

## Year 8

# Aimhigher Connexions Surrey

## Resources

**REMEMBER!**

Careers advice and information  
is always available from specialist  
Connexions Surrey staff and school  
careers teachers

# YEAR 8 SUMMARY



## Aimhigher Surrey Activity

|  |                    |
|--|--------------------|
| Theatre Performance and workshops [ <i>Awareness raising activity</i> ]                  | <b>November</b>    |
| Visit to Higher Education Institutions [ <i>Aspiration raising activity</i> ]            | <b>Autumn Term</b> |
| Menu of Activities [ <i>includes Awareness, Aspiration &amp; Attainment activities</i> ] | <b>All Year</b>    |



## Connexions Surrey Interventions

|                            |                    |
|----------------------------|--------------------|
| Connexions Surrey Assembly | <b>Summer Term</b> |
|----------------------------|--------------------|

## Activities for use by schools

### Activity 1:

**'Future Options'** – follow up to the Aimhigher Surrey theatre performance looking at pathways, both vocational & academic, from GCSEs – BA [Hons]

**January**

Responsibility: Class Teacher – activity in Tutor time

Resources: Briefing Notes for Staff  
Class Teacher Notes [Worksheets 1-4]  
Worksheets 1 -4 'Future Options'

### Activity 2:

**'Where do you want to be?'** - a look at careers & choices

**June/July**

Responsibility: Class Teacher - activity in Tutor time

Resources: Briefing Notes for Staff  
Quiz & PowerPoint presentation 'Where do you want to be?'

## **Aimhigher Surrey Activity**

In Year 8, schools are encouraged to use Awareness Raising and Aspiration Raising activities to engage their Aimhigher cohort with the following concepts:

- There are different qualifications & routes into Higher Education
- University can be an exciting and interesting place to be
- Study can be fun

### **Theatre Performance & Workshops:**

This is a whole year activity with a theatre company coming into school and performing a drama that highlights the issues of young people, qualifications and employment. It seeks to raise awareness of routes young people can take and where they might lead them.

All schools are offered 'follow-up' workshops for smaller groups of their Aimhigher cohort in which they can explore the messages of the play in greater detail.

### **Visit to a University:**

Aimhigher students are given the opportunity to visit a local university to experience what it is really like. This could be a half-day or full day activity where students get to meet undergraduates, have a tour of the university and find out what it is like to study at university. Often the day will include interactive activities linked into 'learning styles' and 'how to research'. Some universities will offer students the chance to visit and use their sports facilities as well.

### **Menu of Activity:**

The Menu of Activities is published annually and offers a range of activities that can be delivered on the school site, at a university, a college or with a training provider. These are interactive activities that link into the National Curriculum, may focus on a particular part of the curriculum and are designed to raise interest in that subject.

Activities on offer include: Royal Holloway, University of London – 'Give it a Go Project' and 'Subject Taster Days', Learning Scaffold – 'Higher Education – is it for me?', University of Surrey – 'Science & Technology – why do animals huddle?' and 'Using Control Technology for Security'

### **Bespoke Activities**

Aimhigher Surrey is keen for schools to develop activities linked to the specific needs of their students. Teachers wishing to develop a bespoke activity should talk with their Aimhigher co-ordinator in the first instance and then with the Aimhigher Surrey office.

### **Staff Development**

A Twilight or INSET session providing an overview of current progression routes, including vocational, into Higher Education. This could also be delivered as a Network activity to a group of schools & colleges.

## **Connexions Surrey Interventions**

The summer term of Year 8 marks the point where young people begin to work with the Connexions Personal Advisers (PAs) who are professionally trained in Careers Guidance and linked with their school.

The year's programme is agreed in advance with the school management and documented in a Partnership Agreement, which is reviewed termly. The Partnership Agreement is negotiated annually by school Senior Management Team and local Connexions Service management along with the Connexions Personal Advisers who work in the school. Each school holds a copy of its Partnership Agreement.

