist, Boots
- Gardener;
- Business Analyst, Accenture
- Dental Nurse, Drug and Alcohol Services;
- Museum Assistant, London Museums
- Environmental protection officer, SEPA
- University Researcher, Biological Sciences;
- Residential Care Assistant
- Theatre Sterilisation Assistant, NHS
- Microbiologist, a research lab;
- Graduate Trainee, Welsh Water
- Environmental protection officer, SEPA;
- Nurse, NHS Foundation Trust



need to find out more?

Useful websites:

- ▷ Biochemical Society/Portland Press
www.biochemistry.org
- ▷ Forensic Science Society
www.forensic-science-society.org
- ▷ Society of Biology
www.societyofbiology.org
- ▷ Institute of Biomedical Science
www.ibms.org
- ▷ Institute of Food Science and Technology
www.ifst.org
- ▷ Institute of Science Technology
www.istonline.org.uk
- ▷ Natural Environment Research Council
www.nerc.ac.uk
- ▷ NHS Careers
www.nhscareers.nhs.uk
- ▷ Society for General Microbiology
www.sgm.ac.uk

Thinking about choosing to study Chemistry 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 Chemistry 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). Chemistry would come under Science on this route. The other subjects you choose to combine with Chemistry 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.



* CHEMISTRY

Studying any A level course will give you two main things, knowledge about the content of the subject (the study of atomic structure and transformation, atoms, compounds, 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 +

Chemistry is usually studied alongside other sciences and combines particularly well with Biology for students wishing to enter scientific careers. With the addition of Physics, a much wider range of science careers are possible. Taking Physics and Maths with Chemistry provides the entry requirements for the widest range of career options, including scientific jobs, engineering and technology and also career areas open to arts and humanities students where any subjects are acceptable for entry. Students taking Science 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.

<h1>Chemistry Skills</h1>		* Ways in which you might learn these in the subject:
<i>Numerical skills:</i>	<ul style="list-style-type: none"> <input type="checkbox"/> collecting and recording data <input type="checkbox"/> reading, understanding and interpreting diagrams, data and charts <input type="checkbox"/> calculating with formulae, equations, calculus and logarithms 	<ul style="list-style-type: none"> <input type="checkbox"/> measuring and recording a sequence of changes as chemical compounds are mixed <input type="checkbox"/> using simple calculus to understand the rate of reactions in chemical experiments
<i>Problem solving:</i>	<ul style="list-style-type: none"> <input type="checkbox"/> investigating and clarifying problems by developing hypotheses <input type="checkbox"/> selecting suitable research techniques to test hypotheses and investigate chemical processes <input type="checkbox"/> carrying out practical investigations and experiments 	<ul style="list-style-type: none"> <input type="checkbox"/> designing and carrying out experiments on chemical compounds and substances using scientific equipment <input type="checkbox"/> paying strict attention to detail to produce accurate results
<i>Communication skills - written and visual:</i>	<ul style="list-style-type: none"> <input type="checkbox"/> putting across clear, coherent and relevant information <input type="checkbox"/> presenting observations and conclusions in reports <input type="checkbox"/> presenting text, graphics and numbers using templates, spreadsheets and databases <input type="checkbox"/> producing subject-related online content or contributing to online discussions via blogs or social media tools 	<ul style="list-style-type: none"> <input type="checkbox"/> writing essays and reports on experiments, individual projects and studies <input type="checkbox"/> illustrating written materials with scientific drawings, diagrams and charts
<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 <input type="checkbox"/> giving presentations, using images where appropriate 	<ul style="list-style-type: none"> <input type="checkbox"/> discussing such topics as the use of chemicals in food production, the validity of clinical trials, etc.
<i>Research skills:</i>	<ul style="list-style-type: none"> <input type="checkbox"/> retrieving and evaluating information from a range of sources including computer databases <input type="checkbox"/> analysing written and statistical information and drawing out from it the key pieces of information needed <input type="checkbox"/> summarising complex documents and reporting research findings and conclusions 	<ul style="list-style-type: none"> <input type="checkbox"/> using computers to model industrial and chemical processes <input type="checkbox"/> reading scientific journals, case studies, experiment reports <input type="checkbox"/> observing, recognising and interpreting similarities and differences

Chemistry

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

Although there is a wide range of careers related to Chemistry, both in the chemical industry and in other sectors of employment, there are limited opportunities to enter related careers after A level studies. Possibilities include trainee Laboratory Technician posts in hospitals and Public Health Laboratories. Those opting to go on to a degree may find work as an Analytical Chemist. Students who continue their studies for at least three years after a degree (six years in total) often go into career in scientific research through gaining a doctorate. You can find out more about these careers by looking up information in your careers library under the Connexions Resources Classification(CRCI) Index codes listed here.

CRCI code	Title
TD	General information on careers related to Chemistry
T	Science Careers
TD	Biochemistry
J	Health and Medical Careers
TD	Environmental Science
AC	Environmental Health
TD	Laboratory Work
JE	Medical Laboratory Work
JJ	Pharmacy
JJ	Pharmacology
GD	Chemical Engineering
TD	Forensic Science
TA	Food Science
F	Teaching

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 Chemistry. 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 Chemistry 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 Chemistry 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?

There are nearly 1,300 courses available at 84 universities and colleges of higher education. These include single honours degrees in Chemistry and Chemistry combined with a range of other subjects ranging from Accounting to Water Resource studies.

Degree programmes in Chemistry

Most single honours Chemistry degrees will have a foundation year where all students take the same 'core' courses and then have the opportunity to choose specialist options at the end of the foundation period. In some universities it may be possible to delay, until much later in the course, the decision as to which degree title is eventually given (e.g. Applied Chemistry, Pure Chemistry or Biochemistry). A number of courses, particularly Applied Chemistry, will offer a period of work or study experience in industry and/or abroad.

Chemistry related courses include

- ⊕ Analytical Chemistry
- ⊕ Applied Chemistry
- ⊕ Biochemistry
- ⊕ Biomolecular Chemistry
- ⊕ Chemical Biology
- ⊕ Chemistry with Nanotechnology
- ⊕ Colour & Polymer Chemistry
- ⊕ Inorganic Chemistry
- ⊕ Crystallography
- ⊕ Environmental Chemistry
- ⊕ Forensic Chemistry
- ⊕ Industrial Chemistry
- ⊕ Marine Chemistry
- ⊕ Medicinal Chemistry
- ⊕ Organometallic Chemistry
- ⊕ Applied Physiology
- ⊕ Natural Sciences
- ⊕ Combined Sciences
- ⊕ Chemical Engineering
- ⊕ Dentistry
- ⊕ Dietetics
- ⊕ Earth Sciences
- ⊕ Environmental Health
- ⊕ Environmental Sciences
- ⊕ Food Sciences
- ⊕ Food Technology
- ⊕ Geophysics
- ⊕ Metallurgy
- ⊕ Medicine
- ⊕ Nursing Studies
- ⊕ Nutrition
- ⊕ Pharmacy
- ⊕ Pharmaceutical Chemistry

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

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

Chemistry FACTFILE

Opportunities for Graduates

Recent statistics show the following trends for graduates from Chemistry degrees:

- 45% of those graduating entered full-time employment.
- of those going into work, 18% entered related careers in Scientific Research and Development or associated technical jobs.
- those not entering science and technical jobs went into a wide range of fields with significant numbers entering business and commerce, clerical secretarial and retail work.
- 33% entered further full-time study or training with a large proportion of these going on to research degrees.

...jobs

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

- Scientific Researcher, GlaxoSmithKline;
- Researcher, Cancer Research UK;
- Development Chemist, NHS;
- Analytical Chemist, Health Sciences Authority;
- Medical Scientist, NHS; Scientist, Ministry of Defence
- Health Service Manager, BUPA
- Instructor, Curves;
- Runner, BBC;
- Professional Athlete, an athletics club;
- Trumpet Player, self-employed
- Mail Sorter, Royal Mail
- Barista, Starbucks
- Welfare Officer, Victim Support



need to find out more?

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

- > Getting into Medical School
published by Trotman

Useful websites:

- ▷ Biochemical Society
www.biochemistry.org
- ▷ Forensic Science Society
www.forensic-science-society.org.uk
- ▷ Institute of Food Science and Technology
www.ifst.org
- ▷ National Pharmaceutical Association
www.npa.co.uk
- ▷ NHS Careers
www.nhscareers.nhs.uk
- ▷ Royal Pharmaceutical Society of Great Britain
www.rpharms.com
- ▷ Chemsoc
www.rsc.org/chemsoc

Thinking about choosing to study Computing / IT 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 Computing / IT 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). Computing would come under ICT on this route.

The other subjects you choose to combine with computing 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.



* COMPUTING / IT

Studying any A level course will give you two main things, knowledge about the content of the subject (hardware, software, system analysis and design, 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 +

Computing / IT AS/A2 courses can be studied alongside more traditional arts and humanities subjects such as English, History and Geography. Combining Computing / IT with Mathematics opens doors to a wider range of related careers. Adding Physics provides a foundation for entry into careers in computing and engineering. If Business Studies, Economics or Accounting are taken a range of career possibilities in business and finance can be followed possibly using IT to provide business solutions. Students taking ICT 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.

Computing / IT Skills		* 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 appropriate sources to use <input type="checkbox"/> analysing written and coded information and drawing out from it the key pieces of information needed <input type="checkbox"/> summarising that information either in writing or in programming code 	<ul style="list-style-type: none"> <input type="checkbox"/> learning about the social, economic, legal and other consequences of current trends in computing and IT <input type="checkbox"/> becoming a competent user of a range of computer equipment and software applications
<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"/> presenting observations and conclusions in reports and computer programmes <input type="checkbox"/> presenting text, graphics and numbers using templates, spreadsheets and databases <input type="checkbox"/> producing subject-related online content or adding to online discussions via blogs or social media tools 	<ul style="list-style-type: none"> <input type="checkbox"/> writing essays, projects and assignments which include imported data from spreadsheets and databases <input type="checkbox"/> tailoring software packages to meet specific project briefs such as designing a database for a small business
<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 <input type="checkbox"/> giving presentations, using images where appropriate 	<ul style="list-style-type: none"> <input type="checkbox"/> carrying out projects which involve speaking to others to determine the nature of the problem for which they require a computerised solution
<i>Numerical skills:</i>	<ul style="list-style-type: none"> <input type="checkbox"/> collecting and recording data <input type="checkbox"/> reading, understanding and interpreting data in a logical and systematic way <input type="checkbox"/> estimating, calculating and predicting sequences and outcomes using programming languages 	<ul style="list-style-type: none"> <input type="checkbox"/> gathering and inputting data into spreadsheets and databases <input type="checkbox"/> writing simple computer programmes using computer code
<i>Problem solving:</i>	<ul style="list-style-type: none"> <input type="checkbox"/> analysing problems through discussion and investigation <input type="checkbox"/> identifying possible software solutions <input type="checkbox"/> selecting suitable hardware and software to develop programming solutions <input type="checkbox"/> testing software solutions systematically 	<ul style="list-style-type: none"> <input type="checkbox"/> learning about computer hardware, software and systems and working out how they are best used to organise and process information <input type="checkbox"/> designing, producing and testing computer based systems

<p>* Ways in which you might use these in a job:</p> <ul style="list-style-type: none"> <input type="checkbox"/> investigating data processing problems in businesses and other organisations <input type="checkbox"/> designing and configuring technology infrastructure to user specifications
<ul style="list-style-type: none"> <input type="checkbox"/> writing user instructions, technical manuals, software and hardware guides and instructions <input type="checkbox"/> using programming skills to create content management systems
<ul style="list-style-type: none"> <input type="checkbox"/> interviewing people as part of the process of systems analysis <input type="checkbox"/> giving technical advice to users, by telephone, email or online
<ul style="list-style-type: none"> <input type="checkbox"/> testing and monitoring databases for accuracy and efficiency <input type="checkbox"/> managing finances and working within budget limits
<ul style="list-style-type: none"> <input type="checkbox"/> thinking creatively and using your knowledge of information technology to advise a wide range of customers on the many different business problems which require an IT solution <input type="checkbox"/> identifying faults and problems in computer systems and rectifying them

computing / IT

* other skills

- In addition to the specific skills you will develop whilst studying Computing / IT 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 process data and produce reports and essays
- using technology to gather results and share information with others

Computing

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 Computing or IT, and all the skills that you develop through studying it, will be very useful. In fact, in the future nearly all occupations will involve using Information and Communications Technology in some way. There are, however, some jobs where the use of computers and/or software is the main aspect of the work. 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
D	General information on careers related to Computing
D	Systems Programmer/Software Engineer
D	Systems Analyst
D	Computer Service Technician
D	Internet/Web Professional
D	Network Manager
F	Teacher

As technology is moving at breakneck speed many of these occupations will be changing and evolving. As regards other occupations which involve some use of computers but which only require basic training or familiarisation, the list is endless and includes everything from Doctor to warehouse work.

Individuals with an interest and aptitude for IT working in non-IT jobs can sometimes find opportunities to work on IT solutions relevant to the particular industry. For example, within Insurance work, a member of staff with an expertise in IT may get involved in developing software to calculate premiums.

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.

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

- 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"/>

- Look at the Career Connections section which lists careers related to Computing / IT. Do any of these appeal to you? Why?

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

- So what do you think?
Are you interested in studying Computing / IT 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?

Degree level programmes normally require a minimum of 2 A2 levels, or the equivalent, plus supporting GCSE passes. There are a wide variety of courses where A level Computing / IT will be of direct relevance.

Degree programmes in Computing / IT

A wide range of single subject and combined courses exist, including both 3 year full-time courses and 4 year sandwich degrees. The latter usually provide students with work experience within the IT industry. Sandwich courses tend to be more vocational by giving students the opportunity to gain practical, hands on experience which can be useful when applying for jobs at the end of the degree. Many related degree and Higher National Diploma courses do not specify particular A level requirements. However, the widest range of options is available to students who have also taken Mathematics alongside Computing. If Physics is also taken the full range of computer engineering programmes are available as well.

Computing related courses include:

- # Computing Science
- # Cognitive Modelling
- # Theoretical Computer Science
- # Computational Science
- # Web design
- # Computer Architecture
- # Internet Computing
- # Business Information Technology
- # E-Commerce
- # Software Engineering
- # Software Systems Analysis and Design
- # Programming
- # Multimedia Design
- # Information Systems
- # Applied Information Technology
- # Information Engineering
- # Artificial Intelligence
- # Human Computer Interaction

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

Note: A key question to ask about any course is how far does the content take into account current developments within computing, particularly through links with the IT industry?

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

Computing FACTFILE

Opportunities for Graduates

Recent statistics show the following trends for graduates from Computing / IT degrees:

- 63% of graduates entered full-time jobs after completing the course.
- 10% continued full-time study beyond degree level.
- a large proportion of graduates going into employment enter related work in the IT industry. 47% of IT graduates were working as IT professionals after their course.
- IT graduates are also successful in gaining jobs in a wide range of professions including financial services, commerce, public sector and engineering.
- IT Graduates who have programming skills and the ability to work with digital technology are currently in demand across a range of sectors including retail, marketing and media.
- some jobs with different titles may involve similar tasks.

...jobs *

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

- Assistant Manager, Abercrombie and Finch;
- Graduate Trainee, Ministry of Defence
- Technology Analyst, Bank of America;
- Software Developer, Travis Perkins plc;
- Java Application Analyst, Capgemini;
- Application Developer, a county council;
- Software Engineer, BT;
- Web Developer, RBC;
- IT Analyst, Tesco;
- Technical Support, PC Adviser;
- English Language Assistant, British Council

 need to find out more?

Useful websites:

- ▷ Institute of Analysts and Programmers
www.iap.org.uk
- ▷ IT 4 Communities
www.it4communities.org.uk
- ▷ The Internet Service Provider's Association
www.ispa.org.uk
- ▷ Contractor UK
www.contractoruk.com
- ▷ NHS Careers
www.nhscareers.nhs.uk
- ▷ Institute of Scientific and Technical Communicators
www.istc.org.uk
- ▷ British Computer Society
www.bcs.org.uk
- ▷ Intellect - Trade Body for IT, Telecoms and Electronics Industry
www.intellectuk.org

Thinking about choosing to study Drama or Theatre Studies 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 Drama or Theatre Studies 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). Drama and Theatre Studies would come under Performing Arts on this route. The other subjects you choose to combine with Drama or Theatre Studies 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.