### **Connexions Surrey Involving Young People Vision:**

That every young person receiving a service from Connexions Surrey has the opportunity to contribute to and participate in the development of the Connexions service by being able to express their views in different ways.

### **What are the benefits to you and the young people in your school/college?**

Involving young people is one of the criteria that must be satisfied for the Healthy Schools Award and is also imperative for gaining the Investors in Careers charter mark. Connexions Surrey supports educational institutions to achieve these two awards.

Connexions Involving Young People Workers are available to work with the student council, organise Connexions marketplace events, carry out interviews or focus groups with young people, or to work with groups of young people as 'ambassadors' to promote the Connexions service in a specific institution. For details, please contact the Involving Young People team at Connexions Surrey's Central Support Unit.

In each school or college there is a designated area for Connexions related resources and students are welcome to refer to these. This area is usually where the PA will offer advice and information to those who 'drop in' without a formal appointment. This service is offered at specific times during PA time in school or college.

### **Connexions Assembly**

The link PA will meet with the whole year group in an assembly to introduce them to the Connexions Service and how it can be of help to them in the coming years.

### **Learning Outcomes:**

Students will be able to

- recognise how Connexions PAs can support them up until age 19 [25 for those with special needs]
- recognise the different ways a Year 8 student can contact their Connexions PA
- be able to identify other sources of Connexions information and support

## Key Resources

Careers Education and Guidance [CEG] Schemes of Work for Key Stage 3 - VT Life skills  
a resource pack of activities to support CEG with students

CEGNET a one stop careers education resource including national updates,  
case studies and resources [www.cegnet.co.uk](http://www.cegnet.co.uk)

Fast Tomato an interactive careers package for young people [www.fasttomato.com](http://www.fasttomato.com)

Information & advice for young people [www.connexionssurrey.co.uk](http://www.connexionssurrey.co.uk)

IAG Toolkit Information, Advice & Guidance resource to support schools & colleges in  
reviewing & developing their careers education and IAG provision for the 14-19 age group.  
Contains examples of model programmes and entitlements, including an audit linked to the  
National Framework for CEG [www.connexionssurrey.co.uk](http://www.connexionssurrey.co.uk)

Surrey Area Prospectus - available on-line from September 2008. Will provide up-to date  
information on all courses delivered and offered by Surrey education and training providers  
[www.surrey-area-prospectus.co.uk](http://www.surrey-area-prospectus.co.uk)

# **ACTIVITIES for use by schools**

## **'Future Options'**

- For Class tutors to use worksheets as follow-up activities to the Aimhigher Surrey theatre performance & workshops
- The worksheets are designed to raise awareness of both academic and vocational study options and the range of qualifications that are now available
- These activities lend themselves to smaller group discussion feeding back into the whole class, but could also be used as a whole class activity

### **Briefing Notes:**

This activity is designed to encourage discussion about types of qualifications and routes into Higher Education – building on the issues highlighted in the Aimhigher Surrey theatre performance. Also useful to identify 'where' you can study during Year 12 and 13 - further education colleges, sixth-forms attached to schools, sixth-form colleges and work-based learning to name a few.

Try to get students to think about the range and type of qualifications that they can study at school, why it is important to get the grades in Maths, English and ICT, why they need to be computer-literate and how different qualifications or routes can still get you into Higher Education.

It is designed to 'introduce' students to the idea that qualifications do matter, there are many different qualifications out there and not everyone suits the traditional academic route.