* DRAMA / THEATRE STUDIES

Studying any A level course will give you two main things, knowledge about the content of the subject (the life and works of playwrights, performance methods and techniques, 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 +

Many students combine Drama or Theatre Studies with English and other arts and humanities subjects to provide a complementary package of A level courses for entry into careers in media and the arts. Other complementary subjects include Music, Dance and Art depending on your abilities and career plans. Drama can also be combined with other contemporary subjects such as Media Studies and Art History to provide a combination linked to careers and courses in media, film and cultural studies. However, check your choices carefully as it may be wise to take at least one other traditional AS/A2 level subject (e.g. English) to ensure that a wider range of course and career options is available. Students taking Performing Arts 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.

<i>Drama / Theatre Studies 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 appropriate sources 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 and scripts <input type="checkbox"/> studying the life and times and dramatic works of different playwrights <input type="checkbox"/> making notes on key scenes, characters and language
<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"/> adjusting the style of writing to suit the audience or task <input type="checkbox"/> producing subject-related online content or adding to online discussions via blogs or social media tools	<input type="checkbox"/> writing notes, plays, scripts and essays <input type="checkbox"/> producing written pieces aimed at different target audiences
<i>Communication skills - verbal:</i>	<input type="checkbox"/> taking part in discussions and making relevant contributions <input type="checkbox"/> role playing and performing before an audience <input type="checkbox"/> making value judgements and giving constructive criticism about your own and others' performances	<input type="checkbox"/> discussing performance art, plays, styles of writing, etc. <input type="checkbox"/> performing character roles, speaking clearly and using accents and dialects
<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 performances <input type="checkbox"/> working out how much paint and other materials are needed to decorate a 'set'
<i>Creative skills:</i>	<input type="checkbox"/> assessing the relationship between drama and real life <input type="checkbox"/> selecting materials and techniques to develop different aspects of performance <input type="checkbox"/> performing with sensitivity and perception <input type="checkbox"/> demonstrating an awareness of intellectual, emotional and spiritual needs and the role of drama in meeting those needs	<input type="checkbox"/> learning about drama and performance methods and techniques and trying to develop your own performing abilities <input type="checkbox"/> observing and demonstrating character differences <input type="checkbox"/> learning about back stage work such as lighting, wardrobe, stage management

<p>* Ways in which you might use these in a job:</p> <ul style="list-style-type: none"> <input type="checkbox"/> dealing with requests and enquiries by email <input type="checkbox"/> researching and preparing a programme of events or activity such as a film festival or conference
<ul style="list-style-type: none"> <input type="checkbox"/> producing promotional materials such as emails, online content, flyers and posters <input type="checkbox"/> writing articles, scripts and plays etc.
<ul style="list-style-type: none"> <input type="checkbox"/> working as part of a team <input type="checkbox"/> working in public relations and dealing with the press and media <input type="checkbox"/> giving presentations, guided tours or demonstrations
<ul style="list-style-type: none"> <input type="checkbox"/> locating and obtaining settings, costumes, props and other effects <input type="checkbox"/> working with budgets, accounts and financial statements
<ul style="list-style-type: none"> <input type="checkbox"/> thinking creatively and using your imagination when dealing with problems and looking for solutions <input type="checkbox"/> performing in plays, television productions, films, street theatre <input type="checkbox"/> working backstage or as part of a theatre or production company

drama / theatre studies

* other skills

- In addition to the specific skills you will develop whilst studying Drama / Theatre Studies 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 productions after research, lectures and visits

Drama / Theatre Studies

C A R E E R c-o-n-n-e-c-t-i-o-n-s

There are a number of careers where having an A level qualification in Drama, and all the skills that you develop through studying it, will be very useful. A cursory glance at job advertisement section of 'The Stage' newspaper will show that employers are trying to attract qualified, but out of work actors, for jobs in Telesales and Promotion work where communication skills and an extrovert personality are desirable attributes! 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
Q	Performing Arts - general
Q	Actor/Actress
Q	Dancer
Q	Entertainer
Q	Lighting Technician
Q	Stage Management
Q	Theatre Director
Q	Stage Lighting
Q	Stage Hand
Q	Make up Artist
Q	Classical Musician
PA	Agent/Manager
Q	Musical Industry Promotions Manager
PA	Video work
PA	Studio Manager (TV/Radio)
PA	Sound Technician
PA	Film Producer/Director
PA	Film Editor
PA	Film Camera Operator

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.
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 Drama. 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 Drama 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 Drama 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?

It should not be assumed that taking Drama or Theatre Studies at A level in itself will provide an advantage in obtaining a place at Drama school. Certainly a number of Drama schools will require A level qualifications for entry and look for relevant subjects such as English, Drama or Theatre Studies, but applicants will be selected on audition as well as basic entry qualifications.

Degree courses in Drama

A wide range of courses in Drama, Dance and Performing Arts at exist in universities and colleges and competition for places is fierce. These courses include single honours degrees in subjects such as Drama, Dance and Performing Arts and a wide range of combined two subject degree programmes which include Drama, Dance or Performing Arts with other subjects. Titles of courses include:

- # Acting
- # Arts Management
- # Creative Arts
- # Creative Studies
- # Dance
- # Dance Studies
- # Dance in the Community
- # Design (Theatre Studies)
- # Drama and Theatre Studies
- # Drama and Theatre Arts
- # Drama
- # Drama in the Community
- # Costume Production
- # Lighting Design
- # Media Technology
- # Movement Studies
- # Performance
- # Performing Arts
- # Stage Management
- # Theatre and Performance Studies
- # Technical Theatre Arts

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

* ...jobs

Although a number of courses will have a practical component, the aim of the majority of degree programmes is to provide a general arts degree, not professional training in Acting. Other non-degree courses in Acting are available at Drama schools but financial help is limited. It is also possible for students who take an academic degree to follow a practical Acting course as a postgraduate option.

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

Drama/Theatre Studies F A C T F I L E

Opportunities for Graduates

Recent statistics show the following trends for graduates from Performing Arts degrees:

- around 64% of graduates went directly into full time employment.
- graduates from creative subjects such as performing arts move into roles in a variety of areas such as media sales, arts education, information technology roles for creative organisations or work within the voluntary or public sector. For more information about the career paths of creative graduates see www.employment-studies.co.uk/projects/creative/creative.php.
- careers taken up by these included actors, dancers, entertainers, stage managers, directors, producers, and sound and visual technicians.
- 20% of all graduates went into full time further education or training with around a half taking higher degrees. The rest entered vocational education or training courses including teaching, acting, radio and sound production.

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

- Marketing and Publicity Assistant
- Theatre Manager, a London theatre
- Dance Teacher
- Music Teacher, self-employed; Teaching Assistant, a secondary school
- Commercial Affairs Coordinator
- Actor, in a feature film;
- Freelance Set Designer;
- Subscriptions Officer
- Assistant Stage Manager
- Choral Scholar, a city cathedral;
- Activities Entertainer, a cruise liner;
- Artistic Director, a theatre company
- Youth Worker, a borough council;
- Art Therapist
- Cabin crew, an international airline



need to find out more?

Useful websites:

- ▷ Arts Council of England
www.artscouncil.org.uk
- ▷ Association of British Theatre Technicians
www.abtt.org.uk
- ▷ Council for Dance Education and Training
www.cdet.org.uk
- ▷ Conference of Drama Schools
www.drama.ac.uk
- ▷ Equity
www.equity.org.uk
- ▷ National Council for Drama Training
www.ncdt.co.uk
- ▷ Skillset
www.skillset.org

Thinking about choosing to study Economics 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 Economics 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). Economics would come under Business studies on this route. The other subjects you choose to combine with Economics 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.



* ECONOMICS

Studying any A level course will give you two main things, knowledge about the content of the subject (how societies solve economic problems, production and distribution of goods, inflation, unemployment, 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 +

Economics can be combined with a wide range of arts, humanities and social science subjects. Complementary subjects include Accounting, Geography, History, Law, Sociology, and Business Studies. You need to check choices carefully if you are planning to take Business Studies or Accounting AS/A2 with Economics AS/A2 as some universities may prefer you to have taken subjects that do not overlap so closely. Taking Mathematics with Economics provides a highly vocational combination leading to possible careers in business, finance and economics. Economics can also provide a useful contrast to arts subjects such as English. Students taking Business Studies 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.

<i>Economics Skills</i>		* Ways in which you might learn these in the subject:
<i>Numerical skills:</i>	<input type="checkbox"/> collecting and recording data <input type="checkbox"/> estimating, measuring and calculating quantities, ratios and timescales <input type="checkbox"/> reading, analysing and presenting data in statistical tables, graphs and charts <input type="checkbox"/> calculating with fractions, percentages, decimals, ratios and formulae	<input type="checkbox"/> learning about and calculating prices, income and costs in market analysis <input type="checkbox"/> predicting inflation and growth rates <input type="checkbox"/> calculating ratios using the multiplier and quantity theory of money
<i>Research skills:</i>	<input type="checkbox"/> researching a topic by finding and choosing the most appropriate sources to use <input type="checkbox"/> analysing written and statistical information and drawing out from it the key pieces of information needed <input type="checkbox"/> summarising complex documents and reporting research findings and conclusions	<input type="checkbox"/> researching topics such as inflation, economic growth, interest and exchange rates <input type="checkbox"/> analysing consumer surveys, employment statistics, national income and expenditure models, the budget and monetary policy
<i>Communication skills - written and visual:</i>	<input type="checkbox"/> putting across clear and relevant information <input type="checkbox"/> using visual materials to illustrate straightforward and complex matters <input type="checkbox"/> presenting text, graphics and numbers using templates, spreadsheets and databases <input type="checkbox"/> producing subject-related online content or adding to online discussions via blogs or social media tools	<input type="checkbox"/> writing essays, reports, and assignments <input type="checkbox"/> producing diagrams, graphs, charts and tables of data for taxation rates, levels of international competition, 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"/> giving presentations, using images where appropriate	<input type="checkbox"/> discussing ways to solve economic problems <input type="checkbox"/> has Quantitative Easing (QE) proved to be an effective economic policy?
<i>Economic awareness:</i>	<input type="checkbox"/> demonstrating an awareness of micro and macro economics <input type="checkbox"/> analysing economic theories, policies, market and money mechanisms <input type="checkbox"/> analysing and forecasting economic trends	<input type="checkbox"/> learning about the inter-relationship between the UK and other economies <input type="checkbox"/> understanding trends in the major economic indicators

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

- dealing with accounts, budgets, financial statements
- forecasting economic growth and assessing risk and financial stability

- interpreting economic policies and the impact of legislation, such as a guaranteed minimum wage
- researching economic conditions of particular regions or markets
- reading business journals, economic reports, policy documents, etc.

- writing reports, articles and policy documents
- designing surveys and recording findings on issues such as the qualifications profile of the workforce, market share of firms, the importance of overseas markets to UK trade

- working as part of a team
- managing or supervising other people
- advising others on economic issues
- giving presentations to other staff or clients

- forecasting market response and business trends
- planning government programmes and economic initiatives

economics

* other skills

- In addition to the specific skills you will develop whilst studying Economics 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:

- researching journals, reports and policies online
- use of appropriate packages to produce reports, presentations and essays
- using social media to share ideas and learn from others

Economics

C A R E E R c-o-n-n-e-c-t-i-o-n-s

Economics has vocational relevance to a wide range of career paths and many of the professional examinations of financial occupations (Accountancy, Banking, Insurance) have an economics component. A level and degree qualifications in Economics may give exemptions from some of these exams. 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
I	General information on careers related to Economics
I	Finance Careers
IA	Accountancy
IE	Banking
IE	Building Society Work
IH	Insurance Work
IF	Stock Exchange Work
IF	Pensions Work
IF	Investment Analyst
AA	Human Resources Manager
O	Marketing
S	Retail Sales & Customer Services

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 Economics. 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 Economics students. Tick those that appeal to you. Pick out your top 3 and explain why.

So what do you think?

Are you interested in studying Economics 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?

Degree level programmes normally require a minimum of 2 A2 levels, or the equivalent, plus supporting GCSE passes. There are a wide variety of courses where A level Economics will be of direct relevance.

Degree programmes in Economics

A wide range of courses exist, including programmes which combine the study of Economics with other subjects, offered by 100 universities and colleges. The content and emphasis of each course varies between universities. Degree programmes can be divided into three main types. Firstly specialised courses focusing on Economics. Secondly, combined and modular degree programmes with Economics as a significant component, but studied with one or more other subjects. Thirdly, Mathematical Economics or Econometrics. The latter usually requires A level Mathematics as an entry requirement as they have a significant mathematical and statistical content.

Economics related courses include

- ⊕ Accountancy
- ⊕ Banking & Finance
- ⊕ Business Studies
- ⊕ Business Information Technology
- ⊕ Management Economics
- ⊕ Entrepreneurship
- ⊕ Real Estate Management
- ⊕ Financial Economics
- ⊕ European Economics
- ⊕ Health Services Management
- ⊕ Economic History
- ⊕ Hospitality Management
- ⊕ Manufacturing Management
- ⊕ International Business
- ⊕ Investment
- ⊕ Business Law
- ⊕ Finance & Law
- ⊕ International Development
- ⊕ Operations Management
- ⊕ War and Peace Studies
- ⊕ Economics & Politics
- ⊕ Political Economy
- ⊕ Administration & Management
- ⊕ Retail Management
- ⊕ Rural Business Development
- ⊕ Social Sciences
- ⊕ Third World Studies
- ⊕ Logistics and Supply Chain Management
- ⊕ Urban Planning

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 Economics may not be of direct relevance but will be useful, however, so you need not be restricted by this list.

Economics FACTFILE

Opportunities for Graduates

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Recent statistics show the following trends for Economics graduates:

- 54% of those graduating entered employment.
- graduates entered a wide range of occupations with almost half taking up jobs in the finance and business sector.
- most economics graduates go into jobs within business and finance including trainee accountancy, financial and investment advice, business and financial analysis and economist jobs.
- it is possible to go straight into work as an economist with a first degree but getting in can be competitive.
- 15% entered further study or training after graduation.

...jobs *

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

- Associate Recruitment Consultant, Hays;
- Market Research Analyst, Ipsos Mori
- Classroom Assistant, a primary school
- Auditor, Deloitte;
- Credit Analyst, a financial services company;
- Assistant Economist, the Government;
- Statistician, Office for National Statistics;
- Transport Planner, a city council;
- Tax Consultant, Ernst & Young;
- Events Coordinator, a London museum
- Software Designer, a software company
- Journalist, a national newspaper
- Administrator, a charity



need to find out more?

Useful websites:

- ▷ Studying Economics
<http://studyingeconomics.ac.uk>
- ▷ Royal Economic Society
www.res.org.uk
- ▷ Society of Business Economists
www.sbe.co.uk
- ▷ Chartered Institute of Management Accountants
www.cimaglobal.com
- ▷ Chartered Institute of Public Finance and Accountancy
www.cipfa.org.uk
- ▷ Chartered Insurance Institute
www.cii.co.uk
- ▷ Institute of Actuaries
www.actuaries.org.uk
- ▷ Institute of Chartered Accountants in England and Wales
www.icaew.co.uk/careers
- ▷ Institute of Financial Accountants
www.ifa.org.uk
- ▷ ACCA (The Association of Chartered Certified Accountants)
www.accaglobal.com

Thinking about choosing to study English 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 English 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 English 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.



* ENGLISH

Studying any A level course will give you two main things, knowledge about the content of the subject (the works of Shakespeare, the war poets, the modern novel, 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 +

Students interested in a career in the arts tend to combine English with complementary arts and humanities subjects such as Art, History, History of Art, Dance, Drama/Theatre Studies, Media Studies and Music depending on their interests and abilities.

It can also be combined with Modern Languages such as French and German to provide a route to careers and courses using languages. Taking History with English Literature provides students with a useful historical context for the study of classical literature, plays and poetry. Contrasting subjects include Mathematics, Sciences, and social sciences such as Economics and Sociology.

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.

<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 <input type="checkbox"/> producing subject-related online content or adding to online discussions via blogs or social media tools 	<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:

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

- producing newsletters, reports, presentational materials and other materials
- writing articles, scripts and novels, etc
- translating jargon and rewriting materials for different audiences

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

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

english

* other skills

- In addition to the specific skills you will develop whilst studying English 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

• **Working with information and communication technology:**

- researching journals, reports and policies online
- use of appropriate packages to produce scripts, reports, and essays
- using social media to discuss views on works of literature

English

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 English, and all the skills that you develop through studying it, will be very useful. 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
A	Administration, Business & Office work
F	Teaching
PB	Author
PB	Journalist
B	Technical Writer
PD	Publishing
K	Library Work
K	Information Services
P	Media, Print and Publishing
L	Legal Work
O	Advertising including Copywriting and Sales
O	Public Relations

Being able to read, assimilate and write well will be a very useful asset in most jobs, however, so you need not be restricted by this list.