Key messages to get across are the importance of that C grade in English, Maths and ICT for further study and for many jobs. Also the recognition that to follow a traditional AS/A Level Course in Further Education [Year 12 & 13] you generally need to have a minimum of 5 GCSEs, but there are other courses you can do which do not require this – more vocational, etc, etc

- Worksheet 1 – identify difference between academic & vocational qualifications
- Worksheet 2 – why are English, Maths and ICT seen as important?
- Worksheet 3 – what qualifications can I study at school?
- Worksheet 4 – qualifications at 16+ - further education and work-based learning

### **Learning Outcomes:**

Students should be able to demonstrate:

- greater awareness of different qualifications on offer
- realisation that there are different routes into Higher Education
- recognition that 'better' qualifications can lead to better jobs
- an understanding of why English, Maths and ICT are important

### **Possible Extension Work:**

- Students could be encouraged to research qualifications needed for specific jobs
- Students could research different qualifications accepted by universities

## 'Future Options' Worksheet 1 - Class Tutors [notes]

### **Q1. Can students identify the difference between ACADEMIC and VOCATIONAL qualifications and routes?**

#### Academic

- Favours the more traditional subjects such as English Literature, Mathematics, History, Biology and Physics
- A traditional academic route is seen as GCSEs, A Levels and then university degree
- Traditional academic qualifications like GCSEs, A levels and degrees are said to demonstrate you have achieved a certain educational standard and that you have strong analytical and critical skills

#### Vocational

- Vocational qualifications provide a broad introduction to a particular career or industry - for example, manufacturing, art and design, or health and social care
- You won't get a vocational qualification in 'English Literature' or 'History' but you will find vocational courses in Accountancy, Business Studies, Child Care, Health and Social Care, Public Services, Motor Mechanics
- Vocational qualifications can be helpful if you already know what job you want and enjoy learning practical skills
- These qualifications are designed to help you develop the knowledge and vocational skills needed for a broad area of work or for further study relating to it
- Vocational courses are usually 'work-related' courses which means that you gain skills and experience directly linked to your future career
- They are great if exams and lectures aren't really your thing!

NB: there will always be crossovers between academic and vocational - the fact that you now get both vocational and academic degrees demonstrates that. So, for example a Degree in Computer Science could well be considered an academic route whereas a Degree in Web Design could be considered a vocational route.

### **Q2. Do students have to take either an academic OR a vocational route?**

- Many students do tend to be 'steered' in one or other direction
- However, there is now more chance to do a combination of academic and vocational qualifications than ever before
- Both academic and vocational routes can get students into Higher Education
- Traditionally the more able students are steered towards the academic route – however, the value of the vocational route should not be underestimated in terms of 'employer needs and wants' and in building a student's confidence in their abilities

## **'Future Options' Worksheet 2 - Class Tutors [notes]**

### **Q1. Can students identify why Maths, English and ICT are seen as important?**

- Recognition that these are skills needed for everyday life – try to get students to identify things they do in everyday life that don't use these skills – they should see that shopping, sport, exercise, music all feature the need to use language, ICT skills and numeracy
- See if they can think of an employment area that doesn't use ICT or need good Maths and English skills. Difficult!
- You should be able to tease out that majority of jobs from forensic scientist to garage mechanic use ICT technology. Even van deliveries, postal deliveries use ICT to ensure correct addresses, etc

### **Q2. What jobs would you need to have these skills for?**

- Nursing and medicine – Anyone wanting to work in medicine has to have a minimum GCSE 'C' grade in both English and Maths. Tease out the dangers of not being able to add up or read amounts on a prescription
- Teaching – again, anyone wanting to work in education has to have a minimum GCSE 'C' grade in both English and Maths [and Science for primary teachers]
- Architect – needs to be both numerate and literate to do their job
- Builder – what would happen if they measure distances inaccurately
- Postal delivery worker – need to be able to recognise numbers, understand how sequencing works and read addresses
- Taxi driver – again need to be able to recognise numbers, understand how sequencing works and read addresses
- Football Referee – needs to be able to work out how many yellow cards they have given, sequencing for penalties, etc etc....
- Most jobs now demand some degree of computer literacy – many sports now use ICT technology to solve disputes

**NB;** it is worth pointing out that if someone struggles with Maths or English [and many people do], most Further Education establishments will support students to gain those qualifications, or an equivalent qualification, if they have not done so well with them at school.

It is never too late to gain Maths and English and ICT qualifications!

## **'Future Options' Worksheet 3 - Class Tutors [notes]**

### **Q1. What types of qualifications can students study at school?**

- **GCSEs** - Hopefully they will come up with these! GCSEs can now be taken in over 45 subjects from English and Maths to Economics and Psychology
- **GCSEs in vocational subjects** that relate to work in particular vocation areas - if your school offers any of these, you could outline the subjects available
- **BTECs** are a long-established qualification. Some schools offer BTEC qualifications. BTECs are vocational specialised employer led qualifications. Subjects on offer can include e-business, computing, care, media, music, art and design, performing arts, applied science, engineering and a range of land-based applications
- **AS Levels** - Some schools offer students the opportunity to take **AS levels** early as well – if your school does this, then you could outline the subjects available
- **14-19 Diplomas.....** Some Surrey schools are piloting the new 14-19 Diplomas so may be appropriate to introduce them. From 2008, the 14-19 Diplomas should be available at all schools in engineering, health & social care, construction & the built environment, ICT and 'creative & media'

### **Q2. Can you explain the difference between these qualifications?**

- This could also be an extension exercise – students could 'research' the different qualifications on offer at their school.

### **Q3. Will all these qualifications get you into Further Education?**

- Again, worth pointing out that all these qualifications will get you into Further Education – though of course that will depend on the number and grades obtained

# Future Options' Worksheet 4 - Class Tutors [notes]

## Q1. What can you study in Further Education?

Qualifications on offer include:

- **AS/A Levels** – the traditional academic route after GCSEs. A 2 year course with external exams at both AS and A Level – some subjects will also include coursework
- **International Baccalaureate** – an alternative to A Levels and BTEC offered in some Surrey sixth forms and FE colleges. It offers a broad curriculum & is a recognised university entry qualification
- **Applied AS/A Level** - applied A Levels are replacing 'vocational A Levels or VCEs' and are available in an increasing range of subjects including Applied Art & Design, Applied Business, Applied ICT, Engineering, Health & Social Care, Leisure Studies, Media, Travel & Tourism and Performing Arts
- **BTEC National** - Most colleges now offer BTEC qualifications as an alternative vocational qualification. Many employers and universities value the BTEC National as providing a vocationally specialised preparation for employment or courses in higher education. There are BTEC Nationals in e-business, computing, care, media, music, art and design, performing arts, applied science, engineering and in a range of land-based applications. A BTEC National Diploma is the equivalent of 3 A Levels & is a recognised university entry qualification for many universities
- **GCSEs** – most colleges offer students the chance to retake or add another GCSE to their studies
- **NVQ** - National Vocational Qualifications (NVQs) are work-related, competence-based qualifications. They reflect the skills and knowledge needed to do a job effectively, and show that a candidate is competent in the area of work the NVQ framework represents
- **CACHE** courses offer a range of qualifications in the care and education of children and young people. Visit [www.cache.org.uk](http://www.cache.org.uk) for more details

## Q2. Do you have to go to college to study?

### **Work –Based Training:**

Many employers and training providers now offer young people [16 +] the opportunity to work full or part-time towards nationally recognised qualifications as part of the training within their job. Increasingly, some employers may offer sponsorship to students for full or part time higher education courses.

- **Advanced Apprenticeships** – now in a range of employment areas, not just traditional trades. Includes aviation, motor industries, engineering, hairdressing and multi media  
Visit [www.apprenticeships.org.uk](http://www.apprenticeships.org.uk) for further details
- **NVQs** - National Vocational Qualifications (NVQs) are work-related, competence-based qualifications. They reflect the skills and knowledge needed to do a job effectively, and show that a candidate is competent in the area of work the NVQ framework represents  
Visit [www.dfes.gov.uk/nvq](http://www.dfes.gov.uk/nvq) for further details

## Q3. Do you have to have A Levels to go to university?

- No, you can also get to university with other qualifications
- BTEC National Diploma is accepted as a university entrance qualification
- The CACHE Diploma is a recognised entry qualification for some HE courses
- NVQs and Advanced Apprenticeships will get you to university – though you might need to do some additional supporting study with both these qualifications
- 'Access to Higher Education' courses – for 19+ adults, this qualification will get you into most universities if you don't have A levels or equivalent