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.

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 English. 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 English students. Tick those that appeal to you. Pick out your top 3 and explain why.

So what do you think?
Are you interested in studying English 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?

Degree level programmes normally require a minimum of 2 A2 levels, or the equivalent, plus supporting GCSE passes. There are a wide variety of courses where A level English will be of direct relevance.

Degree courses in English

A wide range of courses exist in universities and colleges. These include combined degrees and humanities degrees where other subjects can be studied alongside English. Please note though, English is a very popular subject at degree level and usually requires high A level course grades for entry.

English related degree courses

The following courses may specify A level English as a requirement or as a useful subject. Many of these can also be combined with English or other subjects.

- # African Studies
- # American Studies
- # Caribbean Studies
- # Performing Arts (including Dance, Drama, Music & Art)
- # Creative Writing
- # Cultural Studies
- # Communication Studies
- # English Literature
- # Classic Literature
- # ENGLISH
- # Film Studies
- # Information and Library Studies
- # Linguistics
- # Screen Writing
- # Media Studies
- # Journalism
- # Public Relations
- # Publishing
- # Theatre Studies
- # Women's Studies

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 English may not be of direct relevance but will be useful, however, so you need not be restricted by this list.

English FACTFILE

Opportunities for Graduates

Recent statistics show the following trends for graduates from English degrees:

- 53% entered full-time employment after completing their degrees.
- nearly 20% of English graduates go onto further study, many enter higher degrees in English and related subjects.
- around 36% of graduates go into administration, retail, catering, waiting and bar work.
- other graduates move into roles using their creative or writing skills or into education, management or research roles.

...jobs



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

- Junior Service Desk Analyst, NHS
- Trainee Solicitor, a law firm
- Policy Adviser, the Government
- Senior Box Office Assistant, a theatre
- Language Assistant, a county council
- Copy Writer, The Idea Lab
- PR Account Representative, a communications consultancy firm;
- Communications Assistant, Tata Steel
- Creative Writing Teacher, a university
- Business Support Analyst, a business outsourcing company;
- Civil Servant, Home Office;
- Managing Director, a business support company;



need to find out more?

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

- > How To Become A Journalist - 7 Steps To Making Real Money As A Journalist & Getting Top Freelance Writing Job Assignments (Becoming A Journalist)
by Stephen Wilcox and Ellie De Rose
– Kindle Store

Useful websites:

- ▷ Advertising Association
www.adassoc.org.uk
- ▷ Broadcast Journalism Training Council
www.bjtc.org.uk
- ▷ Chartered Institute of Public Relations
www.cipr.co.uk
- ▷ Institute of Library and Information Professionals
www.cilip.org.uk
- ▷ National Council for Drama Training
www.ncdt.co.uk
- ▷ National Council for the Training of Journalists
www.nctj.com
- ▷ National Union of Journalists
www.nuj.org.uk
- ▷ The Publishers Association
www.publishers.org.uk

Thinking about choosing to study Geography 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 Geography 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 Geography 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.



* GEOGRAPHY

Studying any A level course will give you two main things, knowledge about the content of the subject (observation of the natural and man-made world, relationships between people and their environments, the use and distribution of natural resources, the earth's surface, 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 +

Subjects that complement Geography include Economics, Business Studies, History and Sociology. It can be combined with Biology to provide entry into environmental careers and courses. It can also be complemented by Mathematics to open doors to a wide range of careers and courses requiring numerical and technical skills.

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.

<h1>Geography Skills</h1>		* 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 appropriate sources to use <input type="checkbox"/> analysing written, visual and statistical information and drawing out from it the key pieces of information needed <input type="checkbox"/> analysing problems through research, visual observation and recording 	<ul style="list-style-type: none"> <input type="checkbox"/> learning about the earth's surface and its natural resources, the processes at work in the environment and the effect of man's activities <input type="checkbox"/> observing the natural and human made world through field trips, satellite and arial photographs, etc.
<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"/> using visual materials to illustrate straightforward and complex matters <input type="checkbox"/> presenting observations and conclusions in reports <input type="checkbox"/> producing subject-related online content or adding to online discussions via blogs or social media tools 	<ul style="list-style-type: none"> <input type="checkbox"/> writing essays and reports on experiments, field work and individual projects and studies <input type="checkbox"/> illustrating written materials with maps and field sketches
<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 <input type="checkbox"/> giving presentations, using images where appropriate 	<ul style="list-style-type: none"> <input type="checkbox"/> discussing such topics as overpopulation, conservation, pollution and its effects on the environment
<i>Numerical skills:</i>	<ul style="list-style-type: none"> <input type="checkbox"/> collecting and recording data <input type="checkbox"/> estimating, measuring and calculating physical dimensions, distances and scales <input type="checkbox"/> reading, understanding and interpreting maps, diagrams, data and charts <input type="checkbox"/> calculating with fractions, percentages, ratios and formulae 	<ul style="list-style-type: none"> measuring and mapping distances, calculating topography and surveying land forms using instruments to take weather readings, test soil, etc.
<i>Environmental awareness:</i>	<ul style="list-style-type: none"> <input type="checkbox"/> observing the natural and man made world with sensitivity and perception <input type="checkbox"/> demonstrating an awareness of environmental issues and current world affairs <input type="checkbox"/> assessing the impact of human interaction with the environment 	<ul style="list-style-type: none"> <input type="checkbox"/> keeping up to date with current world affairs <input type="checkbox"/> developing an appreciation of the environment and the strategies which can be used to protect and develop it in an environmentally friendly way

<p>* Ways in which you might use these in a job:</p> <ul style="list-style-type: none"> <input type="checkbox"/> analysing sites for the presence of water and minerals <input type="checkbox"/> reading and interpreting environmental data, maps, charts and photographs to advise on construction sites, oil exploration, pollution control, etc.
<ul style="list-style-type: none"> <input type="checkbox"/> producing reports, maps, charts and policy documents <input type="checkbox"/> designing surveys and recording findings on issues such as insect infestations, weather patterns, the kinds of trees in forests, etc.
<ul style="list-style-type: none"> <input type="checkbox"/> working as part of a team <input type="checkbox"/> advising people on issues such as sources of raw materials, routes and transportation methods, crops for different soils and climates <input type="checkbox"/> giving guided tours and presentations
<ul style="list-style-type: none"> <input type="checkbox"/> using surveying instruments or remote sensing devices to measure land contours <input type="checkbox"/> dealing with accounts, budgets and financial statements
<ul style="list-style-type: none"> <input type="checkbox"/> forecasting changes in the environment and their possible impact on people <input type="checkbox"/> helping to plan out environments and implement environmental initiatives

geography

* other skills

- In addition to the specific skills you will develop whilst studying Geography 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 reports, charts and essays
- using technology to gather results and share information with others

Geography

C A R E E R c-o-n-n-e-c-t-i-o-n-s

There are a number of careers where having an A level qualification in Geography, and all the skills that you develop through studying it, will be very useful. Careers related to Geography tend to bridge the divide between arts and sciences, reflecting the subject itself. 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
BC	Cartography including Mapmaking, Geological Drafting
BC	Surveying
BC	Land and Town Planning
TB	Meteorology
TB	Oceanography
TD	Environmental Science
W	Transport and Logistics
WA	Air Traffic Control
M	Leisure, Sport and Tourism
HB	Landscape Architecture
H	Environment, Animals and Plants

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.

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

- 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"/>

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

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

- So what do you think? Are you interested in studying Geography 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?

Degree level programmes normally require a minimum of 2 A2 levels, or the equivalent, plus supporting GCSE passes. There are a wide variety of courses where A level Geography will be of direct relevance.

Degree programmes in Geography

A wide range of courses exist in universities and colleges. The emphasis of different courses will vary depending on whether it is taught in a science, social science or arts department within the university. Geography can be taken with a range of contrasting and complementary subjects as a combined or multi-disciplinary degree.

Geography related degree courses

The following courses may specify A level as a requirement or as a useful subject:

- ⊕ Countryside and Environmental Management
- ⊕ Ecology & Conservation
- ⊕ Environmental Studies
- ⊕ Environmental Science
- ⊕ Rural Environmental Studies
- ⊕ Landscape Architecture
- ⊕ Property & Surveying
- ⊕ Surveying and Mapping Sciences
- ⊕ Housing Studies
- ⊕ Real Estate Management
- ⊕ Town Planning
- ⊕ Waste Management
- ⊕ Urban Design
- ⊕ Geology
- ⊕ Rural Resource Management
- ⊕ Transport Planning
- ⊕ Logistics and Supply Chain Management
- ⊕ Land Economy
- ⊕ Architecture and Planning

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 Geography may not be of direct relevance but will be useful, however, so you need not be restricted by this list.

Geography FACTFILE

Opportunities for Graduates

Recent statistics show the following trends for graduates from Geography degrees:

- approximately 57% entered full time employment after completing their degrees.
- large proportions of graduates entered roles within business and finance (17%), management (12%), administration (11%), marketing, sales and advertising (12%).
- around 19% of graduates go into retail, catering, waiting and bar work.
- 21% of geography graduates entered some kind of further study or training including a higher degree in geography or training in teaching, surveying and urban or rural planning.

...jobs *

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

- Business Development Manager, an oil distributor;
- Market Researcher, a research company;
- Business Development Manager, an oil distributor;
- Hospitality Manager, a hotel
- Teacher, a secondary school;
- Business Consultant, Accenture;
- Reporter, a media company;
- Geologist, BP;
- Environmental officer, Environment Agency;
- Marketing Assistant, a financial company;
- Sales Assistant, Marks and Spencer;
- Warehouse Worker, IKEA



need to find out more?

Useful websites:

- ▷ British Trust for Conservation Volunteers
www2.btcv.org.uk
- ▷ Civic Trust
www.civictrust.org.uk
- ▷ Geological Society
www.geolsoc.org.uk
- ▷ Institute of Ecology and Environmental Management
www.ieem.net
- ▷ Natural Environment Research Council
www.nerc.ac.uk
- ▷ Royal Geographical Society with the Institute of British Geographers
www.rgs.org
- ▷ Royal Meteorological Society
www.rmets.org
- ▷ Royal Town Planning Institute
www.rtpi.org.uk

Thinking about choosing to study History 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 History 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 History 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.



* HISTORY

Studying any A level course will give you two main things, knowledge about the content of the subject (the study of change, events and records of the past, how social processes have evolved through time, 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 +

Complementary subjects include English Literature, Geography, History of Art, Economics, Sociology, Law, Philosophy and Religious Studies. If you are taking two other subjects which are predominantly mathematical and scientific, History provides a contrasting approach by helping to develop communication and research skills. It also provides a more traditional subject choice to complement more contemporary A level courses such as Media Studies and Business Studies.

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.

<h1>History Skills</h1>		* 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 appropriate sources to use <input type="checkbox"/> analysing written, statistical and visual information <input type="checkbox"/> selecting the most important and persuasive evidence in support of a case 	<ul style="list-style-type: none"> <input type="checkbox"/> reading and analysing historical accounts and other historical evidence <input type="checkbox"/> extracting information from historical texts <input type="checkbox"/> making notes on key events and people
<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"/> using visual materials to illustrate straightforward and complex matters <input type="checkbox"/> ordering and presenting material logically and accurately with all sources clearly referenced <input type="checkbox"/> producing subject-related online content or adding to online discussions via blogs or social media tools 	<ul style="list-style-type: none"> <input type="checkbox"/> writing notes, records, criticisms and essays <input type="checkbox"/> using photographs, drawings, film clips, etc. within essays and presentations
<i>Communication skills - verbal:</i>	<ul style="list-style-type: none"> <input type="checkbox"/> taking part in discussions and debates 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 the importance of historical issues, ideas and individuals
<i>Numerical skills:</i>	<ul style="list-style-type: none"> <input type="checkbox"/> collecting and recording data <input type="checkbox"/> reading, analysing and presenting data in statistical tables, graphs and charts <input type="checkbox"/> presenting statistical data in support of a historical argument 	<ul style="list-style-type: none"> <input type="checkbox"/> checking dates and times of events, numbers involved, etc. <input type="checkbox"/> calculating percentage changes in population and income changes
<i>Skills of critical analysis:</i>	<ul style="list-style-type: none"> <input type="checkbox"/> investigating historical events using incomplete or partial evidence about the past <input type="checkbox"/> testing the strengths and weaknesses of particular interpretations of history <input type="checkbox"/> distinguishing between fact, opinion and judgement when considering pieces of historical evidence 	<ul style="list-style-type: none"> <input type="checkbox"/> researching historical events and presenting different viewpoints and interpretations <input type="checkbox"/> trying to ascertain what happened and form an opinion as to the reasons for this

<p>* Ways in which you might use these in a job:</p> <ul style="list-style-type: none"> <input type="checkbox"/> finding, sorting and evaluating evidence <input type="checkbox"/> researching and preparing reports, documentaries, cases, etc. <input type="checkbox"/> cataloguing historical artifacts
<ul style="list-style-type: none"> <input type="checkbox"/> producing letters, memos, reports, etc. <input type="checkbox"/> writing newspaper articles, scripts, novels, museum guides, antique catalogues, etc.
<ul style="list-style-type: none"> <input type="checkbox"/> working as part of a team <input type="checkbox"/> managing or supervising other people <input type="checkbox"/> giving presentations, guided tours or speeches
<ul style="list-style-type: none"> <input type="checkbox"/> working with figures, budgets, accounts, timetables, etc. <input type="checkbox"/> analysing and interpreting statistical data
<ul style="list-style-type: none"> <input type="checkbox"/> working through the pros and cons of different arguments, eg. in legal cases <input type="checkbox"/> presenting original views or interpretations on various topics

history

* other skills

- In addition to the specific skills you will develop whilst studying History 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 reports and essays
- using social media for research and sharing views

History

C A R E E R c-o-n-n-e-c-t-i-o-n-s

There are a number of careers where having an A level qualification in History, and all the skills that you develop through studying it, will be very useful. You can find out more about these careers by looking up information in your careers library under the Connexions Resources Classification Index (CRCI) code listed here.

CRCI code	Title
K	Archaeology
K	Archivist
BA	Architecture
K	Genealogy
BB	Building Conservation
K	Museum Work
K	Information Scientist
K	Library Work
M	Leisure, Sport and Tourism
F	Teaching
L	Legal and Political Services
AB	Civil Service
SB	Auctioneering
PB	Journalism
O	Market Research

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.

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

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"/>

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

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

So what do you think?

Are you interested in studying History 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?

Degree level programmes normally require a minimum of 2 A2 levels, or the equivalent, plus supporting GCSE passes. There are a wide variety of courses where A level History will be of direct relevance.

Degree programmes in History

History can be studied as a single subject or in combination with anything from Agriculture to Zoology. A wide range of courses exist in universities and colleges. These include both single subject and combined subject degrees. Most general History courses have a compulsory element which covers the major aspects of British and European History. At the end of the first year most courses offer a wide range of options.

History related degree courses

- # History
- # Modern & Contemporary History
- # Cultural Studies
- # Art History
- # Regional History
- # Ancient History
- # Victorian Studies
- # Social History
- # Economic History
- # European History
- # International Relations
- # Celtic History
- # East Asian Studies
- # Byzantine History
- # Medieval History
- # Intellectual History
- # Post Colonial Studies
- # Archaeology
- # American Studies
- # Anthropology
- # Classical Studies
- # Classical Archaeology
- # Egyptology
- # Heritage Management
- # Museum and Gallery Studies
- # War and Peace Studies
- # Gender and Women's Studies
- # Journalism
- # International Relations
- # Law
- # Heritage Management
- # Philosophy
- # Politics
- # Social Sciences
- # Trade Union Studies

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

*
...jobs

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

History FACTFILE

Opportunities for Graduates

Recent statistics show the following trends for graduates from History degrees:

- approximately 53% of all graduates entered employment.
- a wide range of jobs were entered by these graduates, including marketing, sales, public relations, advertising, financial services, computing and IT.
- the largest proportions of history graduates moved into retail, catering, waiting and bar work (24%) and administration (13%).
- 11% of those entering employment immediately after a degree went into management and administrative jobs in commerce industry and the public sector. 11% went into business and finance roles and 8% worked in marketing, sales or advertising roles.
- just over one fifth of graduates entered some kind of further study or training – with significant numbers going on to higher degrees in History and related areas.

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

- Graduate Management Trainee, Admiral Insurance;
- Visitor Operations Site Manager, English Heritage;
- Army Officer, British Army
- History Lecturer, a university
- Recruitment Consultant, a specialist recruiter;
- Analyst, Bank of England
- Minster Host, York Minster;
- Historic Home Team Officer, National Trust;
- Researcher, a publishing company
- Personal Assistant, a foreign embassy;
- Legal Secretary, a law firm



need to find out more?

Useful websites:

- ▷ Council for British Archaeology
www.britarch.ac.uk
- ▷ Historical Association
www.history.org.uk
- ▷ Museums Association
www.museumsassociation.org
- ▷ The Archives and Records Association
www.archives.org.uk
- ▷ Society of Genealogists
www.sog.org.uk

Thinking about choosing to study History of Art 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 History of Art 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 History of Art 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.



* HISTORY OF ART

Studying any A level course will give you two main things, knowledge about the content of the subject (understanding the work of different artists and art movements within the context of different historical periods, 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 +

History of Art is often combined with Art to provide a complementary package of A level courses for entry to Art and related courses in universities and colleges.

The content and skills of the subject link closely to History, English Literature, Media Studies and Classical Civilization as well as classical and modern languages. It is often combined with these subjects to provide a broad knowledge and appreciation of culture and history. It can be taken as a complementary subject in combination with sciences and social sciences.

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.

<i>History of Art 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 appropriate sources to use <input type="checkbox"/> analysing written and visual information <input type="checkbox"/> developing skills of analysis and appreciation through research, visual observation and recording	<input type="checkbox"/> by observing original and reproduced works of art <input type="checkbox"/> using a variety of sources such as libraries, galleries, videos, slides, photographs, the Internet and CD ROMs
<i>Communication skills - written and visual:</i>	<input type="checkbox"/> putting across clear and relevant information when writing about a subject <input type="checkbox"/> ordering and presenting material logically and accurately with all sources clearly referenced <input type="checkbox"/> producing subject-related online content or adding to online discussions via blogs or social media tools	<input type="checkbox"/> writing notes, records, criticisms and essays <input type="checkbox"/> using photographs, drawings, and slides within essays and 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 <input type="checkbox"/> making value judgements and expressing an appreciation of different viewpoints and achievements	<input type="checkbox"/> discussing art and artists <input type="checkbox"/> developing confidence in one's own abilities and judgement of art works
<i>Numerical skills:</i>	<input type="checkbox"/> collecting and recording data <input type="checkbox"/> estimating, measuring and calculating physical dimensions, proportions and perspective	<input type="checkbox"/> looking at space, depth, perspective, the Golden mean and the rules of proportion, architectural proportion and relationships
<i>Skills of critical analysis:</i>	<input type="checkbox"/> investigating artistic movements and developing an understanding of contemporary responses to works of art in different times and places <input type="checkbox"/> developing hypotheses and theories to make sense of developments in artistic movements <input type="checkbox"/> selecting suitable evidence to test hypotheses and investigate artistic developments	<input type="checkbox"/> studying and developing an awareness of individual works of art <input type="checkbox"/> learning about the historical context within which those works were produced <input type="checkbox"/> looking at art across a wide spectrum to include architecture, interior decoration, town planning and galleries.

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

- finding and sorting evidence
- researching and preparing reports, documentaries, gallery and museum guides, etc.
- cataloguing art works

- producing letters, memos, reports, etc.
- writing articles, museum guides, art catalogues, etc.

- working as part of a team
- negotiating for the loan of artworks, media coverage of exhibitions, etc.
- giving guided tours or presentations

- working with figures, budgets, accounts, timetables, etc.

- tracing art works and artists
- organising exhibitions and displays

history of art

* other skills

- In addition to the specific skills you will develop whilst studying History of Art 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 reports and essays
- using social media to share and discuss art works after research, lectures and visits

History of Art

C A R E E R c-o-n-n-e-c-t-i-o-n-s

Apart from specialist careers in the field of Art History and Conservation, the skills gained in this subject can be useful in a variety of occupations. For example, the communication and research skills could be useful in a range of jobs, from Journalism to Library and Information work.

A list of related careers is provided below. 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
K	Art Gallery Curator
K	Museum Technician
K	Conservation Officer
K	Archaeology
K	Arts Administration
K	Museum Work
K	Archivist
K	Librarian
O	Advertising
O	Public Relations
PB	Journalism
SB	Careers working with Antiques
K	Art Exhibition Organiser
MC	Travel and Tourism
BC	Town Planning
E	Design, Arts and Crafts
JF	Art Therapy
P	Media, Print and Publishing

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.

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 History of Art.

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 History of Art students. Tick those that appeal to you. Pick out your top 3 and explain why.

So what do you think?

Are you interested in studying History of Art 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?

Degree level programmes normally require a minimum of 2 A2 levels, or the equivalent, plus supporting GCSE passes. There are a wide variety of courses where History of Art A level will be of direct relevance.

Degree courses in History of Art

A wide range of courses exist in universities and colleges. These include single honours degree courses as well as the full range of combined degrees where History of Art can be combined with a wide variety of subjects. The style and content of History of Art courses varies. However, you are likely to encounter a combination of approaches which may include:

- general historical survey of artistic movements from classical antiquity to the present day
- specialised study of a given historical period such as the Baroque
- study of related historical topics and the ideas underlying artistic movements

History of Art related degree courses

- ⊕ Art History
- ⊕ Art and Design History
- ⊕ Art with Art History
- ⊕ History of Decorative Arts and Crafts
- ⊕ History of Design
- ⊕ Film and Visual Arts
- ⊕ Media and Visual Arts
- ⊕ History and Theory of Art and Design
- ⊕ Visual Culture
- ⊕ Architectural Conservation
- ⊕ History of Art and Architecture
- ⊕ History of Art, Design and Film
- ⊕ Visual Arts: History, Theory and Interpretation
- ⊕ Cultural Studies
- ⊕ History of Modern Art
- ⊕ Art and Architecture of the Ancient World
- ⊕ History of Film, Photography and Graphic Media
- ⊕ Archaeology
- ⊕ Anthropology
- ⊕ Architecture
- ⊕ Classical Studies
- ⊕ Conservation (Restoration)
- ⊕ Creative Arts
- ⊕ Furniture Restoration
- ⊕ Arts Administration
- ⊕ Heritage Studies
- ⊕ Islamic Art and Archaeology
- ⊕ Museum & Gallery Studies
- ⊕ Photography
- ⊕ Publishing

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

History of Art FACTFILE

Opportunities for Graduates

- around 50% of history of art graduates went straight into employment after their degree.
- 7% went into arts, culture or marketing. Just over 10% of graduates were in managerial roles and 11% had entered careers within business or finance. Just over one fifth of History of Arts graduates who were employed were working in retail, catering or bar work.
- just over 9% of graduates went into clerical or secretarial jobs.
- just over one quarter of graduates entered some kind of further study or training - with significant numbers going onto higher degrees in history and related areas.

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

...jobs *

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

- Picture Researcher
- Trainee Evaluator
- Bookseller
- Museum Assistant
- College Lecturer
- Personal Assistant, BBC
- Teaching English as a Foreign Language
- Public Relations Assistant
- Management Trainee
- Trainee Journalist



need to find out more?

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

- > Degree Course Guide to Art and Design, History of Art and Design
published by Trotman

Useful websites:

- ▷ Advertising Association
www.adassoc.org.uk
- ▷ Arts Council of England
www.artscouncil.org.uk
- ▷ Association of Art Historians
www.aah.org.uk
- ▷ British Antique Dealers Association
www.bada.org
- ▷ British Film Institute (BFI)
www.bfi.org.uk
- ▷ Historical Association
www.history.org.uk
- ▷ Moving Image Society
www.bksts.com
- ▷ Museums Association
www.museumsassociation.org
- ▷ Archives and Records Association
www.archives.org.uk

Thinking about choosing to study Law 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 Law in your future career planning.

* LAW

Studying any A level course will give you two main things, knowledge about the content of the subject (the study of case law and legal precedents, 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 (+)

Law is often taken as a third or fourth AS/A2 level alongside more traditional subjects such as English and History. It can also be taken as part of a vocationally focussed package in combination with other business and social science subjects such as Accounting, Economics, Business Studies, Government / Politics and Sociology.

(+) 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 Law 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.



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.

Law Skills		* Ways in which you might learn these in the subject:
<i>Research skills:</i>	<input type="checkbox"/> researching an issue by finding and choosing the most appropriate sources to use <input type="checkbox"/> analysing written, statistical and visual information and drawing out from it the key pieces of information needed <input type="checkbox"/> selecting the most important and persuasive evidence in support of a case	<input type="checkbox"/> reading and analysing legal problems and cases, rulings and other evidence <input type="checkbox"/> using legal textbooks, law journals and law reports
<i>Communication skills - written and visual:</i>	<input type="checkbox"/> putting across clear and relevant information when writing about a subject <input type="checkbox"/> ordering and presenting material logically and accurately with all sources clearly referenced <input type="checkbox"/> using visual materials to illustrate straightforward and complex matters <input type="checkbox"/> producing subject-related online content or adding to online discussions via blogs or social media tools	<input type="checkbox"/> making notes on key events and people <input type="checkbox"/> writing notes, reports, essays and summarising legal texts <input type="checkbox"/> using legal terms and terminology
<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"/> arguing a case in a persuasive manner	<input type="checkbox"/> discussing the importance of legal issues and the workings of the legal system
<i>Numerical skills:</i>	<input type="checkbox"/> collecting and recording data <input type="checkbox"/> presenting statistical data in support of a legal argument	<input type="checkbox"/> checking dates and times of events, numbers involved, etc.
<i>Skills of critical analysis:</i>	<input type="checkbox"/> investigating legal issues by gathering evidence and establishing facts <input type="checkbox"/> considering the implications of a case in the light of legal precedent <input type="checkbox"/> distinguishing between fact, opinion and judgement when considering pieces of evidence	<input type="checkbox"/> looking at events from many different angles <input type="checkbox"/> trying to ascertain what happened and form an opinion as to the reasons for this

<p>* Ways in which you might use these in a job:</p> <ul style="list-style-type: none"> <input type="checkbox"/> finding and sorting evidence <input type="checkbox"/> researching and preparing reports, legal paperwork, cases, etc. <input type="checkbox"/> enforcing regulations and statutory requirements
<ul style="list-style-type: none"> <input type="checkbox"/> producing letters, memos, reports, etc. <input type="checkbox"/> sorting evidence and legal precedents to use in arguing for a case <input type="checkbox"/> preparing papers for courts, tribunals, inquiries, etc.
<ul style="list-style-type: none"> <input type="checkbox"/> working as part of a team <input type="checkbox"/> giving advice and information <input type="checkbox"/> giving presentations or persuading others
<p>working with figures, budgets, accounts, timetables, etc.</p>
<ul style="list-style-type: none"> <input type="checkbox"/> working through the pros and cons of different arguments, eg. in legal cases <input type="checkbox"/> assessing risk for insurance

law

* other skills

In addition to the specific skills you will develop whilst studying Law 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 reports and essays
- joining groups online to discuss law-related topics and keep up with the latest issues

Law

C A R E E R c-o-n-n-e-c-t-i-o-n-s

There are a number of careers where having an A level qualification in Law, and all the skills that you develop through studying it, will be very useful. A level Law also gives exemptions from parts of the professional exams for Legal Executives and provides a useful foundation for many other careers which require a knowledge of the law including Police and Probation work. 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
L	General information on careers related to Law and Political Services
L	Solicitor
L	Barrister
L	Legal Executive
AD	Legal Secretary
L	Barristers Clerk
L	Coroner
UG	Police Work
V	Probation Officer
U	Security work
UK	Private & Store Detective
AC	Local Government work
AB	Civil Service
HC	RSPCA Inspector
V	Welfare Rights Officer
V	Social Work
L	MP/Politician
F	Lecturer

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.

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 Law. 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 Law 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 Law 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?

Generally speaking, any three A2 levels are acceptable at most Law schools. Traditional A2 levels that are preferred include English and History whilst Science A2 levels are accepted for Law at a number of universities. Although it is highly relevant, A level Law is not an essential or required subject for entry to a Law degree.

Degree courses in Law

Law can be studied either as a single subject or combined with other subjects. Combined courses vary in the amount of time given to each subject. Students wishing to use their Law degree to gain direct entrance to the Legal Practice Course (LPC), need to choose degrees which award LLB. Alternatively, students can graduate in subjects other than law and then take a one year conversation course before taking the LPC.

Law related degree courses

- # Law
- # European Community Law & Integration
- # European Law
- # European Legal Studies
- # Scottish Law
- # Law & Criminal Justice
- # Business Law
- # American Law
- # Socio-Legal Studies
- # European Legal Studies
- # Legal Studies
- # Criminology
- # Politics
- # Economics
- # Sociology
- # Social Policy
- # Criminal Investigation
- # International Relations
- # History
- # Community Studies
- # Human Rights
- # Industrial Relations
- # Police Studies
- # Human Resource Management
- # Housing Studies
- # Town Planning
- # Journalism
- # Communication/Media Studies
- # Retail Management
- # Womens Studies/Gender Studies

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

Law FACTFILE

Opportunities for Graduates

Recent statistics show the following trends for graduates from Law degrees:

- around 42% of all graduates entered employment directly after their degree.
- of these, around 15% went into related jobs including Solicitors Clerks, Legal Executive work, Clerks and Officers of the Court.
- significant numbers of those going straight into work entered professional, finance, management and administrative (just over 45%).
- high numbers of Law graduates continue with full-time further education or training, the majority entering Solicitor or Barrister training (just over one third of graduates).
- of those entering further studies, only a small number took higher degrees such as MAs/MScs.

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

...jobs *

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

- Employee Relations Manager, Barclays Plc;
- Royal Naval Officer
- Paralegal, a solicitors;
- Trainee Solicitor, a law firm; Legal Adviser, a solicitors;
- Articled Student (Pupillage), a law firm;
- Legal Adviser, Citizens' Advice Bureau;
- Legal Assistant, an immigration specialist law firm;
- Furniture Restorer, self-employed;
- Recruitment Consultant, Reeds Recruitment
- Lecturer, a university;
- Trainee Actuary, a bank
- Web Developer, a financial company;
- Musician, self-employed;



need to find out more?

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

- > Getting into Law
published by Trotman
- > Progression to Law
published by UCAS

Useful websites:

- ▷ Junior Lawyers division of the Law Society
<http://juniorlawyers.lawsociety.org.uk>
- ▷ Bar Standards Board
www.barstandardsboard.org.uk
- ▷ The Bar Council
www.barcouncil.org.uk
- ▷ Government Legal Service
www.gls.gov.uk
- ▷ HM Prison Service
www.justice.gov.uk/about/hmps
- ▷ Institute of Legal Executives
www.ilex.org.uk
- ▷ Law Society
www.lawsociety.org.uk
- ▷ Police Services of the UK
<http://policerecruitment.homeoffice.gov.uk>
- ▷ Chartered Institute for Securities and Investment
www.cisi.org

Thinking about choosing to study Mathematics 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 in Mathematics 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 Mathematics 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.



* MATHEMATICS

Studying any A level course will give you two main things, knowledge about the content of the subject (the science of numbers, measurements, shapes and probabilities, 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 +

Combining Mathematics with sciences provides entry to a wide variety of scientific and technological careers. Mathematics, Physics and Chemistry provide the foundation for entry into the widest possible range of options including some career areas entered by Arts and Humanities students. Mathematics can be combined with business subjects such as Accountancy, Business Studies and Economics to provide a vocationally focussed course leading to career options in business, finance and economics.

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.

Mathematics Skills		* Ways in which you might learn these in the subject:
<i>Numerical skills:</i>	<ul style="list-style-type: none"> <input type="checkbox"/> collecting and analysing data and interpreting trends <input type="checkbox"/> estimating, measuring and calculating physical dimensions, proportions and timescales <input type="checkbox"/> calculating with fractions, percentages, decimals, powers, roots and formulae <input type="checkbox"/> calculating absolute and relative errors <input type="checkbox"/> organising, interpreting and presenting data in statistical tables <input type="checkbox"/> converting units of measurements using scales and tables <input type="checkbox"/> reading, understanding and interpreting data in a logical and systematic way <input type="checkbox"/> estimating, calculating and predicting sequences and outcomes using mathematical models and formulae <input type="checkbox"/> evaluating mathematical models <input type="checkbox"/> expressing mathematical relationships in a clear and relevant format <input type="checkbox"/> solving problems in 2D and 3D 	<ul style="list-style-type: none"> <input type="checkbox"/> gathering and analysing data eg. surveying local house prices, unemployment rates, mortality (death) rates and hence making future predictions <input type="checkbox"/> measuring and calculating a wide range of things like the effect of compound interest, trigonometric ratios, vertical motion under gravity, velocity and acceleration, etc. <input type="checkbox"/> setting up mathematical models using a technique called 'calculus' to solve problems such as finding a least cost or best return option for different financial strategies <input type="checkbox"/> calculating the volumes of shapes such as cylinders and spheres using 'integration'
<i>Research skills:</i>	<ul style="list-style-type: none"> <input type="checkbox"/> analysing written and statistical information and drawing out from it the key pieces of information needed <input type="checkbox"/> summarising mathematical findings in a suitable format 	<ul style="list-style-type: none"> <input type="checkbox"/> solving quadratic, cubic and simultaneous equations, obtaining all types of roots (solutions), both 'real' and 'imaginary' <input type="checkbox"/> describing sum and product laws
<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"/> using visual materials to illustrate straightforward and complex matters <input type="checkbox"/> producing subject-related online content or adding to online discussions via blogs or social media tools 	<ul style="list-style-type: none"> <input type="checkbox"/> producing graphs of trigonometric functions and transformations <input type="checkbox"/> outlining a solution to a probability question in a systematic and descriptive way
<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 	<ul style="list-style-type: none"> <input type="checkbox"/> discussing such things as the concept of a function or a force <input type="checkbox"/> describing and explaining things like absolute and relative errors, Newton's law of motion, etc.