### **Possible Extension Work**

Explore what qualifications universities accept by looking at university prospectuses

## **'Future Options' Worksheet 1 - STUDENT's Copy**

**Q1. What are the differences between ACADEMIC and VOCATIONAL qualifications?**

**Q2. Do you have to choose either an academic OR a vocational route?**

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## **'Future Options' Worksheet 2 - STUDENT's Copy**

**Q1. Why are literacy, numeracy and ICT such important skills to have?**

**Q2. What jobs would you need to have these skills for?**

## **'Future Options' Worksheet 3 - STUDENT's Copy**

**Q1. What types of qualifications can you study at school?**

**Q2. Can you explain the difference between these qualifications?**

**Q3. Will all these qualifications get you into further education?**

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## **'Future Options' Worksheet 4 - STUDENT's Copy**

**Q1. What can you study in Further Education?**

**Q2. Do you have to go to college to study?**

**Q3. Do you have to have A Levels to go to university?**

### **Possible Extension Work:**

See if you can find out what qualifications universities are accepting as entry qualifications.

## **‘Where do you want to be? - interactive careers quiz**

- Can be used as a stand alone activity to raise awareness of different careers
- Can be used either as a Whole Class activity, small groups or even individually

### **Briefing Notes**

This activity is designed to encourage students to think about the range of careers that are available, especially in high profile industries such as Fashion, Music and Sport. Using these three areas, you can draw out some of the many jobs needed ‘behind the scenes’ to create a successful model, band or sportsperson. [You may wish to use an image of a famous sportsman, band or model instead of the images included here]

Give or show students just the pictures, get them to write down as many jobs as they can think of that would contribute to the success of the band, sportsman or model. Discuss as a whole group.

Then, hand out or show them the range of jobs listed – this list is by no means exhaustive, there are many more jobs relating to each area.

Having identified some of the range of jobs on offer, students could then use the LRC to research what qualifications and experiences are needed to work in that field. They can also use LRC resources to find out what a job is if they don’t know.

Students may need initial support to work out where to research these areas, but this will help them develop their skills in accessing the Connexions Resources area of the LRC and use of ICT resources.

### **Learning Outcomes**

Students should be able to demonstrate:

- raised awareness of variety of interesting jobs ‘behind’ successful people
- extended knowledge of how to use resources in LRC
- greater knowledge of jobs in these fields
- expended horizons in terms of jobs available

### **Possible Extension Work**

- Students could take a popular TV programme [such as Big Brother or Pop Idol] and explore range of jobs that make such programmes happen. [Credits at the end of a programme are useful sources for job titles]
- Similarly, students could take a popular film and do the same [film credits list some strange job titles which are worth exploring]

## Who's who behind a successful sports person?



## Some of the Jobs behind a successful sportsperson

- Sports Coach
- Sports Development Officer
- Sports Physiotherapist
- Dietician
- Architect
- Accountant
- Sports Psychologist
- Teacher
- Market Research Executive
- Weather Person

## Who's who behind a successful Model?



## Some of the Jobs behind a top model

- **Photographer**
- **Lighting Specialist**
- **Journalist**
- **Public Relations Officer**
- **Graphic Designer**
- **Fashion Designer**
- **Fashion Editor**
- **Retail Buyer**
- **Travel Manager**
- **Exhibition Organiser**
- **Hairdresser**
- **Make up Artist**
- **Chemist**

## Who's who behind a successful band?



## Some of the Jobs behind a successful band

- Sound Recording Engineer
- Solicitor
- Promotions Manager: Music Industry
- Marketing Manager
- Dentist
- Software Engineer
- Human Resources Officer
- Speech Therapist
- Hotel Manager
- TV Production Assistant
- Music Teacher
- Lighting Engineer