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

- solving complex problems using advanced mathematics, logical and scientific thinking eg. solving traffic problems, planning timetables
- using mathematics to understand new languages such as computer programming code, encryption software, etc.
- using and interpreting statistical information to calculate probability and with the aid of tree diagrams, value the expected returns from capital projects
- using mathematical formulae to measure change and predict future trends in areas like population size and shifts, and hence cost of state provisions for the elderly

- using logical thinking and a knowledge of mathematics to analyse and solve problems in industry, information technology, communications, engineering and space

- producing accounts, financial predictions, risk assessments and investment appraisals
- producing written and illustrated results for mathematical problems

- working as part of a team
- advising clients on financial matters
- teaching and explaining mathematics to others

maths

* other skills

In addition to the specific skills you will develop whilst studying Mathematics 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 graphs, charts and reports

Mathematics

C A R E E R c-o-n-n-e-c-t-i-o-n-s

There are a number of careers where having an A level qualification in Mathematics, and all the skills that you develop through studying it, will be very useful. 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
T	Statistician
Q	Scientific Careers
I	Financial Services
IA	Accountancy
IH	Actuarial Work
IE	Banking
IH	Insurance Work
D	Computer and IT Work
IF	Economist
TC	Operational Research
BC	Surveying
BC	Quantity Surveying
F	Teaching

However, being able to understand and use numbers and mathematical concepts will be a very useful asset in many jobs, so you need not be restricted by this list.

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.
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 Mathematics. 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 Mathematics 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 Mathematics 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?

Degree level programmes normally require a minimum of 2 A2 levels, or the equivalent, plus supporting GCSE passes. There are a wide variety of courses where A level Mathematics will be of direct relevance.

Degree programmes in Mathematics

A wide range of courses exist in universities and colleges.

These include the full range of single subject degrees and a wide range of courses which combine Mathematics with other subjects ranging from Agriculture to Women's Studies. Course titles include:

- # Mathematic,
- # Statistics and Computing
- # Applied Mathematics
- # Pure Mathematics
- # Computing & Mathematics
- # Mathematical Sciences
- # Financial Mathematics
- # Statistics
- # Actuarial Mathematics/Actuarial Science
- # Operational Research & Statistics
- # Mathematics with Theoretical Physics
- # Engineering Mathematics
- # European Mathematics

Mathematics related degree courses

Related degrees where A level Mathematics may be required for entry (other sciences may also be required, particularly Physics for Engineering degrees):

- # Accountancy
- # Architecture
- # Business/Management Studies
- # Business Decision Analysis
- # Building Engineering
- # Computer Science
- # Cybernetics
- # Economics
- # Engineering (all branches)
- # Business & Finance
- # Information Systems Engineering
- # Industrial Mathematics
- # Manufacturing Modelling
- # Mathematics Education (Primary & Secondary)

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

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

Mathematics FACTFILE

Opportunities for Graduates

Recent statistics show the following trends for graduates from Mathematics degrees:

- 46% entered full-time employment after completing their degrees.
- of these, just under 40% entered financial services and business related careers (jobs included accountancy, insurance & actuarial work, statisticians, and management consultancy).
- Other destinations for mathematics graduates include retail, catering, waiting and bar work (10%), education (7%) administration (6%), numerical administration (4%) and computing and IT (8%).
- almost a quarter of graduates continued onto further full-time study, with a further 14% combining study with work.
- nearly 7% of all mathematics graduates entered teacher training.

...jobs

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

- Marketing Analyst, Sainsburys; Market Researcher, a planning company
- Management Trainee, Lloyds Banking Group
- Tutor, a university;
- Supply Associate, Arcadia Group;
- Financial Risk Analyst, Skipton Building Society;
- Management Consultant, PA Consulting;
- Graduate Developer, Logica;
- Graphic Designer, an online sign shop
- Debt Management Advisor, Co-operative Group
- Customer Service Consultant, Nationwide Building Society
- Administrator, a travel agency
- Sales Assistant, Debenhams;
- Decision Science Analyst, Barclays



need to find out more?

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

- > Progression to Engineering and Mathematics
published by UCAS

Useful websites:

- ▷ Institute of Actuaries
www.actuaries.org.uk
- ▷ Institute of Chartered Accountants in England and Wales
www.icaew.com
- ▷ Institute of Mathematics and its Applications
www.ima.org.uk
- ▷ The Mathematical Association
www.m-a.org.uk
- ▷ Operational Research Society
www.theorsociety.com
- ▷ The Royal Statistical Society
www.rss.org.uk

Thinking about choosing to study Media Studies 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 Media Studies 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). Media would come under Media Communication and Production on this route. The other subjects you choose to combine with Media 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.



* MEDIA STUDIES

Studying any A level course will give you two main things, knowledge about the content of the subject (the role of the media, broadcasting techniques, journalism and publishing, 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 +

Many students take Media Studies with the intention of entering a possible career in the arts and media world. Complementary subjects include Art, History of Art, English, Theatre Studies/Drama, Sociology and Psychology. Media Studies can also provide a useful contrast to more numerate and scientific subjects like Mathematics and Physics. If you are planning to enter a higher level course in Media Studies check entry requirements carefully. It is likely that the inclusion of more traditional subjects such as English will open up a wider range of options. Students taking Media (Communication and Production) 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.

<input type="checkbox"/> Media Studies 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 appropriate sources to use <input type="checkbox"/> analysing written and visual information and drawing out from it the key pieces of information needed <input type="checkbox"/> analysing problems through research, visual observation and recording	<input type="checkbox"/> reading, listening to, watching and analysing printed, audio, visual and interactive media: the press, TV, Radio, online content and social media channels <input type="checkbox"/> studying the organisation and structure of the media business both
<i>Communication skills - written and visual:</i>	<input type="checkbox"/> putting across clear and relevant information when producing materials about a subject <input type="checkbox"/> using visual materials to illustrate straightforward and complex matters <input type="checkbox"/> adjusting the style and format of materials to suit the audience or task <input type="checkbox"/> producing subject-related online content or adding to online discussions via blogs or social media tools	<input type="checkbox"/> writing essays, newspaper articles, scripts, etc. <input type="checkbox"/> producing media pieces aimed at different target audiences <input type="checkbox"/> using media terminology appropriately
<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 and broadcasting information	<input type="checkbox"/> discussing media issues such as impact of the Leveson Inquiry and issues around social media use <input type="checkbox"/> giving presentations or producing online content
<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 to include in media pieces such as statistics on social issues <input type="checkbox"/> working out costs and timescales for the production of media pieces such as a newspaper or video recording
<i>Media skills:</i>	<input type="checkbox"/> selecting appropriate materials and techniques for different media projects <input type="checkbox"/> distinguishing between fact, opinion and judgement when considering media pieces <input type="checkbox"/> making value judgements and giving constructive criticism about your own and other's work	<input type="checkbox"/> developing media techniques such as writing newspaper headlines and journalistic pieces, producing videos and radio broadcasts <input type="checkbox"/> learning about events taking place in the world and how to communicate them to others

<p>* Ways in which you might use these in a job:</p> <ul style="list-style-type: none"> <input type="checkbox"/> dealing with requests and enquiries by email <input type="checkbox"/> researching and interpreting information for inclusion in media pieces
<ul style="list-style-type: none"> <input type="checkbox"/> writing articles, blog posts and social media updates and producing audio and visual content <input type="checkbox"/> writing newspaper articles, scripts, plays, etc.
<ul style="list-style-type: none"> <input type="checkbox"/> working as part of a team <input type="checkbox"/> working in public relations and dealing with the press and media <input type="checkbox"/> presenting television or radio programmes
<ul style="list-style-type: none"> <input type="checkbox"/> researching topics for newspaper articles, television and radio programmes <input type="checkbox"/> working with budgets, accounts and financial statements <input type="checkbox"/> using social media and other channels to engage the audience and the general public
<ul style="list-style-type: none"> <input type="checkbox"/> thinking creatively and using your imagination when dealing with problems and looking for solutions <input type="checkbox"/> being able to organise and communicate information clearly and efficiently

media studies

* other skills

- In addition to the specific skills you will develop whilst studying Media 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 and social media:

- understanding and using social media both socially and for study purposes
- using packages and equipment to produce web pages, video clips, podcasts and articles
- using appropriate sources to research media companies, trends and issues

Media Studies

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

Media and related jobs are highly competitive and a qualification in Media Studies should not be seen as a passport to a career in this area. Only a small proportion of graduates find related jobs as competition is fierce. However, Media students develop a range of skills and these are relevant to many careers. 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
P	General information on careers related to Media, Print and Publishing
PB	Journalism
O	Advertising
O	Marketing
PD	Publishing
PC	Photography
PA	Theatrical Agent
PA	Musical Agent
K	Arts Administrator
PA	Studio Management
PA	Television Production and Broadcasting
PA	Sound Engineer
PA	TV/Film production/Directing
PA	TV/Film Editing
PA	TV/Film Camera Operating
SB	Retail Management

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 Media Studies. 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 Media Studies 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 Media Studies 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?

A degree in Media, Communications, Journalism or a related area does not provide automatic entry to a Media career. However, competition for places on degree courses, and for subsequent job opportunities, is fierce. It is therefore important to check how much practical work is offered on degree courses, including opportunities for making contacts through work experience. When applying to universities, tutors are often looking for more than good A level course grades; many require evidence of a keen and sustained interest in media, for example through personal interest, hobbies and work experience.

Degree courses in Media

Media Studies courses vary enormously in style and content, in the amount of practical work that is covered, and include the following titles:

- # Broadcast Media
- # Communication Studies
- # Computer Games Design
- # Interactive Media
- # Media Production & Technology
- # Digital Media
- # Radio, Film & Television Studies
- # Film Studies
- # Drama/Film & Screen Studies
- # Media Studies
- # Media Communication
- # Media Production
- # Media Systems
- # Culture, Society & Communication
- # Television Production
- # Multimedia Journalism
- # Performance Studies
- # Film & Screen Studies
- # Scriptwriting for Film and Television
- # Music Industry Management & Studio Production
- # TV & Film Production

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

Media related degree courses

Other degree courses where Media Studies may be useful include:

- # Advertising
- # Acting
- # Arts Management
- # Drama and Theatre Studies
- # Photography
- # Public Relations
- # Publishing
- # Visual Studies

It is important to note that graduates from other disciplines, such as English, also find jobs in the Media. Details of all the degrees available in these areas, and more, can be found on the UCAS website at wwwucas.com

Media Studies FACTFILE

Opportunities for Graduates

Recent statistics show the following trends for graduates from Media Studies degrees:

- almost 68% of graduates entered employment after completing their degree.
- The figures show media graduates entering a range of jobs after their course:
 - 18% of graduates found work within the arts, culture or sports sector.
 - Other roles included retail, catering, waiting and bar work (28%), administration (9%), management (8%) and marketing, sales and advertising (10%).
- However, similarly to other creative graduates, media graduates tend to combine short-term projects (paid, unpaid or freelance) alongside full time work to enable them to build experience within the media sector after graduation. For more information about the career paths of creative graduates see www.employment-studies.co.uk/projects/creative/creative.php.
- 6% continued on to full-time study or training.

* ...jobs

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

- Digital Marketing Officer, a media consultancy
- Public Relations Officer, a PR company;
- Restaurant Manager, a restaurant;
- Recruitment Manager,
- Events Coordinator, Prince's Trust
- Website Designer, an IT company
- Station Producer, GMG Radio;
- Media Producer, a production company;
- Camera Assistant, an independent production company;
- Editorial Assistant, an internet company
- Marketing Assistant, a shopping centre
- Personal Assistant, a retailer



need to find out more?

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

- > The UCAS Guide to Getting into Journalism, Broadcasting, Media Production and Performing Arts (UCAS)

Useful websites:

- ▷ Advertising Association
www.adassoc.org.uk
- ▷ British Broadcasting Corporation (BBC)
www.bbc.co.uk/jobs
- ▷ British Film Institute (BFI)
www.bfi.org.uk
- ▷ ITV Network Centre
www.itvjobs.com
- ▷ Market Research Society
www.mrs.org.uk
- ▷ Moving Image Society
www.bksts.com
- ▷ National Council for the Training of Journalists
www.nctj.com
- ▷ Skillset - the Sector Skills Council for Audio
www.skillset.org

Thinking about choosing to study Modern Languages 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 Modern Languages 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 Modern Languages 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.



* MODERN LANGUAGES

Studying any A level course will give you two main things, knowledge about the content of the subject (vocabulary, grammar, literature and the cultural context for the chosen language, 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 +

Students wishing to enter a career using languages can gain entry to a wider choice of careers and courses by taking at least two languages at A level. Adding A level English to one or more languages could provide a wider range of career possibilities in jobs requiring strong communication skills. Modern Languages combine well with arts and humanities subjects such as History, Classics, Art and Art History. Students with an aptitude for science and languages can combine these subjects to open up possible overseas careers in science and engineering. A number of degree courses now offer these possibilities.

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.

Modern Languages Skills

* Ways in which you might learn these in the subject:

<p><i>Research skills:</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> researching a topic by finding and choosing the most appropriate sources to use <input type="checkbox"/> interpreting information and drawing out from it the key pieces of information needed <input type="checkbox"/> summarising complex documents and reporting on research findings 	<ul style="list-style-type: none"> <input type="checkbox"/> reading and analysing newspaper articles, advertisements, transcripts of television programmes, radio broadcasts, etc. <input type="checkbox"/> studying works of literature produced by writers from the chosen country
<p><i>Communication skills - written and visual:</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> putting across clear and relevant information when writing about a subject <input type="checkbox"/> using visual materials to illustrate straightforward and complex matters <input type="checkbox"/> producing subject-related online content or adding to online discussions via blogs or social media tools 	<ul style="list-style-type: none"> <input type="checkbox"/> interpreting text and writing essays and other pieces in the chosen language <input type="checkbox"/> producing business correspondence such as emails, reports and job applications
<p><i>Communication skills - verbal:</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> taking part in discussions and conversations <input type="checkbox"/> listening and responding to recorded and spoken language <input type="checkbox"/> giving oral presentations <input type="checkbox"/> expressing and justifying views and opinions 	<ul style="list-style-type: none"> <input type="checkbox"/> speaking the language conversationally to seek information and opinions <input type="checkbox"/> interpreting the spoken language for a non speaker
<p><i>Numerical skills:</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> collecting and recording data <input type="checkbox"/> making simple calculations 	<ul style="list-style-type: none"> <input type="checkbox"/> working out timescales, prices, exchange rates, temperatures, distances, etc.
<p><i>Cultural awareness:</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> demonstrating an awareness of the social, political, economic and cultural profile of the chosen country <input type="checkbox"/> demonstrating an awareness of the customs and traditions of the chosen country <input type="checkbox"/> using appropriate language in formal and informal settings 	<ul style="list-style-type: none"> <input type="checkbox"/> visiting the country to experience it first hand, using the language in a spontaneous way <input type="checkbox"/> keeping up with the latest news, events and current affairs in the chosen country e.g. through social media, articles and the press

<p>* Ways in which you might use these in a job:</p>
<ul style="list-style-type: none"> <input type="checkbox"/> researching topics for articles, television and radio programmes <input type="checkbox"/> studying and interpreting literary texts
<ul style="list-style-type: none"> <input type="checkbox"/> producing technical materials or product instructions in the chosen language <input type="checkbox"/> writing business letters, completing import and export documentation, etc. <input type="checkbox"/> developing business links with contacts from the desired country e.g. for example, via social media, Skype or telephone <input type="checkbox"/> searching for information on foreign countries” to “selecting reliable sources of information about various countries
<ul style="list-style-type: none"> <input type="checkbox"/> liaising between visitors and locals in the chosen country <input type="checkbox"/> giving guided tours and presentations <input type="checkbox"/> acting as an interpreter for non-speakers
<ul style="list-style-type: none"> <input type="checkbox"/> working with prices and exchange rates <input type="checkbox"/> working out distances and journey times
<ul style="list-style-type: none"> <input type="checkbox"/> working confidently in a foreign country in businesses seeking new markets, the diplomatic service, teaching establishments, etc. <input type="checkbox"/> being able to organise and communicate information clearly and efficiently

modern languages

* other skills

- In addition to the specific skills you will develop whilst studying Modern Languages 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 and social media:

- reading online articles, blogs and news sites
- using packages to produce essays and written pieces
- searching for information on foreign countries

Modern Languages

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

Studying any language provides students with useful communication skills that can be relevant to almost any career. With the further integration of European Community member states there may be more opportunities for linguists. However, it should be stressed that there are very few jobs where the main task is to speak or write a language fluently. The main career areas where language skills form the core aspect of the job are interpreting, translating and teaching. Competition is fierce for interpreting with more applicants than opportunities available.

You can find out more about these and other related careers by looking up information in your careers library under the Connexions Resources Classification Index (CRCI) codes listed here.

CRCI code	Title
K	General information on careers related to Languages, Information and Culture
K	Interpreting and Translating
F	Teaching
AD	Bilingual PA
M	Leisure, Sport and Tourism
C	Catering and Hospitality
K	Library and Information Work
PB	Journalism

There are some limited opportunities for A level language students, for example in Bilingual Secretarial work after relevant training, or other work in the hotel and tourism business. Some of the latter may be seasonal or on short term contracts. A limited number of companies also offer industrial scholarships to A level linguists. However, 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.

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 Modern Languages. 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 Modern Languages 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 Modern Languages 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?

Degree level programmes normally require a minimum of 2 A2 levels, or the equivalent, plus supporting GCSE passes. There are a wide variety of courses where A level Modern Languages will be of direct relevance.

Degree programmes in Modern Languages

Language degrees are available in most languages, for example:

- # French
- # German
- # Spanish
- # Italian
- # Arabic
- # Chinese
- # Danish
- # Dutch
- # Japanese
- # Norwegian
- # Russian
- # Swedish

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

to name a few.

Many of these will offer 'ab initio' study starting from the basics, if you have already proved yourself competent in another language at A level.

Students planning to study languages can do so in a number of ways. They can study one language in depth, or two languages together, or a language and another subject such as humanities or arts subjects. Or they can take an interdisciplinary degree where a range of courses are studied related to a theme, e.g. European Studies or International Relations. There are also applied language degrees. These do not usually cover literature at all, instead they focus on the use of language in everyday life. Some European Business degrees may provide opportunities to train in a business school abroad and gain a foreign diploma in addition to a UK degree.

Alternatively, a language degree can be taken with another subject which provides additional, specialist skills relevant to the labour market, for example, computing, accountancy, engineering, law, business studies, applied mathematics and sciences.

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

Modern Languages FACTFILE

Opportunities for Graduates

Recent statistics show the following trends for graduates from Modern Language degrees:

- 55% of graduates entered full-time employment after completing their degree.
- 11% entered employment overseas.
- 28% entered further study or training.
- languages graduates enter a wide range of jobs – many not related to their degree subject.
- popular areas of work include marketing, buying and sales where there may be scope for using the language as a secondary skill, particularly in overseas assignments.
- recent trends show that 18% of graduates went into retail, catering, waiting or bar work immediately after their degree, 11% went into administration, 10% entered management roles, 14% went into business and finance roles and 12% went into marketing sales and advertising.

...jobs



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

- Sales Lead Associate, Thyssen Krupp;
- Account Handler, a PR company;
- Marketing Executive, a biscuit manufacturer
- French Teacher, a private language school
- Tax Associate, PWC;
- Export Agent, Grupo Mercantis;
- Analyst, BskyB;
- Screen Writer, BBC; Radio Broadcaster, an international radio broadcaster;
- Swedish Translator, a translation company;
- Research Associate, an energy consultancy;
- Bilingual Executive PA, a global investment firm
- Pastry Chef, a restaurant



need to find out more?

Useful websites:

- ▷ Centre for Information on Language teaching and Research (CILT)
www.cilt.org.uk
- ▷ English Tourism Council
www.enjoyengland.com
- ▷ Institute of Linguists
www.iol.org.uk
- ▷ Institute of Travel and Tourism
www.itt.co.uk
- ▷ The National Information Resource on Careers With Languages (CILT)
www.languageswork.org.uk
- ▷ CILT, the National Centre for Languages
www.languageswork.org.uk

Thinking about choosing to study Music 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 Music 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). Music would come under Performing Arts on this route. The other subjects you choose to combine with Music 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.



* MUSIC

Studying any A level course will give you two main things, knowledge about the content of the subject (the life and works of different composers, writing and performing music, 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 +

Music can be combined with complementary subjects such as English, Modern Languages, History, Art, History of Art, Theatre Studies and a vocationally related course in Media or Performing Arts. It can also be combined with contrasting subjects such as Mathematics and Physics. The latter combination is quite popular with science and music students who wish to enter careers in Music Technology as some degree courses require these A2 levels for entry. Music can also be combined with a wide range of other subjects chosen from arts and social sciences.

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.

Music 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 appropriate sources to use <input type="checkbox"/> summarising that information either in writing or verbally <input type="checkbox"/> reading and interpreting musical compositions and musical scores	<input type="checkbox"/> reading and analysing musical scores <input type="checkbox"/> studying the life and musical works of different composers <input type="checkbox"/> studying music theory
<i>Communication skills - written and visual:</i>	<input type="checkbox"/> putting across clear and relevant information when writing about a subject <input type="checkbox"/> producing subject-related online content or adding to online discussions via blogs or social media tools	<input type="checkbox"/> writing musical notations <input type="checkbox"/> writing about the history and theory of music
<i>Communication and performance skills:</i>	<input type="checkbox"/> listening to and memorising detailed instructions <input type="checkbox"/> listening and responding to others and following cues <input type="checkbox"/> harmonizing performance with others <input type="checkbox"/> synchronizing music with other aspects of a performance <input type="checkbox"/> making value judgements and giving constructive criticism about your own and other's work <input type="checkbox"/> taking part in discussions and making relevant contributions	<input type="checkbox"/> listening to music to distinguish composition, style, rhythms, tempo, etc. <input type="checkbox"/> practising and rehearsing pieces with commitment and perseverance <input type="checkbox"/> performing solo, with small groups and in large groups <input type="checkbox"/> following instructions and cues from the conductor and other musicians <input type="checkbox"/> discussing how to interpret musical pieces
<i>Creative skills:</i>	<input type="checkbox"/> composing and writing musical pieces <input type="checkbox"/> performing with sensitivity and originality <input type="checkbox"/> demonstrating an awareness of emotional and spiritual needs and the role of music in meeting those needs	<input type="checkbox"/> learning about music, your instrument and how to play and trying to develop your own performing abilities <input type="checkbox"/> developing an appreciation of and sensitivity to music

<p>* Ways in which you might use these in a job:</p>
<ul style="list-style-type: none"> <input type="checkbox"/> writing articles or publicity materials about music for newspapers, journals or production companies <input type="checkbox"/> organising musical events such as concerts and festivals <input type="checkbox"/> purchasing and cataloguing music for loan to the public
<ul style="list-style-type: none"> <input type="checkbox"/> writing original music for orchestras, film and television soundtracks, other musicians <input type="checkbox"/> publishing musical scores, textbooks and teaching materials
<ul style="list-style-type: none"> <input type="checkbox"/> working as part of a team <input type="checkbox"/> playing music in a band or orchestra or at recording sessions <input type="checkbox"/> using music as a form of therapy, to rehabilitate people with emotional, physical or mental problems <input type="checkbox"/> teaching other people how to play musical instruments <input type="checkbox"/> arranging work with orchestras, theatres and recording studios as an agent for other musicians
<ul style="list-style-type: none"> <input type="checkbox"/> composing music <input type="checkbox"/> working as a musician <input type="checkbox"/> working at a challenge, over an extended time period, with self discipline, commitment and perseverance

music

* other skills

- In addition to the specific skills you will develop whilst studying Music 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:

- using online resources to get ideas, listen to music and find information for assignments
- using technology to collaborate on musical compositions
- using appropriate packages to produce essays and assignments

Music

C A R E E R c-o-n-n-e-c-t-i-o-n-s

There are a number of careers where having an A level qualification in Music, and all the skills that you develop through studying it, will be very useful. 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. However, it can be useful to put careers related to music into two categories. Firstly, there are some careers which involve studying Music beyond A level and taking a degree or diploma. These include:

CRCI code	Title
Q	Performing Arts
Q	Composing
Q	Conducting
PA	Sound Recording
F	Teaching
PA	Broadcasting and Film
JF	Music Therapy

Secondly, there are those careers which require an interest in Music and the entertainment business generally, but do not always require post A level qualifications in the subject. This could also include some jobs listed above (e.g. Sound recording) as sometimes there are not any clear cut career routes.

D	Computing and IT
PD	Music Publishing
P	Music Agent
PB	Music Journalism
K	Arts Administration
G	Work in Recording Companies
PA	Sound Recording
Q	General information on careers related to Performing Arts

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.

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

- 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"/>

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

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

- So what do you think? Are you interested in studying Music 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?

Music can be studied at a wide variety of institutions. The summary below provides information on the main options.

Specialist Music College Degrees/Diplomas

The 12 Conservatoires offering specialist diplomas and degrees concentrate exclusively on Music, with an emphasis on performance and composing skills. These institutions offer comprehensive facilities for both instrumental and vocal work. As well as academic qualifications at GCSE level/A level, specific performance grade examination passes are normally required for entry along with an audition.

Universities and Colleges

A number of universities offer degree courses. In addition to traditional Music degrees, Music can also be combined with other subjects. Entry requirements may include grade examinations and/or A level Music. There are now also a number of specialist courses available focussing on music and digital technology. Course titles include:

- # Music
- # Applied Music
- # Music Technology
- # Music Composition
- # Creative Music Technology
- # Music with Digital Arts Practices
- # Creative Music Technology
- # Professional Musicianship
- # Music Production
- # Popular Music and Recording
- # Music with Entrepreneurship
- # Music and Arts Education
- # Performing Arts (Music)
- # Popular Music Studies
- # Creative Multimedia
- # Jazz & Popular Music
- # Music Industry Management & Marketing
- # Forensic Investigation with Music
- # Sound Engineering & Design
- # Acoustics (Engineering)
- # Media and Music Journalism
- # Creative Arts
- # Media Studies
- # Music with Instrumental/Vocal Teaching
- # Radio, Film and Television Studies
- # Performing Arts

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 Music may not be of direct relevance but will be useful, however, so you need not be restricted by this list.

Music FACTFILE

Opportunities for Graduates

- roles can range from performing to teaching, to administrative roles in music production and publishing, to working on the management side of orchestras and music venues, to marketing and promotion work for record companies and music retailers.
- graduates with technical skills may aim for sound and film production or recording technician posts.
- some graduates gain experience in related fields by first taking on clerical or administrative jobs or even sales jobs and then working their way up.
- this can be a very competitive field to get into and some graduates undertake unpaid work experience to gain the necessary experience and contacts. Music graduates often combine various sources of employment and self-employment to allow them to make a living whilst using their music skills.
- it is important to remember that over 60% of graduate jobs are non degree specific so the skills gained from this degree would enable you to enter a whole range of fields, in addition to music related ones.

...jobs

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

- Assistant to Musical Director of Symphony Orchestra
- Self employed Composer
- Sales Assistant - music retailer
- Marketing Manager
- TV Researcher
- Self employed Piano Tuner
- Cabin Crew: Airline
- Police Officer
- Classroom Assistant
- Self employed Instrument Teacher working in schools

need to find out more?

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

- > Music (Behind The Scenes)
Wayland
- > Songwriter's Market 2012: The Most Trusted Source for Music Publishing Information - Now Better Than Ever! - Adria Haley
see Amazon
- > Careers in Music by Sara Peacock
Rhinegold Education

Useful websites:

- ▷ Arts Council of England
www.artscouncil.org.uk
- ▷ British Society for Music Therapy
www.bamt.org
- ▷ Incorporated Society of Musicians
www.ism.org
- ▷ Music Publishers' Association
www.mpaonline.org.uk
- ▷ Music Industry Directory
www.bpi.co.uk
- ▷ Sound and Music
www.facebook.com/pages/Sound-and-Music

Thinking about choosing to study Physics 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 Physics in your future career planning.

* PHYSICS

Studying any A level course will give you two main things, knowledge about the content of the subject (mechanics, electricity, matter, wave behaviour, dimensional analysis, 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 (+)

Physics is usually taken with Mathematics and another science subject. Physics students who take other sciences can progress to a wide range of careers in science and technology. Physics with Mathematics and Chemistry opens up the widest variety of career options including those non-scientific careers which take students with any subject background. Other possibilities include Physics, Mathematics and a technical subject such as Geography or Computer Science. Students seeking a complete contrast might take arts subjects such as English, History, Drama/Theatre Studies and Media Studies or opt take a modern language which could possibly lead into careers overseas. Many universities now include language options for Physicists. Students taking Science 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.

(+) 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). Physics would come under Science on this route. The other subjects you choose to combine with Physics 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.



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.

<i>Physics Skills</i>		* Ways in which you might learn these in the subject:
<i>Numerical skills:</i>	<input type="checkbox"/> collecting and recording data <input type="checkbox"/> reading, understanding and interpreting diagrams, data and charts in a logical and systematic way <input type="checkbox"/> calculating with fractions, percentages, ratios and formulae <input type="checkbox"/> estimating, calculating and predicting sequences and outcomes using mathematical models and formulae <input type="checkbox"/> converting units of measurements using scales and tables	<input type="checkbox"/> measuring and calculating a wide range of things including the density of solids, energy consumed by electrical devices, planetary motion, rates of radioactive decay <input type="checkbox"/> using formulas to measure and calculate change and resistance in things like fission/fusion processes, current and voltage of resistors, speeds of molecules, gravitational field strength and light years and galactic distance
<i>Problem solving:</i>	<input type="checkbox"/> investigating and clarifying problems by developing hypotheses <input type="checkbox"/> selecting suitable techniques to test hypotheses and investigate physical phenomena <input type="checkbox"/> carrying out practical investigations and experiments	<input type="checkbox"/> designing and carrying out experiments to investigate such things as force, motion, energy, power and resistance using scientific equipment <input type="checkbox"/> paying strict attention to detail to produce accurate results
<i>Communication skills - written and visual:</i>	<input type="checkbox"/> putting across clear, coherent and relevant information <input type="checkbox"/> presenting observations and conclusions in reports <input type="checkbox"/> producing subject-related online content or adding to online discussions via blogs or social media tools	<input type="checkbox"/> writing essays and reports on experiments, individual projects and studies <input type="checkbox"/> illustrating written materials with scientific drawings, diagrams and charts
<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"/> discussing such topics as Nuclear Power and 'Stars and Black Holes - do we need to know?'
<i>Research skills:</i>	<input type="checkbox"/> selecting and analysing relevant information from a range of sources <input type="checkbox"/> extracting key pieces of information <input type="checkbox"/> summarising complex documents and reporting on research findings	<input type="checkbox"/> reading scientific journals, case studies, experiment reports <input type="checkbox"/> tabulating data and plotting findings on graphs and charts

<p>* Ways in which you might use these in a job:</p> <ul style="list-style-type: none"> <input type="checkbox"/> dealing with accounts, budgets, financial statements, etc. <input type="checkbox"/> measuring the performance of components <input type="checkbox"/> creating mathematical models to explore phenomena such as black holes <input type="checkbox"/> measuring atmospheric behaviour, like weather forecasting, and calculating long term effects, like global warming
<ul style="list-style-type: none"> <input type="checkbox"/> investigating and developing new products such as power generated via alternative energy sources, new technical equipment and computer hardware, fibre optics, solar cells, etc. <input type="checkbox"/> working in long term research and scientific investigations such as space exploration, atomic energy, etc.
<ul style="list-style-type: none"> <input type="checkbox"/> producing written and illustrated results from experiments <input type="checkbox"/> writing scientific reports and technical information
<ul style="list-style-type: none"> <input type="checkbox"/> working as part of a team <input type="checkbox"/> giving talks or presentations
<ul style="list-style-type: none"> <input type="checkbox"/> using logic, scientific thinking and a knowledge of the physical world to analyse and solve problems in industry, information technology and communications, medicine or space

physics

* other skills

- In addition to the specific skills you will develop whilst studying Physics 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:

- checking equations and formulas online
- using technology for research during assignments
- using appropriate packages to produce essays, reports and assignments

Physics

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 Physics, and all the skills that you develop through studying it, will be very useful. Manufacturing everyday goods involves electricity, energy, forces and robotics, all major areas of Physics. 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
TD	Scientific Research and Laboratory Science
TD	Astronomy and Astrophysics
JE	Medical Physics and Technology
G	Engineering
GE	Electronics Engineer
GE	Recording Engineer
GD	Energy Engineering
GE	Nuclear Engineering
TB	Geophysics and Geology
TD	Metallurgy and Materials Technology
PA	Radio/TV technical work
WA	Pilots and Aircrew

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.

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

- 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"/>

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

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

- So what do you think?
Are you interested in studying Physics 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?

Degree level programmes normally require a minimum of 2 A2 levels, or the equivalent, plus supporting GCSE passes. There are a wide variety of courses where A level Physics will be of direct relevance.

Degree programmes in Physics

A wide range of courses exist in universities and colleges. Courses range from single honours degrees through to multi-subject degrees where Physics can be studied alongside anything from Anthropology to Philosophy.

Physics related courses include

- # Physics
- # Physical Science
- # Applied Physics
- # Theoretical Physics
- # Computational Physics
- # Chemical Physics
- # Astrophysics
- # Mathematical Physics
- # Particle Physics & Cosmology
- # Engineering Physics
- # Quantum Science and Lasers
- # Optoelectronics
- # Electronics
- # Engineering Instrumentation
- # Medical Physics Technology
- # Radiation Oncology Science
- # Architecture
- # Building & Surveying
- # Building Renovation & Design
- # Clinical Technology
- # Laser Physics and Optoelectronics
- # Computer Systems Engineering
- # Engineering
- # Metallurgy
- # Medicine
- # Dentistry
- # Pharmacology
- # Veterinary Science
- # Astronomy
- # Digital Music
- # Telecommunications & Internet Engineering
- # Creative Music Technology
- # Ophthalmic Optics
- # Radiography
- # Sports Science
- # Yacht and Powercraft Design
- # Performance Car Technology

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

Physics FACTFILE

Opportunities for Graduates

.....

Recent statistics show the following trends for graduates from Physics degrees:

- 35% of graduates entered employment within six months of completing their degree.
- graduates entered a wide range of jobs including business and finance (19%), retail, catering, waiting and bar work (9%), scientific roles (9%) and engineering work (9%).
- only 4% entered teacher training despite the demand and incentives for science graduates.
- 36% entered a full-time course of further study – the vast majority going on to higher degrees in related subjects.

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

...jobs *

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

- Actuary, an international bank;
- Tax Adviser, KPMG;
- Freelance Web Designer;
- Chef, Café Rouge;
- Food Technologist, Mars;
- Telecommunications Engineer, BT;
- Sports Analyst, Betting Agency
- Astronomer, ESA
- Further Education Lecturer;
- Secondary Teacher
- PR Officer, Department of Health;
- Freelance Photographer;
- Youth Worker, Church of England;
- Radiographer, NHS Scotland



need to find out more?

Useful websites:

- ▷ British Astronomical Association
<http://britastro.org/baa>
- ▷ Engineering Council
www.engc.org.uk
- ▷ Institute of Physics
www.iop.org
- ▷ Institute of Science Technology
www.istonline.org.uk
- ▷ Institution of Engineering & Technology
www.theiet.org
- ▷ Natural Environment Research Council
www.nerc.ac.uk

Thinking about choosing to study Psychology 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 Psychology 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 Psychology 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.



* PSYCHOLOGY

Studying any A level course will give you two main things, knowledge about the content of the subject (the study of individual and group behaviour, stages of development, memory, perception, mental abnormalities, 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 +

Psychology is often combined with other social science subjects such as Business Studies, Economics and Sociology or with contrasting arts and humanities subjects such as English, History and Theatre Studies/Drama. If Psychology is taken alongside Mathematics and Sciences students may be able to take a Psychology degree within a science faculty at university. It is also sometimes taken alongside a vocationally related course in Health and Social Care. This is also a useful combination for students considering Nursing and other careers allied to medicine.

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.

Psychology Skills

* Ways in which you might learn these in the subject:

<p><i>Research skills:</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> researching a topic by finding and choosing the most appropriate sources to use <input type="checkbox"/> analysing written and statistical information and drawing out from it the key pieces of information needed <input type="checkbox"/> summarising complex documents and reporting on research findings 	<ul style="list-style-type: none"> <input type="checkbox"/> learning about how the mind develops and understanding and analysing human behaviour <input type="checkbox"/> researching such things as the impact of stress, hypnosis, sleep and dream states, phobias, etc.
<p><i>Communication skills - written and visual:</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> putting across clear and relevant information when writing about a subject <input type="checkbox"/> using visual materials to illustrate straightforward and complex matters <input type="checkbox"/> adjusting the style of writing to suit the audience or task <input type="checkbox"/> producing subject-related online content or adding to online discussions via blogs or social media tools 	<ul style="list-style-type: none"> <input type="checkbox"/> writing essays, reports, and assignments <input type="checkbox"/> producing and using materials and visual images to test perception
<p><i>Communication skills - verbal:</i></p>	<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"/> interviewing people during surveys or experiments <input type="checkbox"/> debating topics such as 'Criminals are born, not made' <input type="checkbox"/> giving presentations on the outcome of projects
<p><i>Numerical skills:</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> collecting and recording data <input type="checkbox"/> reading, understanding and interpreting graphs and charts <input type="checkbox"/> interpreting and presenting data in statistical tables 	<ul style="list-style-type: none"> <input type="checkbox"/> organising, conducting and analysing surveys <input type="checkbox"/> producing graphs, charts, tables and diagrams of scientific data relating to psychological experiments
<p><i>Skills of critical analysis:</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> investigating and clarifying problems by developing hypotheses <input type="checkbox"/> testing hypothesis using research techniques and analysis <input type="checkbox"/> using statistical techniques to analyse results of research 	<ul style="list-style-type: none"> <input type="checkbox"/> planning, preparing and carrying out experiments to test such things as memory and perception

<p>* Ways in which you might use these in a job:</p>
<ul style="list-style-type: none"> <input type="checkbox"/> using a knowledge of individuals and human behaviour to study and investigate abnormal behaviour <input type="checkbox"/> recommending approaches to deal with psychological problems like educational under-achievement, criminal behaviour, etc.
<ul style="list-style-type: none"> <input type="checkbox"/> producing written and illustrated results from experiments <input type="checkbox"/> writing treatment plans for patients, offenders, etc.
<ul style="list-style-type: none"> <input type="checkbox"/> administering psychological tests <input type="checkbox"/> listening to and questioning patients/clients as part of an assessment or counselling process <input type="checkbox"/> taking part in case conferences to discuss particular individuals and agree therapeutic approaches
<ul style="list-style-type: none"> <input type="checkbox"/> analysing and interpreting test results <input type="checkbox"/> analysing statistical data
<ul style="list-style-type: none"> <input type="checkbox"/> using insights into human development and behaviour to deal more effectively with people in working involving teaching and therapy <input type="checkbox"/> advising others on how to deal with people in areas such as marketing and public relations

psychology

* other skills

- In addition to the specific skills you will develop whilst studying Psychology 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:

- using ICT to access resources and relevant websites
- using technology to carry out experiments
- using appropriate packages to produce essays and assignments

Psychology

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 Psychology, and all the skills that you develop through studying it, will be very useful. Psychology is concerned with the study of individual human behaviour. Consequently, there are many occupations, particularly those which involve 'working with people', which have direct relevance. 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
V	General information on careers related to Psychology
V	Psychologist - Clinical
V	Psychologist - Educational
V	Psychologist - Occupational
V	Counsellor
V	Social Work
V	Probation Work
V	Youth and Community Work
V	Careers Adviser
AA	Human Resource Management
O	Marketing and Advertising
UG	Police Service
F	Teaching, Education and Training
SB	Retail Management

Being able to understand how and why individuals and groups behave in the way they do will be a very useful asset in many jobs, so you need not be restricted by this list.

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 Psychology. 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 Psychology 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 Psychology 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?

Degree level programmes normally require a minimum of 2 A2 levels, or the equivalent, plus supporting GCSE passes. Students wishing to pursue a professional career as a Psychologist need to take a degree which includes those subjects which satisfy the requirements of the British Psychological Society. This will need to be checked carefully if another subject is taken alongside Psychology.

Degree courses in Psychology

A wide range of courses exist in universities and colleges. Entry requirements vary between universities. If taking a Psychology degree within a university science department there is likely to be a requirement for a Science qualification at A level. Degree course titles include:

- # Psychology
- # Cognitive Science
- # Clinical Science
- # Applied Psychology
- # Behavioural Science
- # Experimental Psychology
- # Occupational Therapy
- # Clinical Psychology
- # Developmental Psychology
- # Educational Studies & Psychology
- # Social Psychology

Psychology related degree courses

Other degree courses where A level Psychology may be useful include:

- # Applied Social Sciences
- # Business Studies
- # Communication Studies
- # Criminology
- # Business Decision Analysis
- # Education Studies
- # Human Resource Management
- # Law
- # Marketing
- # Media Studies
- # Organisational Behaviour
- # Entrepreneurship
- # International Relations & Politics
- # Public Administration
- # Advertising & Marketing Communication
- # Retail Management
- # Gender Studies

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

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

Psychology FACTFILE

Opportunities for Graduates

Recent statistics show the following trends for graduates from Psychology degrees:

- just over 58% of Psychology graduates entered full-time employment.
- 16% went into full-time further study or training.
- health and social welfare careers are popular areas for Psychology graduates.
- graduates seeking a professional career as a Psychologist normally need further experience and study prior to gaining a post.
- around one third of those entering employment went into clerical and secretarial jobs, catering or bar work.

...jobs *

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

- Advertising Officer, an advertising agency;
- Director, a theatre arts company;
- Management Trainee, Enterprise Rent-A-Car
- Clinical Psychologist, NHS;
- Assistant Psychologist, NHS; Nursing Auxiliary, NHS
- Educational Assistant, a primary school;
- Insurance Technician, Capita;
- Conference and Events Assistant, a hotel
- Web Developer, an IT company;
- Graduate Mental Health Worker, NHS;
- Researcher, a university;
- Psychiatric Carer, a care agency



need to find out more?

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

- > The UCAS Guide to Getting into Psychology: Information on Careers, Entry Routes and Applying to University and College in 2013 *published by UCAS and TargetJobs.co.uk (Progression Series)*
- > 101 Careers in Psychology by Tracey Ryan *published by Springer Publishing*

Useful websites:

- ▷ Association of Educational Psychologists
www.aep.org.uk
- ▷ British Association for Counselling and Psychotherapy
www.bacp.co.uk
- ▷ British Psychological Society
www.bps.org.uk
- ▷ Chartered Institute of Personnel and Development
www.cipd.co.uk
- ▷ Health and Care Professions Council
www.hpc-uk.org
- ▷ Institute of Career Guidance
www.icg-uk.org
- ▷ Market Research Society
www.mrs.org.uk
- ▷ National Health Service Careers
www.nhscareers.nhs.uk

Thinking about choosing to study Religious Studies 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 Religious Studies 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 Religious Studies 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.



* RELIGIOUS STUDIES

Studying any A level course will give you two main things, knowledge about the content of the subject (different religious beliefs and philosophies, morals and ethics, 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 +

Religious Studies is often combined with other arts and humanities such as History, English, or modern and classical languages. Complementary subjects include Classical Civilisation, Latin, Greek, History of Art, Sociology and Psychology. Some syllabuses offer the option to do a project linked to the content of another A level subject which can either be contrasting or complementary. Religious Studies provides a contrast to subjects such as Economics, Business Studies, Mathematics and all of the sciences.

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.

<i>Religious Studies 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 appropriate sources to use <input type="checkbox"/> reading and interpreting text written in difficult and unfamiliar language <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 religious, cultural historical and philosophical literature <input type="checkbox"/> considering different viewpoints on controversial issues <input type="checkbox"/> studying objective historical evidence (e.g. archaeology)
<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 to illustrate straightforward and complex matters <input type="checkbox"/> producing subject-related online content or adding to online discussions via blogs or social media tools	<input type="checkbox"/> writing notes, essays and projects using factual material and making use of religious terminology <input type="checkbox"/> presenting different arguments for example, on the morality of embryo research
<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"/> discussing and debating controversial issues <input type="checkbox"/> expressing an understanding of and empathy for different viewpoints	<input type="checkbox"/> discussing the perspectives of different religions in relation to social problems and issues
<i>Numerical skills:</i>	<input type="checkbox"/> collecting and recording data <input type="checkbox"/> estimating and calculating timescales, percentages and proportions	<input type="checkbox"/> investigating religious and historical events using incomplete or partial evidence
<i>Skills of critical analysis:</i>	<input type="checkbox"/> developing hypotheses and theories to make sense of developments in religious movements <input type="checkbox"/> selecting suitable evidence to test hypotheses and investigate religious beliefs, customs and movements <input type="checkbox"/> developing an understanding of contemporary responses to religious beliefs in different times and places	<input type="checkbox"/> evaluating the approaches of western and/or eastern philosophy and religions to debates on, for example, problems of evil and suffering, miracles <input type="checkbox"/> examining the background and emergence of different religious beliefs and philosophies

<p>* Ways in which you might use these in a job:</p>
<ul style="list-style-type: none"> <input type="checkbox"/> recognising and understanding different viewpoints <input type="checkbox"/> listening to others and conveying information in simple terms <input type="checkbox"/> understanding and helping to solve the personal problems of others
<ul style="list-style-type: none"> <input type="checkbox"/> producing letters, memos, reports etc.. <input type="checkbox"/> giving advice and information to people of different social and ethnic backgrounds
<ul style="list-style-type: none"> <input type="checkbox"/> giving presentations, persuading others about a particular argument <input type="checkbox"/> co-operating with others and working as part of a team
<ul style="list-style-type: none"> <input type="checkbox"/> using a methodical approach to tackling problems <input type="checkbox"/> dealing with budgets or funds
<ul style="list-style-type: none"> <input type="checkbox"/> building relationships with people of different backgrounds and beliefs <input type="checkbox"/> preparing and delivering religious sermons and organising and participating in religious events and festivities

religious studies

* other skills

- In addition to the specific skills you will develop whilst studying Religious Studies 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:

- using ICT to access information and resources
- conducting research using appropriate sources of information
- using appropriate packages to produce essays and assignments

Religious Studies

C A R E E R c-o-n-n-e-c-t-i-o-n-s

Along with other Humanities subjects, Religious Studies has wide acceptance for both entry into employment and university. Careers related to Religious Studies are varied and include more than work in the church, social and welfare work and teaching. The skills gained from the study of Religious studies are useful in a wide range of occupations and contexts.

Listed below are a selection of occupations which make use of the skills and knowledge developed through the study of Religious Studies. 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
V	Religious Leader
V	Social Worker and Counselling Service
	Careers
V	Youth and Community Work
J	Healthcare
JH	Nursing
AB	Civil Service
AC	Local Government Work
AA	Human Resources Manager
L	Legal and Political Services
UI	Prison Service
O	Marketing and Advertising
OG	Public Relations
PB	Journalism and Writing

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 Religious Studies. 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 Religious Studies 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 Religious Studies 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?

Degree level programmes normally require a minimum of 2 A2 levels, or the equivalent, plus supporting GCSE passes. Although an A level qualification in Religious Studies is very useful for entry to degree programmes, many students have been successful at this discipline without previous A level study.

Degree courses in Religious Studies/Theology

A wide range of courses exist in universities and colleges. These include single honours degrees as well as a wide range of combined degrees where other subjects can be studied alongside Religion or Theology. Religious Studies degrees tend to be quite broad involving the study of world religions with less emphasis on the study of Christianity as a single doctrine. Theology, on the other hand, usually (though not always) involves an in depth study of a living tradition. At universities in the UK this is normally Christianity. A number of universities and colleges allow comparative study of the philosophy and sociology of religions of all doctrines.

Religious Studies related degree courses

- # Biblical Studies
- # History of Religions
- # Theology
- # Study of Religions
- # Religion, Philosophy & Ethics
- # Anthropology of Religion
- # Religious, Social and Cultural Studies
- # Divinity
- # Hebrew Studies
- # Theology & Urban Ministry
- # Arabic Religious Studies
- # Christianity & Community Studies
- # Comparative Religion
- # Christian Ministry
- # Applied Community Studies/
Religious Studies
- # New Testament Studies
- # Anthropology
- # Byzantine Studies
- # Church History
- # Philosophy & Ethics
- # Community Development
- # History of Ideas
- # Jewish Studies
- # Medieval Studies
- # Islamic Studies
- # Sanskrit
- # Youth and Community Work

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 Religious Studies may not be of direct relevance but will be useful, however, so you need not be restricted by this list.

Religious Studies FACTFILE

Opportunities for Graduates

From recent surveys the following trends have been identified for Religious Studies and Theology graduates (based on a survey of graduates six months after completion of the degree):

- nearly 30% of religious studies graduates opted for further postgraduate study. Of these some chose specialist theology courses, others took conversion courses for things such as law or computing, and a large proportion went into teaching training.
- over half of religious studies graduates entered employment after their course.
- 10% went into commercial, industrial and public sector management.
- 20% went into professional and technical occupations, including the Civil Service, the legal profession and the social care sector.
- 7% were employed in social and welfare work.
- many religious studies graduates find work in areas such as social services, education authorities, FE/HE institutions, religious organisations and voluntary/charitable organisations.

...jobs

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

- Account Manager
- Call Centre Operative
- Fundraising Assistant
- Head Hunter
- Management Trainee
- Mental Health Social Worker
- Musician
- PA to Senior Vice President
- Recruitment Consultant
- Trader
- Volunteer Child Supervisor



need to find out more?

Useful websites:

- ▷ British Association for Counselling and Psychotherapy
www.bacp.co.uk
- ▷ Church Mission Society
www.cms-uk.org
- ▷ Health and Care Professions Council
www.hpc-uk.org
- ▷ National Health Service Careers
www.nhscareers.nhs.uk
- ▷ Quaker Voluntary Action
www.qva.org.uk
- ▷ Refugee Council
www.refugeecouncil.org.uk
- ▷ Department for Education/Teaching
www.education.gov.uk/get-into-teaching
- ▷ World Council of Churches
www.oikoumene.org

Thinking about choosing to study Sociology 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 Sociology 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 Sociology 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.



* SOCIOLOGY

Studying any A level course will give you two main things, knowledge about the content of the subject (the study of how people interact, society based issues, crime, poverty, the family, 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 +

Sociology can be combined with other subjects such as Geography, Psychology, Economics, Law and Business Studies to provide an A level study programme that is linked to careers and courses in business management, personnel, health and social welfare. If it is taken with Mathematics or Statistics other career options requiring numerical and social research skills may be possible. Students considering Nursing and medical careers may take Sociology alongside sciences, or a vocationally related course in Health and Social Care, as some of the training courses for health care work include the study of Sociology.

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.

Sociology 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"/> analysing written and statistical information and drawing out from it the key pieces of information needed <input type="checkbox"/> summarising complex documents and reporting on research findings	<input type="checkbox"/> learning about how society is structured, organised and functions and looking for the causes of social problems studying topics such as media, education, class, gender and ethnicity, crime, etc.
<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 to illustrate straightforward and complex matters <input type="checkbox"/> adjusting the style of writing to suit the audience or task <input type="checkbox"/> producing subject-related online content or adding to online discussions via blogs or social media tools	<input type="checkbox"/> writing essays, reports, and assignments <input type="checkbox"/> illustrating written materials with graphs, charts and photographs
<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"/> interviewing people during surveys or research studies <input type="checkbox"/> debating topics such as divorce and the impact on the family. <input type="checkbox"/> giving presentations on the outcome of projects
<i>Numerical skills:</i>	<input type="checkbox"/> collecting and recording data <input type="checkbox"/> reading, understanding and interpreting graphs and charts <input type="checkbox"/> interpreting and presenting data in statistical tables	<input type="checkbox"/> organising, conducting and analysing surveys <input type="checkbox"/> producing graphs, charts, tables and diagrams of statistical data relating to sociological experiments
<i>Skills of critical analysis:</i>	<input type="checkbox"/> investigating and clarifying problems by developing hypotheses <input type="checkbox"/> testing hypotheses using research techniques and analysis <input type="checkbox"/> evaluating evidence and forming conclusions	<input type="checkbox"/> planning, preparing and carrying out surveys to investigate such things as gender and race stereotyping <input type="checkbox"/> using sociological methods and theories to evaluate social problems

<p>* Ways in which you might use these in a job:</p> <ul style="list-style-type: none"> <input type="checkbox"/> using a knowledge of society and social groupings to study and investigate the causes of social unrest <input type="checkbox"/> recommending approaches to deal with social problems like crime, poverty, ageing populations, etc.
<ul style="list-style-type: none"> <input type="checkbox"/> designing and conducting surveys to study social attitudes <input type="checkbox"/> writing supervision orders and care plans for clients, offenders, etc.
<ul style="list-style-type: none"> <input type="checkbox"/> improving relations and solving conflict between groups <input type="checkbox"/> taking part in case conferences to discuss particular individuals <input type="checkbox"/> working with groups to establish community initiatives and projects
<ul style="list-style-type: none"> <input type="checkbox"/> dealing with budgets, accounts and funding requests <input type="checkbox"/> calculating costs for social projects, community and self-help initiatives
<ul style="list-style-type: none"> <input type="checkbox"/> predicting how groups will react to changing social pressures like working from home, divorce, etc. <input type="checkbox"/> advising others on how to deal with people in problem areas such as the police and teachers

sociology

* other skills

- In addition to the specific skills you will develop whilst studying Sociology 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:

- researching issues and finding out about key figures in sociology online
- using social networking to 'follow' relevant people or organisations or to share ideas
- using appropriate packages to produce essays and assignments

Sociology

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 Sociology, and all the skills that you develop through studying it, will be very useful. 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
V	Social Work and Counselling Services
A	Administration, Business and Office Work
AA	Human Resource Management
J	Healthcare
O	Marketing and Advertising
SB	Retail Management

However, being able to understand how and why groups within society function in the way they do will be a very useful asset in many jobs, so you need not be restricted by this list.

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.

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 Sociology. 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 Sociology 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 Sociology 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?

Degree level programmes normally require a minimum of 2 A2 levels, or the equivalent, plus supporting GCSE passes. There are a wide variety of courses where A level Sociology will be of direct relevance. However, it should be noted that A level Sociology is not an essential requirement for Sociology and Social Science degree courses.

Degree programmes in Sociology and Social Sciences

A range of courses are available in Social Sciences. These include the following titles:

- # Sociology
- # Social Administration
- # Social Policy
- # Social Anthropology
- # Anthropology

These may be offered as single subject or combined courses. For example, Social Administration and Social Policy are often combined. Courses entitled Social Sciences may offer a wide range of options, including: Sociology, Psychology, Economics, Statistics, Law, Philosophy and Anthropology, together with many other subjects depending on how a 'social science' is defined. For example, some institutions may include Geography as an option.

Sociology related degree courses

Other degree courses where A level Sociology may be useful include:

- # Communication and Media Studies
- # Politics
- # International Relations
- # Organisation Studies
- # Human Resource Management
- # Personnel Management
- # Management Studies
- # Law
- # Social Psychology
- # Women's Studies
- # Marketing

Note: Options exist for Social Work degrees but these normally require relevant experience prior to entry and have minimum age requirements.

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 Sociology may not be of direct relevance but will be useful, however, so you need not be restricted by this list.

Sociology FACTFILE

Opportunities for Graduates

Recent statistics show the following trends for graduates from Sociology degrees:

- 70% entered employment straight after their degree (higher numbers than previous generations of graduates).
- 12% entered further studies or training.
- graduates entered a wide range of jobs with significant numbers taking up work in management and administrative work in commerce, industry and the public sector.
- 8% entered related jobs in areas such as community work, social work and probation work.
- 12% of those entering employment went into clerical and secretarial jobs.

...jobs



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

- Transport Manager, a travel company;
- Trainee Teacher, a college;
- Teaching Assistant, a primary school;
- Student Advocate, a university
- Events Co-ordinator, a hotel;
- Finance Auditor, a financial services company;
- Performance Analyst, United Utilities
- Mental Health Coach, a charity; Learning Support Assistant, a council;
- Support Worker, a homecare company
- Administrative Assistant, a university
- Bar Server, a hotel; Sales Assistant, Next
- Postman, Royal Mail; Call Centre Agent

need to find out more?

Useful websites:

- ▷ British Association of Social Workers
www.basw.co.uk
- ▷ Community Service Volunteers
www.csv.org.uk
- ▷ Health and Care Professions Council
www.hpc-uk.org
- ▷ Royal Anthropological Institute of Great Britain
and Ireland
www.therai.org.uk

Thinking about choosing to study Sport / PE 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 Sport / PE 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). Sport would come under Sport, Leisure & Recreation on this route. The other subjects you choose to combine with Sport / PE 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.



* SPORT / P E

Studying any Advanced level course will give you two main things, knowledge about the content of the subject (the structure and organisation of sports, anatomy, psychology, 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 +

Students wishing to enter careers related to Sport might take Sport / PE with Mathematics and/or science subjects such as Biology to gain a relevant foundation in some of the subjects which are useful, or required, for entry to Sports Science degrees and Diplomas. Other relevant subjects might include Sociology and Psychology or a vocationally related course in Leisure & Recreation. Sports Studies can also be combined with a wide range of arts, business and humanities subjects.

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.

<i>Sports Studies 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 appropriate sources to use <input type="checkbox"/> summarising that information either in writing or verbally	<input type="checkbox"/> learning about the organisation of sport in the UK, sports psychology, anatomy, physiology and biomechanics and the sociology of sport, etc.
<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 to illustrate straightforward and complex matters <input type="checkbox"/> producing subject-related online content or adding to online discussions via blogs or social media tools	<input type="checkbox"/> writing essays and reports <input type="checkbox"/> producing data about sports performance using tables, graphs, histograms and frequency polygons
<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"/> working as part of a team to organise sports events <input type="checkbox"/> explaining rules, scoring and tactics in particular sports
<i>Numerical skills:</i>	<input type="checkbox"/> collecting and recording data <input type="checkbox"/> reading, understanding and interpreting graphs, tables and histograms <input type="checkbox"/> estimating, measuring and calculating distances and timescales <input type="checkbox"/> observing and measuring physical performance and biological response	<input type="checkbox"/> working out how much exercise someone should do, taking into account their age, height, weight and general state of fitness <input type="checkbox"/> using diagrams to explain techniques for measuring fitness
<i>Problem solving:</i>	<input type="checkbox"/> selecting suitable techniques to test hypotheses and investigate biological and physiological processes <input type="checkbox"/> carrying out practical investigations and experiments	<input type="checkbox"/> setting up experiments to test physical responses to exercise such as strength, stamina, motivation and fatigue
<i>Sporting skills:</i>	<input type="checkbox"/> demonstrating sports skills and coaching others <input type="checkbox"/> communicating the values of hygiene, nutrition, physical well being, fair play and self discipline	<input type="checkbox"/> behaving in a sporting manner yourself and encouraging others to do so

Sports Studies

C A R E E R c-o-n-n-e-c-t-i-o-n-s

There are a number of careers where having an A level qualification in Sport / PE, and all the skills you develop through studying it, will be very useful. 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
M	General information on careers related to Leisure, Sport and Tourism
MB	Sport and Outdoor Pursuits
MA	Leisure and Recreation
O	Marketing and Advertising
F	Teaching
V	Youth Work
JF	Physiotherapy
JF	Sports Therapy
PB	Journalism
UC	Fire and Rescue Services
UA	Armed Forces Careers
UA	Royal Marines

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 Sport and PE. 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 Sport / PE 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 Sport / PE 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?

Degree level programmes normally require a minimum of 2 A2 levels, or the equivalent, plus supporting GCSE passes. At degree level sports courses can usually be distinguished between those that have a science bias (often titled Sports Science) and those with a more general study of the Sports and Leisure Industry (Sports Studies) or of developing sport in the community (Sports Development).

Degree courses in Sport

Sports courses vary enormously in style and content, in the amount of practical experience that is covered, and include the following titles:

- # Sports & Exercise Science
- # Applied Sports Sciences
- # Sport Development & Coaching Sciences
- # Personal Fitness Training
- # Sport & Recreation Management
- # Sports and Materials Science
- # Tourism & Leisure Studies
- # Leisure Management
- # Health Sciences
- # Outdoor Leadership
- # Adventure Recreation Management
- # Education and PE (Teaching)
- # Sport and Fitness Management
- # Sport and Human Performance
- # Sports Coaching
- # Sports Product Design
- # Sports Development
- # Sports Psychology
- # Sports Studies
- # Sports Technology
- # Sport and Society
- # Community Sport Development

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

Sport related degree courses

Other degree courses where Sports Studies may be useful include:

- # Physiology
- # Biological Sciences
- # Community Development
- # Countryside Management
- # Hospitality Business Management
- # Health Sciences
- # Human Biology
- # Nursing
- # Physiotherapy
- # Psychology
- # Sociology
- # Travel and Tourism Management

Some of these will require that you also have other science A levels alongside your sports studies. Details of all the degrees available in these areas, and more, can be found on the UCAS website at www.ucas.com

Sports Studies FACTFILE

Opportunities for Graduates

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From recent surveys the following trends have been identified for Sports Science graduates (based on a survey of graduates' six months after completion of the degree):

- around 64% of graduates entered employment six months after graduation.
- 20% entered sports related professions.
- other job areas included sales and marketing, public relations, journalism, police and youth work.
- 13% entered further full-time study including teacher training.
- in some cases graduates entering work after their sports degree juggle several jobs at once e.g. combining coaching with other part-time work due to the fixed term, part-time or freelance nature of the work. However in other cases graduates do secure full-time sports-related work with one employer.

...jobs *

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

- Physiotherapist, NHS
- Primary Teacher, a school
- HR Adviser, Sainsburys
- Database Administrator, 3M
- Martial Arts Instructor;
- Freelance Model;
- Archivist, National Museum;
- Sports Coach, Adidas;
- Sports Coach, Racquets sports;
- Fitness Instructor, VirginActive
- Paralegal, a solicitor;
- Trade Union Officer, Institute of Art



Need to find out more?

Useful websites:

- ▷ Sport and Recreation Alliance
www.sportandrecreation.org.uk
twitter: @sportrectweets
- ▷ Fitness Industry Association
www.fia.org.uk
<http://thefitnessindustryassociation.blogspot.co.uk>
- ▷ The Football Association
www.thefa.com
- ▷ Fulbright Commission
www.fulbright.co.uk
- ▷ Institute for Outdoor Learning
www.outdoor-learning.org
- ▷ The Institute for the Management of Sport and Physical Activity
www.imspa.co.uk
- ▷ Institute of Sport & Recreation Management
www.isrm.co.uk
- ▷ Sports Coach UK
www.sportscoachuk.org
- ▷ Sport England
www.sportengland.org
- ▷ British Association of Sports and Exercise Sciences
www.bases.org.uk/Home

FURTHER INFORMATION & RESOURCES

Key Skills

Most of the websites of the main awarding bodies make references to Key Skills and relevant support materials.

See:

<http://web.aqa.org.uk>
www.edexcel.com
www.cityandguilds.com
www.ocr.org.uk
www.wjec.co.uk

A level choice, post 16 options

Which A Levels? The Guide to choosing AS and A levels
published by Nord Anglia Lifetime Development

Choosing Your A Levels and Post 16 Options
published by Trotman

Both guides provide details of A level subjects including syllabuses, advice on subject combinations, and relevant degree courses.

www.russellgroup.ac.uk/media/informed-choices/InformedChoices-latest.pdf
Useful guide containing advice on subject combinations.

Employment

Careers 2013
published by Trotman

The book offers case studies to give an idea of the day-to-day work involved, resource information as well as answers to questions every student or adult looking for a new career wants to know: how much can I earn? what are my career prospects? what training and qualifications will I need? The up-beat style makes the guide easy to read and encourages the reader to pursue their career dreams. 750+ jobs profiled inside.

What Do Graduates Do?
published by AGCAS (annually in November)
also available to view on www.prospects.ac.uk
Provides statistical information and description of trends in the graduate labour market for degree and Foundation degree holders. Also included is useful information on choosing a degree and profiles of graduates from a wide range of disciplines. Essential reading for all

applicants to higher education who require a vocational perspective on their degree choice.

Higher Education

Degree Course Descriptions – COA, UCAS books
descriptions and explanations of over 120 subject areas including typical content and structures and what to look for when choosing between courses covering the same subject.

Degree Course Offers - Brian Heap
published by Trotmans
Details of grade offers, and a host of other information including likely interview questions, and policies of universities towards re-sitting of A levels.

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